

Grove Academy



Senior Phase
S4/5/6

Course Choice Booklet

2021/22

CONTENTS

Courses		Page Nos
Art and Design	Portfolio Course	4-7
	Art & Design	7-11
	Photography	11-14
Biology	Biology	15-22
Business Studies	Accounting	23-26
	Administration and IT	27-30
	Business Management	31-35
Chemistry	Chemistry	36-40
Classical Studies	Classical Studies	41-43
Computing Science	Computing Science	44-46
Design and Technology	Advanced Engineering Program	47
	Engineering Science	48-49
	Design and Manufacture	50-51
	Graphic Communication	52-53
	Practical Woodworking Skills	54
	Practical Metalworking Skills	55
Drama	Drama	56-59
	Creative Industries	60-63
English	English	64-69
Geography	Geography	70-73
	Travel and Tourism	74
History	History	75-77
Home Economics	Health & Food Technology	78-80
	Fashion & Textile	81-84
	Practical Cookery	85-86
	Bakery	87
	Early Education and Childcare	88
Maths	Maths	89-95
Modern Languages	Modern Languages	96-99
Modern Studies	Modern Studies	100-102
	Sociology	103-104
	Politics	104

National Social Subjects		105
Music	Music with Performing Music with Technology Creative Industries	106-113 114-119 120-123
Physical Education	Physical Education	124-129
Physics	Physics	130-135
Religious, Moral &	RMPS	136-139
Princes Trust		140
Scottish Baccalaureate in Science		141
Flexible Pathways Courses	Employability Pathways	142
	S4 Employability program	142
	SFA Coaching Academy	142
	Fitness Industry Training Academy	142-143
	S4 Industry Preparation Programs	144
	Plumbing & Electrical Preparation program	144-145
	Hospitality Industry Preparation program	145-146
	Future Skills College	147
	Foundation Apprenticeships	148-150
Skills for work Courses	Please see separate College Senior Phase Choice booklet	

Art and Design: Portfolio Preparation Course

Non-Certified Course (S6 Pupils Only)

The portfolio course provides pupils with a specialist body of work when applying to both College and University when considering a career in Art and Design.

All candidates are expected to have a range of high quality work to submit either through E-portfolios or a hard copy in an A1 folder when applying for courses.

It is strongly recommended that pupils who take the portfolio course have successfully taken Higher Art and Design.

Course Description

This non-certified course is designed to provide pupils with a wide range of skills and to allow pupils to generate work tailored to their specific course requirements.

Portfolio production is very time consuming and pupils must invest a considerable amount of their own time too. The course will comprise of short units in both expressive and design areas. Some of these units may be covering graphic design, product and 3D design, portraiture, still life and photography.

Progression:

- HNC/HND courses at college.
- Various Degree courses.

Pupils are required to pay £10 towards the cost of mounting card for presenting work in portfolios.

They will also be expected to buy appropriate materials themselves to enhance their individual projects and also cover the cost of photography paper and printing as required.

Higher:

The skills that learners gain by successfully completing the course will be valuable for learning, life and work. Learners will investigate and analyse how artists and designers have used materials, techniques and/or technology to develop their ideas for creative and expressive impact.

They will develop creativity and complex problem solving skills when experimenting with materials, techniques and/or technology and experiment with different ways to realise their creative ideas. Learners will also develop their critical thinking and reflective skills when reviewing and refining their work.

The aims of the course are to enable learners to:

- Communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology.

- Analyse a range of art and design practice and critically reflect on the impact of external factors on artists and designers and their work.
- Plan, develop, produce and present creative art and design work.
- Develop personal creativity, using problem solving, critical thinking and reflective practice skills.

Course Structure

The course has an integrated approach to learning and includes a mix of practical learning and analysis of art and design practice.

In the course, learners will draw upon their detailed understanding of art and design work and practice. They will experiment with using a range of selected art and design materials, techniques and/or technology to develop their own creative ideas. Learners will develop a range of complex problem solving skills and a critical understanding of the impact of social, cultural and other external factors on artists' and designers' work and practice.

Expressive Portfolio (Higher)

This unit helps learners to develop their personal thoughts and ideas in visual form. In the unit learners will develop critical understanding of artists' working practices and the social and cultural influences impacting their work. They will select stimuli and produce investigative drawings and studies. They will develop and refine their expressive ideas and art work, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli.

Learners who complete this unit will be able to:

1. Analyse the factors influencing artists and art practice.
2. Produce creative development ideas for expressive art work.

The expressive portfolio has a total mark allocation of 100 marks. This is 38.5% of the overall marks for the course assessment.

Design Portfolio (Higher)

In this unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider complex design opportunities and work to resolve design issues and constraints. In the unit, learners will develop critical understanding of designers working practices and the social and cultural influences impacting their work. They will develop and refine their design ideas by experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats.

Learners who complete this unit will be able to:

1. Analyse the factors influencing designers and design practice.
2. Produce creative design ideas and development work for a design brief.

The design portfolio has a total mark allocation of 100 marks.

This is 38.5% of the overall marks for the course assessment.

The portfolios are now marked separately out of 100. In total the practical portfolios are out of 200 marks. The marks contribute to 77% of the overall marks for the course assessment. The course overall is graded A-D.

Marks for all course components are added up to give a total course assessment mark which is then used as the basis for grading decisions.

This is one of two components of course assessment. The other component is a question paper.

The portfolio has two sections.

Section 1, titled Expressive will have 100 marks.

Section 2, titled Design will have 100 marks.

Art and Design: Critical

Question paper 60 marks

Candidates have 2 hours to complete the question paper.

The question paper assesses candidates' knowledge and understanding of the work and practice of artists and designers and how social and cultural contexts impact on art and design works.

The questions are designed to assess candidates' ability to:

- Explain the methods used by artists and designers to achieve visual impact and creative and/or functional effect.
- Demonstrate knowledge and understanding of the impact of different external influences on art and design works.
- Analyse art and design works and critically respond to unseen prompts and images.

The question paper has a total mark allocation of 60 marks. This is 23% of the overall marks for the course assessment.

The question paper has two sections.

Section 1: Expressive Art Studies

This section has 30 marks. It contains six extended-response questions, one mandatory and five optional. In this section, candidates answer three questions in total, the mandatory question and two of the five optional questions.

Section 2: Design Studies

This section has 30 marks. It contains six extended response questions, one mandatory and five optional. In this section candidates answer three questions in total, the mandatory question and two of the five optional questions.

The portfolios are:

- Set by centres within SQA guidelines.
- Conducted under some supervision and control.
- Submitted to SQA for external marking.

All marking is quality assured by SQA.

RECOMMENDED ENTRY:

- N5 Art and Design
- N5 English

Homework:

Learners can expect to be given at least 2 hours of homework per week. All pupil will complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary and include researching and developing ideas through drawing and other media. Pupils will also receive written homework for revision tasks for practice exam questions.

- There is an expectation that learners will attend the department at extra times for extra tuition and support to ensure they meet the deadline and produce work to the best of their ability. The department is also open to pupils at lunchtime.
- There is an expectation that pupils will work at home on their own initiative to finish off class work as required.

Career Paths:

Art and design can lead to a wide range of courses at college and university and a variety of careers such as:

Animation

Costume and Theatre Design

Game Design

Illustration

Jewellery Design

Sculpture

Architecture

Fashion Design

Graphic Design

Interior Design

Product Design

Teaching

Advanced Higher Art and Design

The new Advanced Higher is preparing pupils at a higher level who wish to continue down a creative field. This course is recommended for pupils who intent on following in a career path in Art, Design, Product Design, Interior Design, Architecture, Photography, Textile, Jewellery and Fashion Design.

This course offers a great range of choice where pupils will initially make the choice of focusing on either Design or Expressive.

The course is producing a Portfolio of work producing a minimum of eight single-sided A1 sheets (or equivalent) and a maximum of 16 single-sided A1 sheets along with a written Critical Analysis which links to their area off study.

Course assessment structure: portfolio

Portfolio 100 marks.

The portfolio has a total mark allocation of 100 marks. This is 100% of the overall marks for the course assessment.

The portfolio assesses candidates' ability to apply design skills and integrate them with their knowledge and understanding of design practice.

Throughout the portfolio, candidates have the opportunity to demonstrate skills, knowledge and understanding by:

- selecting a design brief / statement of intent
- producing a practical work, including investigative research and development of ideas
- resolution and realisation of a final piece of work
- applying an understanding practice in their design/expressive work by using materials, techniques and/or technology to experiment with design/expressive elements
- producing a contextual analysis by selecting a design work/ artwork relevant to their practical design/expressive work and discussing the impact of related contexts through analysing the features of the design/expressive work
- reflecting on their design/expressive process and design/expressive work

The contextual analysis has a maximum of 2,000 words. If the word count exceeds the maximum by more than 10%, a penalty is applied.

Marks are allocated as follows:

Section 1 — practical design work 64 marks

Section 2 — contextual analysis 30 marks

Section 3 — evaluation 6 marks

At this level pupils will be expected to produce a high volume of practical work and undertake investigative studies in sketchbooks, portfolio work as well as study and respond to artists/designer's work.

Internal assessments are carried out throughout the academic year. The portfolio submission to SQA is the end of May.

Pupils are required to pay £10 towards the cost of mounting card for presenting work in their Advanced Higher portfolios.

They will also be expected to buy appropriate materials themselves to enhance their individual projects and cover the cost of photography paper and printing as required.

Pupils who wish to continue with Advanced Higher should speak to Mrs Mikkelsen for further information regarding the course details.

NATIONAL 5

The National 5 Art and Design course allows candidates to improve their skills base and broaden their horizons regarding the range of careers available to them. Throughout the course, candidates develop creativity, perseverance, independence and resilience. Learning through art and design also develops candidates' ability to critically appreciate aesthetic and cultural values, identities and ideas.

The purpose of the National 5 Art and Design course is to provide a broad, investigative and practical experience of Art and Design. Creativity is the key focus of the course.

Candidates develop knowledge of Art and Design practice by studying artists and designers and their work. They also develop an understanding of expressive and design processes and accumulate and use a selection of related skills. The course provides opportunities for candidates to be inspired and creatively challenged through their work.

Course Content

The course integrates investigative and practical learning, and knowledge and understanding of art and design practice.

In the course, candidates draw upon their understanding of artists' and designers' work and practice. They follow art and design processes to develop their own creative work. They also reflect on and evaluate their creative process and the qualities of their expressive and design portfolios.

The course comprises two areas of study:

Expressive

This part of the course helps candidates plan, research and develop creative expressive work in response to a theme/stimulus. Candidates develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They select a theme/stimulus and produce 2D/3D analytical drawings, studies and investigative research and use this to produce a single line of development leading to a final piece. Candidates reflect on and evaluate their creative process and the visual qualities of their work.

The expressive portfolio has 100 marks (40% of the total mark).

Design

This part of the course helps candidates plan, research and develop creative design work in response to a design brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They select a design brief and compile a variety of 2D/3D investigative material and market research, and use this to produce a single line of development leading to a design solution. Candidates reflect on and evaluate their creative process and the aesthetic and functional qualities of their work.

The design portfolio has 100 marks (40% of the total mark).

Art & Design Critical

The question paper has 50 marks (20% of the total mark) and has two sections which are equally weighed.

The portfolios are:

- Set by centres within SQA guidelines.
- Conducted under some supervision and control.
- Submitted to SQA for external marking.

All marking is quality assured by SQA.

RECOMMENDED ENTRY:

- N4 Art & Design
 - Sitting N5 English
-

Homework:

Learners can expect to be given at least 2 hours of homework per week which will include the following:

- Research for both expressive and design projects.
- Collecting and drawing an appropriate range of objects.
- Producing a range of fully developed ideas for both expressive and design outcomes.
- Researching and writing about artists and designers work to support the critical exam.
- There is an expectation that learners will attend the department at extra times for study support to ensure they meet deadline and produce work to their best ability. The department is open to pupils at lunchtimes.
- There is an expectation that pupils will work at home on their own initiative to finish off class work as required.

National 3 & National 4:

The purpose of this course is to develop pupils' skills, confidence, knowledge and understanding in a wide range of art and design areas. Through successful completion of this course, learners will develop a range of important and transferrable skills. In addition to developing their own skills using a wide range of media, they will develop their understanding and appreciation of other artists and designers' work. Pupils will be reflective of their own development through self-evaluation. They will also be supported in developing their research and communication skills.

Units

Pupils will study two main units. They can choose the areas of study within the two units:

- **Expressive** (*Still life*)
- **Design** (*graphics design*)

In addition, they will complete an 'Added Value' unit. This involves producing a 'folio' of final pieces of expressive and design work that is inspired by the coursework developed throughout the two main units.

National 3 and 4 pupils do not sit a timed written exam. The work is currently internally assessed as Pass/ Fail based on the Assessment Standards set by the SQA. These works are required to be cross-marked to ensure consistency and fairness.

Pupils' are still required to complete a written element of the course; similar to National 5 where they will need to respond to work by artists and designers giving their own opinion and understanding how they have created the piece of work.

Pupils are expected to attend study support to ensure they have the quality and quantity of work required along with meeting set deadlines.

Higher Photography

Who is the course for?

The course is suitable for all candidates with an interest in photography. It is suitable for candidates with a general interest in the subject and for those wanting to progress to higher levels of study. This qualification will allow candidates to consolidate and extend creative skills developed through, for example, the national 5 Art and Design course or the National Progression Award in Photography (SCQF level 5).

The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice. This makes the qualification accessible to the needs and aspirations of a diverse range of candidates.

Purpose and Aims

The course encourages candidates to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. An integrated approach to learning means candidates plan, develop and produce creative and technically proficient photographs.

Candidates develop skills that are valuable for learning, life and work. The course allows them to broaden their skills base and to widen their horizons regarding the range of vocations available to them.

The aims of the course are for candidates to:

- Communicate personal thoughts, feelings and ideas using photography.
- Develop technical and creative skills through using photographic media, techniques and processes.
- Develop knowledge and understanding of a range of photographic practices.
- Develop skills in problem solving, critical thin.
- king and reflective practice
- Develop an understanding of the impact of social, cultural, historical and scientific influences on photographers' work and practice.
- Become critically self-reflective autonomous learners.

During practical activities candidates have opportunities to:

- Plan and organise their own photographic work.
- Produce and compile relevant and investigative research.
- Use photography equipment and/or technology to produce their own photographic work
- Develop their understanding of photographic techniques and processes.
- Explore and experiment with selected photographic techniques, media, manipulation techniques and processes.
- Make creative decisions to refine their photography work and practice
- Apply their technical and creative photographic skills to produce creative and technically proficient photographs
- Work with increased autonomy.

As part of their learning, candidates should explore working in a variety of contexts. This helps to reinforce their understanding of photography styles and genres so that they can make an informed choice when deciding on the topic and approach for their own project.

The course assessment has two components.

Component 1: Question paper – 30 marks

The question paper worth 30 marks, for the duration of 1 hour, this is worth 23% of the overall marks for the course assessment. The question paper has 2 two sections.

The question paper assesses candidates' knowledge and understanding of photographic work and practice.

The questions are designed to test candidates' ability to:

- Demonstrate knowledge and understanding of the properties of light and image formation, camera controls, and image-making techniques and their effects.
- Analyse examples of photography

Details of the knowledge and understanding required can be found in the 'Skills knowledge and understanding for the course assessment' table in this document.

Component 2:

Course Assessment Structure Project:

Project 100 marks

The photography project assesses candidates' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice.

Candidates must plan and carry out a selected photography project. They research and investigate their project topic. Drawing on this material, they develop their own creative response by carrying out

practical photographic work. From the development work, candidates select and present a series of 12 images which communicate the project topic. Candidates also evaluate the effectiveness of their photographic work and practice.

The project provides an opportunity for candidates to demonstrate the skills listed in the 'Skills, knowledge and understanding for the course assessment' table in this document. The total marks available for each section are as follows.

Section 1 – planning, research and investigation	20 marks
Section 2 – development and production	70 marks
Section 3 – evaluation	10 marks

The project has a total mark allocation of 100 marks. This is 77% of the overall marks for the course assessment.

Evidence to be gathered

Volume

Candidates may present their work in a variety of ways. The 12 final prints must be a minimum size of A5 and a maximum size of A4 (or equivalent area).

Only evidence which is relevant to the selected project should be submitted for assessment.

There is a 500 word limit for the evaluation.

If the word count exceeds the maximum by more than 10%, a penalty will be applied.

Examples of Possible Progression:

HNC/D Photography (D&A College)

BA (Hons) Photography (Edinburgh Napier)

Commercial Photography BA (RGU Aberdeen)

Fine Art – Photography BA (Hons) (Glasgow School of Art)

Why choose photography?

Photography may lead into many different jobs, for example, photojournalism, news photographer, portrait photographer, wedding photographer and sports photographer. Advertising and commercial photographs may specialise in food, product, fashion or industrial photography. Other specialities include industrial photography, architectural photography, nature photography and scientific photography.

Homework:

Learners can be expected to do homework and attend the department for study support approximately 2 hours per week. This will ensure they have access to specialist equipment enabling them to practice skills as well as using Photoshop for editing work.

NOTE – PUPILS ARE REQUIRED TO PAY £25 TOWARDS THE COST OF MATERIALS FOR THE COURSE.

Advanced Higher Biology

Recommended Entry

Students should have a pass in Higher Biology or Higher Human Biology.

Course Description

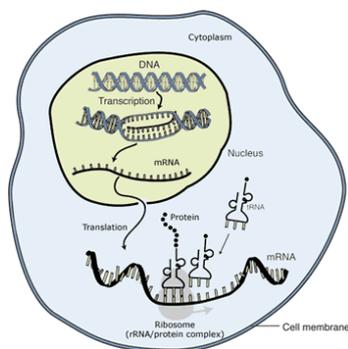
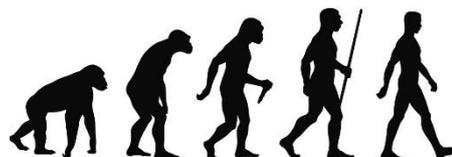


Image adapted from: National Human Genome Research Institute.

The Course provides candidates with the opportunity to develop a deeper understanding of the cell by studying the key roles of proteins within the cell. This understanding of cellular processes is then related to physiological function. At the whole-organism scale, the Course explores how sexual reproduction and parasitism are major drivers of evolution. This allows candidates to develop a deeper understanding of the mechanism of evolution, the biological consequences of sexual reproduction and the biological inter-relationships involved in parasitism. The Course provides a deeper understanding of laboratory and fieldwork techniques, and in carrying out a biological investigation the candidate has the opportunity to produce an extended piece of scientific work.

The Units delivered are:

- Unit 1 Cells and Proteins
- Unit 2 Organisms and Evolution
- Unit 3 Investigative Biology



Course Assessment structure

Component 1 – question paper (100 marks) (77% of the total mark) 3 hour duration.

The purpose of the question paper is to assess breadth and depth of knowledge and understanding from across the Units.

Component 2 – project (30 marks).

The purpose of the project is to allow the learner to carry out an in-depth study of a biology topic. The topic will be chosen by the learner, who will individually investigate/research the underlying biology. This is an open-ended task which may involve a significant part of the work being carried out without close supervision. The learner will extend and apply the skills of independent/autonomous working.

Progression

Biology-based HND/degree programme or one from a wide range of related areas, such as medicine, dentistry, veterinary medicine, and 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.

Higher Biology

Purpose and aims of the Course

The purpose of the Higher Biology course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society.

Recommended Entry

Recommended entry to this course in S5/6 will be for learners who have passed the National 5 Biology Course or an equivalent qualification.

Course outline

Unit 1 - DNA and the Genome. Discover more about the structure and function of the molecule responsible for the variety of all life on Earth as well as its essential role in the evolution of every species that has ever lived.

Unit 2 - Metabolism and Survival. Learn about how different organisms regulate their internal environment from; cellular metabolism in humans, to the behaviour of animals in adverse conditions, to how micro-organisms compete with each other to survive.

Unit 3 - Sustainability and Interdependence. Explore our place as humans in the world. How the exponential growth of our population is putting strains on our ability to sustain a healthy population, how to overcome these issues, how we are impacting on the natural world and how scientific research can aid our responsibility to protect it.

Course Assessment

Component 1 — 2 separate question papers

Currently, the question papers will have two sections- (120 marks).

Section 1, titled 'Multiple Choice'- 25 marks 40 minutes duration.

Section 2, titled 'Paper 2', restricted and extended response questions - 95 marks (2 hours 20 minutes duration)

Component 2 — Assignment

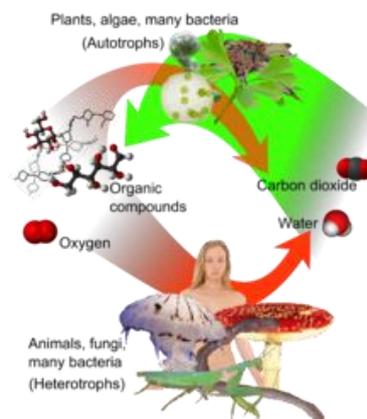
Pupils will undertake research and carry out an experimental activity on a chosen topic. The assignment will assess the application of skills of scientific inquiry and related biology knowledge and understanding. This will be carried out in class and assessed under exam conditions. The assignment is marked by the SQA. The assignment is worth 20% of your overall grade.

By setting the acquisition of knowledge and skills in the context of Higher Biology, a stimulating, relevant and enjoyable curriculum prepares learners for further education, training or employment, in areas associated with life sciences.

Progression

This Course or its Units may provide progression to:

- Advanced Higher Biology
- other qualifications in Biology or related areas i.e. Environmental Science
- further study, employment and/or training



Higher Human Biology

Recommended Entry

Recommended entry to this Course in S5/6 will be for learners who have passed the National 5 Biology Course or an equivalent qualification.

Course outline

The Course provides a broad-based, integrated study of a range of biological topics which develop the concepts of human biology.

The Course provides the opportunity for learners to acquire a deeper understanding of cellular processes, physiological mechanism, communication between organisms, and the biology of populations as they apply to the human species.

Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Human Biology along with other science subjects, as this may enhance their skills, knowledge and understanding. Studying two Biology Highers in the same academic year is not recommended as some universities do not recognise each qualification separately.

Mandatory units

- Human Cells (Unit 1)
- Physiology and Health (Unit 2)
- Neurobiology and Immunology (Unit 3)

The 3 mandatory units will be assessed during the year.

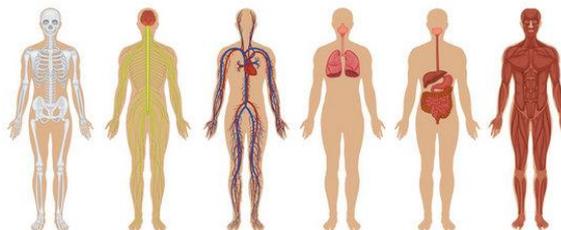
Course Assessment

Component 1 – 2 separate question papers

Currently, the question papers will have two sections worth 120 marks. This is subject to change next session.

Section 1, titled 'Objective test' – 25 marks (Paper 1 duration: 40 minutes).

Section 2, titled 'paper 2', restricted and extended response questions – 95 marks (Paper 2 duration: 2 hours 20 minutes).



Component 2 – Assignment

Pupils will undertake research and carry out an experimental activity on a particular topic. A topic will be chosen by the learner, who will research an area of biology that they are interested in. The learner will then communicate their findings in a written piece of work which they will complete during class time, under exam conditions. The assignment is worth 20% of the final grade and is marked externally by the SQA.

Progression

This Course or units may provide progression to:

- Advanced Higher Biology
- Other qualifications in Biology or related areas i.e. Environmental Science

National 5 Biology

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.

Course Aims

In this course, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of:

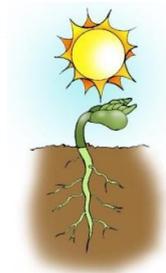
Cell Biology

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



Multicellular Organisms

The key areas covered are: cells, tissues and organs; producing new cells, stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and exchange systems.



Life on Earth



The key areas covered are: photosynthesis, biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

Recommended Entry

The Course is suitable for learners who have studied Biology in S3 with a secure understanding of the knowledge in class tasks and in assignments.

Assessment

Internal assessments

Unit by Unit assessment

The question paper will contain restricted and extended response questions for each unit.

External assessments

Course assessment

Component 1 – question paper 100 marks

The question paper will have two Sections (2.5 hour duration).

Section 1 - titled 'Objective Test' will have 25 marks

Section 2 – titled 'Section 2', will contain restricted and extended response questions and will have 75 marks.

Marks will be distributed approximately proportionately across the Units. The majority of the marks will be awarded for applying knowledge and understanding. The other marks will be awarded for applying scientific inquiry, scientific analytical thinking and problem-solving skills.

Component 2 – Assignment

The assignment is worth 20% of the total marks.

At National 5 the assignment will be assessed in the Course assessment. This will include an experimental investigation carried out in class.

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 integrate.

Home-learning

Learners will be required to complete regular home-learning tasks to develop their skills and support their knowledge and understanding, within the context of each unit of work.

Progression

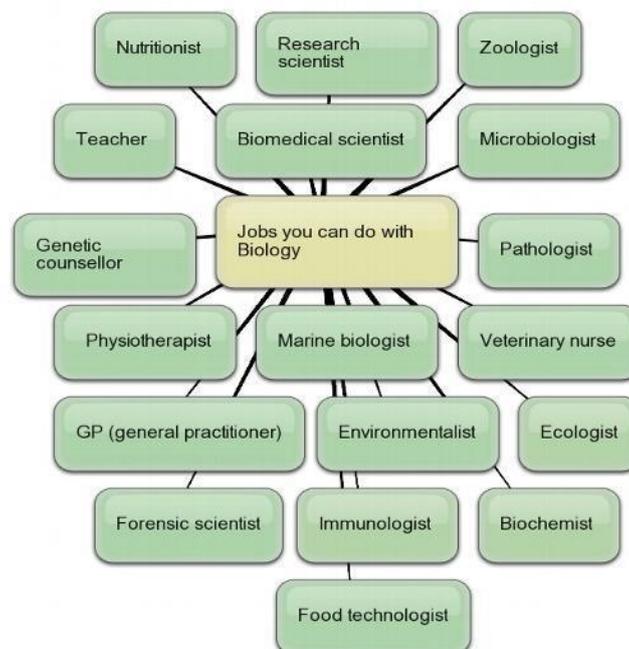
Courses that could be available in S5/6

- Vertical progression is possible to SCQF level 6 – Higher Biology, Human Biology or Higher Environmental Science
- Lateral progression is possible to other qualifications in the sciences
- This course can also assist entry to employment, training and further education

Biology Careers

Find out how biology - and the transferrable skills developed through studying and doing science - plays a part in a wide range of diverse and interesting careers today. The opportunities extend beyond the doctors, vets and other science-related careers you might have read about elsewhere, **follow the link** below and read about people working in a wide variety of sectors doing diverse jobs.

Welcome Trust Big Picture – Careers from Biology



Health Sector National 5

The **Health Sector** course is being offered by the Biology department at **National 5** level. This **Skills for Work** qualification allows you to gain skills in the classroom for job roles related to the health sector.

This course is suited to those considering a health sector related career such as: retail pharmacy healthcare and dispensing assistants, support roles in the life sciences industry, care home services, the voluntary sector and non-clinical roles within the health sector.



The Course:

The recommended entry requirement for this course is the completion of Biology in S3 or National 4 Biology in S4. This course requires independent learning, full commitment and good attendance to class. There are 5 mandatory units to complete during the academic year. During the course, you will:

- Learn about the physiology of the Cardiovascular System and apply this knowledge to measuring fitness and gain skills in current first aid procedures.
- Research health and lifestyle issues and its importance as well as learning to give advice to customers on improving health and lifestyle choices.
- Demonstrate key employability skills and attitudes that are valued by employers in the health sector in Scotland.
- Be introduced to the contribution of the life science industry to the field of healthcare, investigate pharmaceutical products as well as demonstrate health and safety skills.
- Investigate a range of non-clinical roles that support health care such as finance and administration whilst developing skills in excellent customer care.

Assessments:

- All five mandatory units will be assessed internally through a variety of ways such as practical activities, presentations, written assessments and research reports. Candidates must pass all the units in order to complete the course. There is no external examination.
- On successful completion of each unit, pupils will aim to attain a pass in either National 4 or 5 level in Health Sector. Unlike other National 5 courses, a pass in National 5 Health Sector is ungraded.

Progression: Completion of this course may lead to:

- Courses related to Health and Social Care at further education colleges.

- Vocational Training and/or employment within the health sector in either clinical or support roles

Please see Mr Sultan in Biology for more information on this course.

National 4 Biology

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.

Course Aims

The Course develops skills in scientific inquiry, investigation and analytical thinking, along with knowledge and understanding. Learners will gain an understanding of biology, and develop this through a variety of approaches, including practical activities. The Course has **four** mandatory Units including the Added Value Unit. The first three Units listed below are designed to provide progression to the corresponding Units at National 5.

Cell Biology

The key areas covered are: cell division and its role in growth and repair, DNA, genes and chromosomes, therapeutic use of cells, properties of enzymes and use in industries, properties of microorganisms and use in industries, photosynthesis – limiting factors, factors affecting respiration, and controversial biological procedures.



Multicellular Organisms

The key areas covered are: sexual and asexual reproduction and their importance for survival of species, propagating and growing plants, commercial use of plants, genetic information, growth and development of different organisms, and biological actions in response to internal and external changes to maintain stable body conditions.



Life on Earth



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

Recommended Entry

The course is suitable for learners who have experienced learning across the sciences experiences and outcomes at levels 3 and have demonstrated a satisfactory understanding and knowledge in class work and assessments.

Internal Assessments

Unit- by- Unit assessment

Unit by Unit assessment in the form of an experiment/practical investigation and a report for Outcome 1, and an investigation report and questions for Outcome 2.

Added Value Unit: Assignment

The assessment method for this Unit will be an assignment. Learners will carry out a research investigation in which they will draw on and apply knowledge and skills they have learned during the Course. Learners will investigate a topical issue in biology selected from *Cell Biology*, *Biology: Multicellular Organisms* or *Biology: Life on Earth* key areas.

Home-learning

Learners will be required to complete regular home-learning tasks to develop their skills and support their knowledge and understanding, within the context of each unit of work.

Progression

Course that could be available in S5/6

- Vertical progression may be possible to SCQF level 5 - Biology National 5
 - Lateral progression is possible to other qualifications in the sciences
 - This course can also assist entry to employment, training and further education
 - National 5 Health Sector is also being offered by the Biology Department.
-
- Further study, employment and/or training

Scottish Baccalaureate in Science

This qualification was introduced in 2009. It is primarily designed for pupils in S6.

The Scottish Science Baccalaureate requires the study of 2 different eligible Science courses and Mathematics, two of which must be Advanced Higher Level and one at Higher level.

The interdisciplinary project is worth 16 SCQF points (an Advanced Higher is worth 32 points). Baccalaureates will be awarded at Pass and Distinction and are based on 80 hours of teaching.

The Scottish Science Baccalaureate is now being recognised as being valuable in preparation for Higher Education by many of Scotland's respected Universities. The University of Aberdeen and the University of Stirling consider this qualification, together with Advanced, for direct entry into year two across a range of degree programmes.

Please speak to Mr Sultan or Mrs Maclean for more information before choosing this as a subject on your course choice form.

Higher Accounting

Accounting is a key function in all organisations. Without effective accounting procedures and accountants to provide timely and relevant information to management, organisations may perform less successfully than they otherwise might. The main purpose of the Course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance. A main feature of this Course is the development of numeracy/IT and thinking skills.



The Course has 2 Units of work:

1. Financial Accounting
 - Role of Financial Accounting
 - Final Accounts of a Partnership
 - Final Accounts of a PLC
 - Manufacturing Accounts
 - Investment Ratios
 - Use of Excel Spreadsheets
2. Management Accounting
 - Role of management Accounting
 - Inventory Valuation
 - Overhead Analysis
 - Service Costing
 - Process Costing
 - Decision making
 - Investment Appraisal
 - Use of Excel Spreadsheets



Entry Requirements:

- N5 Accounting
- Direct entry as Crash Higher for S6 only – individual cases considered by PT – H Maths pass A/B in S5 is preferred.

Assessment:

- End of Unit test for each topic using SQA level questions.
- Course Assessment (Internal Assignment 33% and Exam Question Paper 67%)

Homework:

- Approximately one formal piece of homework every 2 weeks

Progression:

- **Foundation Apprenticeship in Accounting**
- HNC/HND Accountancy

- Degree in Accountancy/Finance

Possible career routes:

Financial Accountant	Management Accountant	Corporate Finance
Tax & Treasury	Finance	Banking
Investment Banking	Financial Advisor	Insurance
Payroll Assistants	Invoice Clerk/Credit Controller	Book Keeper

National 5 Accounting

This a key function in all organisations. Without effective accounting procedures and accountants to provide timely and relevant information to management, organisations may perform less successfully than they otherwise might. N5 Accounting will build on the knowledge, understanding, information-handling skills and practical abilities gained in S3 Business Enterprise & IT or can act as an introduction to accounting.



The purpose of the Course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation’s financial performance. A main feature of N5 Accounting course is the development of numeracy and thinking skills.

The Course has 2 Units of work:

1. Preparing Financial Accounting Information

The aim of this Unit is to allow learners who wish to take advantage of further numeracy-based learning opportunities to develop skills, knowledge and understanding relating to the preparation of financial accounting information for a small business (sole trader).



Learners who complete this Unit will be able to:

- Record straightforward financial accounting transactions to the trial balance stage
- Apply knowledge and understanding of accounting concepts in the preparation of period-end adjustments
- Prepare period-end financial accounting statements that show profit for the year and net worth

2. Preparing Management Accounting Information

The aim of this Unit is to allow learners to develop their knowledge and understanding of internal accounting information and their ability to prepare such information, using a range of basic accounting techniques. The information produced will be used by management in making decisions about the future planning and control of the business.



Learners who complete this Unit will be able to:

- Describe management accounting concepts (such as classifying different types of costs)
- Prepare management accounting statements (such as job costing, break even and cash budgets)

Entry Requirements:

S4 – Senior Phase pupils who have not completed BGE Accounting in S3, there will be an expectation to undertake independent learning in May/June/July to progress onto N5 Accounting Course.

S5/6 – Pass in N5 Maths. Individual cases considered by PT only. Will be required to undertake independent learning May/June/July.

Assessment:

- End of Unit tests for each topic using SQA level questions.
- 2 x Internal Assessments (one for each unit)
- Course Assessment (Internal Assignment 28% and Exam Question Paper 72%)

Homework:

- Approximately one formal piece of homework every 2 weeks

Progression:

- Higher Accounting

Possible career routes:

- | | |
|-------------------------|-----------------------------------|
| • Financial Accountant | • Investment Banking |
| • Management Accountant | • Financial Advisor |
| • Corporate Finance | • Insurance |
| • Tax & Treasury | • Payroll Assistants |
| • Finance | • Invoice Clerk/Credit Controller |
| • Banking | • Book Keeper |

ACCOUNTING PATHWAYS

Potential Careers	<ul style="list-style-type: none"> Financial Accountant Management Accountant Chartered Accountant Financial Adviser Public Finance Accountant 	<ul style="list-style-type: none"> Investment Banking Bank Manager Investment Analyst Economist Insurance Account Manager
--------------------------	---	--

Beyond	University Courses BA /Degree Accounting – with Maths, Business, Language Financial Economics	College Courses NC/HNC/HND Accounting Finance	Workplace Trainee Accountant Banking Insurance Payroll Clerk Invoice Clerk
---------------	---	---	--

Senior Phase S5/6	<u>Advance Higher Accounting</u> Or <u>Alternative Highers</u> Business Management Administration	<u>Professional Development Award - Level 7</u> either Financial Accounting Or Management Accounting	<u>Foundation Apprenticeship</u> Accounting
	<u>Higher Accounting</u>		

Senior Phase S4	<u>National 5 Accounting</u>
-----------------	------------------------------

BGE S3	S3 Accounting
--------	---------------



Higher Administration & IT

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life. The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.



The Course has 2 Units of work:

1. Administrative Theory & Practice

- Role of Administration
- Time and task management
- Effective teamwork
- Workplace legislation
- Impact of IT on working practices
- Customer care
- Organising events and meetings
- Methods of communication



2. IT Applications

- Excel spreadsheets
- Access databases
- Word processing
- PowerPoint
- Email
- Ed diary



Entry Requirements:

- N5 Administration & IT
- Direct entry as Crash Higher for S6 only – individual cases considered by PT – must have minimum standard of IT skills.



Assessment:

- End of unit tests for each topic using SQA level questions
- Course Assessment (IT-based assignment 58% and question paper 42%)

Homework:

- Approximately one formal piece of homework for each theory unit.

Progression:

- HND/Degree in Administration

Possible career routes:

Administration Supervisor/Manager
Clerical Work/Computer Operator
Hospitality and Catering

Banking & Insurance
Customer Services
Human Resources

Events Management
Receptionist
Travel & Tourism

ADMINISTRATION & IT PATHWAYS

Potential Careers	<ul style="list-style-type: none"> Administration Management Events Co-ordinator/Manager PA/Virtual Assistant Public Administration Retail Management 	<ul style="list-style-type: none"> Banking & Insurance Legal Administrator Customer Service Human Resources Management Business Manager
--------------------------	--	--

Beyond	University Courses BA /Degree Business Admin HR Management	College Courses NC/HNC/HND Admin & IT Business Admin Management & Leadership Marketing & PR	Workplace Admin Assistant Office Junior Retail Customer Services Medical Secretary Receptionist
---------------	--	---	--

Senior Phase S5/6	<u>Alternative Highers</u> Business Management Accounting <small>(please discuss with PT Business Studies)</small>	<u>PDA Level 7</u> Information Technology in Business	<u>Higher</u> Administration & IT <u>Alternative N5</u> Business Management
	<u>Higher</u> Administration & IT	<u>National 5</u> Administration & IT	

Senior Phase S4	<u>National 5</u> Administration & IT	<u>National 4</u> Administration & IT
------------------------	--	--

BGE S3	S3 Administration & IT
---------------	------------------------

BGE S1-S2	Business Enterprise & IT
------------------	--------------------------

National 5 Administration & IT

Develops pupils' knowledge of the growing service sector of the economy which offers wide-ranging employment opportunities. The key purpose of the course is to develop learners' administrative and in particular IT skills – a significant part of this course is practical. The course aims to develop a range of essential IT skills which are always in demand by employers.

The Course has 2 Units of work:

1. Theory

- Provide an account of administration in the workplace
- Interpret a brief and carry out administrative tasks to organise and support an event

2. IT Applications

- Use a spreadsheet application to interpret a complex brief (Microsoft Excel)
- Use advanced functions of a relational database (Microsoft Access)
- Use advanced functions of word processing (Microsoft Word)
- Use technology (internet & network) to extract information
- Evaluate sources of information
- Use advanced functions of technology to prepare and communicate information, by interpreting a brief, to convey a professional image – such as Microsoft PowerPoint, Publisher, Email and other emerging technologies e.g. blogs/SMS/podcasts



Entry Requirements:

- N4 Administration & IT
- S4 pupils who have not completed BGE Admin & IT in S3, there will be an expectation to undertake independent learning in May/June/July to progress onto N5 Admin & IT.
- Direct entry in S5 or S6 – individual cases considered by PT - must have a minimum standard of IT skills.

Assessment:

- End of unit tests for each topic using SQA level questions.
- Course Assessment (IT-based assignment 58% and IT-based exam 42%)

Homework:

- Approximately one formal piece of homework for each theory unit.

Progression:

- Higher Administration & IT

Possible career routes:

Administration Assistant/Manager
Events Management
Hospitality & Catering

Banking & Insurance
Customer Services
Human Resources

Call Centres
Receptionist
Travel & Tourism

National 4 Administration and IT (S4 pupils only)

Introduces learners to the growing service sector of the economy which offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life. The key purpose of the course is to develop learners' administrative and in particular IT skills – a significant part of this course is practical. The course aims to develop a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. Learners who have completed the N4 Administration & IT course will be able to play their part in the economic and social life of the 21st century effectively.



The Course has 4 Units of work:

1. Administrative Practices

- Provide an overview of administration in the workplace
- Carry out administrative tasks to organise and support small-scale events



2. IT Solutions for Administrators

- Use functions of a spreadsheet (Microsoft Excel)
- Use functions of a flat database (Microsoft Access)
- Use functions of word processing (Microsoft Word)



3. Communication in Administration

- Use functions of presentation software (Microsoft PowerPoint)
- Use functions of publishing software (Microsoft Publisher)
- Use Internet & Email software (Internet Explorer and Outlook)



3. Administration & IT Assignment

- Learners will be assessed by a practical administration and IT-based assignment drawing on the knowledge, understanding and skills developed across the course. This will require learners to extend their knowledge, understanding and skills and apply them in the context of organising and supporting a small-scale event.

Entry Requirements:

- S4 pupils who have not completed BGE Admin & IT in S3, there will be an expectation to undertake independent learning in May/June/July to progress onto N4 Admin & IT.
- Direct entry in S5 or S6 – individual cases considered by PT - must have a minimum standard of IT skills.

Assessment:

- 4 x Internal Assessments (one for each unit)

Homework:

- Approximately one formal piece of homework for each theory unit.

Progression:

- N5 Administration & IT

Possible career routes:

Administration Assistant/Manager
Customer Services
Human Resources

Banking & Insurance
Receptionist
Travel & Tourism

Clerical Work/Computer Operator
Hospitality and Catering
Events Management

Higher Business Management

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. The key purpose of this Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. A main feature of this Course is the development of enterprising and employability skills. By developing many transferable skills, the Course prepares learners for everyday life, the world of work or further study of business and other business-related disciplines.



The Course has 5 Units of work:

1. Understanding Business

- Analyse the features, objectives and internal structures of large business organisations
- Analyse the environment in which large organisations operate



2. Management of People

- Apply knowledge and understanding of how the management of people can meet the objectives of large organisations



3. Management of Finance

- Analyse how the management of finance contributes to the effectiveness of large organisations

4. Management of Marketing

- Apply knowledge and understanding of how the marketing function enhances the effectiveness of large organisations

5. Management of Operations

- Apply knowledge and understanding of how the operations function contributes to the success of large organisations



Entry Requirements:

- N5 Business Management
- Direct entry as Crash Higher for S6 only – individual cases considered by PT – H English pass A/B in S5 preferred.

Assessment:

- 3 x Internal Assessments (one for each unit)
- Course Assessment (Internal Assignment 30% and Exam Question Paper 70%)

Homework:

- Approximately one formal piece of homework every 2 weeks

Progression:

- Advanced Higher Business Management (Campus)

Possible career routes:

Banking & Insurance	Human Resources/Personnel	Marketing & Advertising
Retail/Fashion Management	Sales Executives	Hospitality Management
Events Management	Procurement/Buying	Local Government
Manufacturing	Transport, Distribution & Logistics	

National 5 Business Management

N5 Business Management develops pupils’ knowledge of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business related information to the various stakeholders of an organisation. Developing these skills will enable learners to succeed in life with determination and the ability to think logically.



The Course has 3 Units of work:

1. Understanding Business

- Give an account of the key objectives and activities of business organisations
- Apply knowledge and understanding of factors that impact on the activities of business organisations



2. Management of People & Finance

- Apply knowledge and understanding of how the management of people contributes to the success of an organisation
- Apply knowledge and understanding of how the management of finance contributes to the success of an organisation



3. Management of Marketing & Operations

- Apply knowledge and understanding of how the marketing function contributes to the success of an organisation
- Apply knowledge and understanding of how the operations function contributes to the success of an organisation



Entry Requirements:

- N4 Business
- S4 pupils who have not completed BGE Business Management in S3, there will be an expectation to undertake independent learning in May/June/July to progress onto N5 Business Management course
- Direct entry in S5 or S6 – individual cases considered by PT – N5 English pass at A/B preferred.

Assessment:

- End of unit tests for each topic using SQA level questions.

- Course Assessment (Internal Assignment 25% and Exam Question Paper 75%)

Homework:

- Approximately one formal piece of homework every 2 weeks

Progression:

- Higher Business Management

Possible career routes:

Banking & Insurance	Human Resources/Personnel	Marketing & Advertising
Retail/Fashion Management	Sales Executives	Hospitality Management
Events Management	Procurement/Buying	Local Government
Manufacturing	Transport, Distribution & Logistics	

National 4 Business

N4 Business introduces learners to the dynamic, competitive, financial and economic environment of business. It develops skills in presenting business related information, in a variety of formats, to the various stakeholders of an organisation. Developing these skills will enable learners to think logically and be more flexible and resourceful in their attitudes. These skills will also support learners in becoming more confident, particularly regarding their own future education and place in the world of work.



By encouraging working with others, in practical contexts, the N4 Business Course will help learners to participate effectively in our continuously changing business environment.

The Course has 3 Units of work:

1. Business in Action

The general aim of this Unit is to enable learners to gain a basic understanding of why and how individuals set up in business. The Unit will also enable learners to demonstrate simple business planning and decision making while encouraging enterprising skills and attributes through practical activities.



Learners who complete this Unit will be able to:

- Give an overview of how small businesses operate
- Give an overview of how small businesses satisfy customer needs
- Apply an understanding of the key functional activities of small businesses

2. Influences on Business

The general aim of this Unit is to enable learners to gain an understanding of how stakeholders and other internal and external forces impact on the success of small businesses. This Unit will enable learners to demonstrate simple decision making and problem solving skills through investigating real-life business situations.



Learners who complete this Unit will be able to:

- Give an overview of key stakeholders in a small business and their influence on it
- Make decisions on the running of a small business, taking account of internal influences
- Give an overview of external influences that affect a small business

3. Business Assignment

The general aim of this Unit is to enable the learner to apply their knowledge from the National 4 Business Course through the completion of an **assignment**.



Learners who complete this Unit will be able to:

- Prepare a simple business proposal for an aspect of a new small business, making use of appropriate technology where applicable

Entry Requirements:

- S4 pupils who have not completed BGE Business Management in S3, there will be an expectation to undertake independent learning in May/June/July to progress onto N4 Business Management course
- Direct entry in S5 or S6 – individual cases considered by PT – N5 English pass at A/B preferred.

Assessment:

- 3 x Internal Assessments (one for each unit)

Homework:

- Approximately one formal piece of homework for each topic/unit

Progression:

- N5 Business
- N5 Administration & IT
- N5 Accounting

Possible career routes:

- Banking & Insurance
- Human Resources/Personnel
- Marketing & Advertising
- Retail/Fashion Management
- Sales Executives
- Restaurant/Hospitality Manager

- Events Management
- Call Centres
- Local Government
- Manufacturing
- Transport, Distribution & Logistics
- Procurement/Buying

Chemistry provides an excellent training for many careers, both scientific and non-scientific. The study of chemistry promotes the development of transferable skills such as: problem solving, analytical thinking, numeracy, practical skills and co-operation with others. These skills are much sought after in many occupations and fields of employment.

Advanced Higher Chemistry

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

Recommended Entry

Higher Chemistry

Course Structure

Learning is divided into four components.

Researching Chemistry

The key features that make up this unit are:

- Extension of understanding of calculations from balanced equations (stoichiometry)
- Development and application of practical laboratory skills
- Acquiring skills needed to undertake research in chemistry

Inorganic and Physical Chemistry

The key features that make up this unit are:

- Use of electromagnetic radiation to identify elements
- The concept of atomic structure and electronic configuration in relation to the periodic table
- The shape of molecules
- The physical and chemical properties of transition metals and their compounds
- The quantitative nature of chemical equilibria
- The factors which influence the feasibility of chemical reactions
- The measurement of rates of reaction (reaction kinetics)

Organic Chemistry and Instrumental Analysis

The key features that make up this unit are:

- The structure and the physical and chemical properties of organic compounds
- The types and mechanisms of organic reaction and the synthesis of organic chemicals
- The origin of colour in organic compounds
- Analysis and spectroscopic techniques used to verify chemical structure
- The use of medicines in conjunction with the interactions of the drugs

Project

Learners have the opportunity to identify, research, plan and safely carry out a practical investigation of their choice. This is externally assessed.

Overall attainment

Grading is based on a **final examination** that is currently worth 100 marks (30 multiple choice and 70 extended response) together with a project report that contributes 30 marks to a total of 130. Advanced Higher awards are graded A-D.

Progression

Opportunities for progression for learners who have achieved this Advanced Higher Course include:

- Higher Education – including chemistry, medicine, law, dentistry, veterinary medicine, engineering, environmental or health sciences
- Employment – including careers in oil and gas exploration, renewable energy development, engineering, food production technology and environmental monitoring

Higher Chemistry

The Higher Chemistry course builds on National 5 Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in chemistry to produce consumer goods. It develops learners' knowledge and understanding of the nature of matter and chemical reactions. Learners develop the skills of independent study and thought that are essential in a range of occupations. The higher course strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles

Recommended Entry

The course is suitable for candidates who have passed National 5 Chemistry or an equivalent qualification. A pass at National 5 Maths would be an advantage.

Course Details

Chemistry in Society

The key features that make up this unit are:

- Industrial production of chemical products
- Calculation of quantities of reagents & products, percentage yield and atom economy
- Knowledge and understanding of controlling reaction rates
- Learners will investigate collision theory and the use of catalysts in reactions
- Concept of dynamic equilibrium in chemical reactions
- Measurement and calculation of enthalpy changes
- Use of analytical chemistry to determine the purity of reagents and products

Chemical changes and structure

The key features that make up this unit are:

- Periodic trends; the concept of electro-negativity and intra-molecular and intermolecular forces
- The connection between bonding and a material's physical properties is investigated
- The ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations

Nature's Chemistry

The key features that make up this unit are:

- Structure and systematic naming of carbon compounds (alcohols, carboxylic acids, esters)
- Key functional groups and types of organic reaction

- The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated
- Fats & oils and soaps, detergents & emulsions
- Proteins
- Oxidation of food
- Compounds used in fragrances
- Chemistry of skin care products

Assignment

In this Unit, learners will draw on and extend the skills they have learned in the National 5 course. They will complete an experiment and carry out some research into a chemical topic. On completion of this activity candidates produce a written report for submission to SQA for external marking.

Assessment

Pupils will be assessed by class tests that provide information about working grades as they progress through the course. Learners will also be provided with regular opportunities to consolidate their understanding through home learning exercises that will be also used for assessment of working grades.

Overall attainment

Grading is based on a **final examination** that is currently worth 120 marks (25 multiple choice and 95 extended response) together with a project report that contributes 30 marks to a total of 150. This is done by external assessors. Higher awards are graded A-D.

Progression

Opportunities for progression for learners who have achieved this Higher Course include:

- To higher education, including chemistry, medicine, law, dentistry, veterinary medicine, engineering, environmental or health sciences.
- To employment, including careers in oil and gas exploration, renewable energy development, engineering, food production, technology and environmental monitoring.
- Pupils who successfully complete the course assessment with a grade **A or B** can progress to Advanced Higher Chemistry.

National 5 Chemistry

National 5 Chemistry is suitable for pupils who have made suitable progress in Chemistry in S3. The National 5 Course develops candidates' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. It allows pupils to develop their interest in and understanding of the world in an engaging and enjoyable way. They will engage in a wide range of investigative tasks which, while fostering an enjoyment of Chemistry and learning, allow them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in Chemistry are needed across all sectors of society.

Course Structure

Learning is divided into four components.

Chemical changes and structure

The key features that make up this unit are:

- The study of reaction rates
- the structure of the atom and how atoms join together through bonding
- writing chemical formulae and using these to calculate quantities of substances in a reaction
- the reactions of acids and bases

Nature's Chemistry

The key features that make up this unit are:

- Calculations of energy obtained from burning fuels,
- Examples of carbon compounds that are consumer products
- The naming and structures of hydrocarbons and some related compounds.

Chemistry in Society

The key features that make up this unit are:

- Understanding of structure and reactions of metals,
- production of plastics,
- production of ammonia as an important fertiliser,
- the chemical nature of radioactivity and its uses
- Some of the techniques involved in chemical analysis.

Assignment

In this Unit, learners will draw on and extend the skills they have learned in the National 5 course. They will complete an experiment and carry out some research into a chemical topic. On completion of this activity candidates produce a written report for submission to SQA for external marking.

Assessment

Pupils will be assessed as they progress through the course based on performance in homework exercises and class tests undertaken at suitable points during the course. Pupils will gain experience of preparing written answers to questions assessing knowledge and problem solving capacities.

The course is externally assessed by a final exam of 100 marks divided between 25 extended response and 75 multiple choice questions.

Candidates' assignment report, worth 25 marks, contributes 20 % of the overall mark to their final grade. National 5 awards are graded A-D.

Progression

Pupils who successfully complete the course assessment can progress to Higher Chemistry.

National 4 Chemistry

National 4 Chemistry is suitable for pupils who have studied Chemistry in S3. The course is divided into 4 units. Three of the units and their content are listed below. The fourth unit is an Added Value Unit and involves carrying out research and experimental work and then presenting this in a suitable format.

Chemical Changes and Structure

The key features that make up this unit are:

- The factors that influence the rates of reaction
- Atomic structure and bonding related to properties of materials
- Energy changes of chemical reactions
- Chemical reactions of acids and bases

Nature's Chemistry

The key features that make up this unit are:

- Fuels (including fossil fuels and their impact on the environment)
- Different families of hydrocarbons
- Everyday consumer products, including sugar and alcohol
- Learning that plants are important sources of consumer products e.g. medicines

Chemistry in Society

The key features that make up this unit are:

- Metals and alloys (including extraction and corrosion)
- Materials (including plastics and smart materials)
- Fertilisers
- Chemical basis of radioactivity
- Chemical analysis

Added Value Unit

The key features that make up this unit are:

- Making a choice of a relevant area of chemistry to research
- Completing a short piece of research into the issue
- Selection and collection of appropriate information from relevant sources.
- Presenting information or data appropriately
- Explaining the impact of the chemistry involved on the environment/society
- Communicating the findings of the investigation

Attainment

The course is assessed **internally**. There will be an assessment to sit at the end of each unit. A National 4 award is attained if **all four units** are successfully completed.

Progression

Pupils who successfully complete the course can progress to National 5 Chemistry or to study an alternative science at National 4 level.

Advanced Higher Classical Studies

Entry Requirement

Pupils studying Advanced Higher Classical Studies should have a passing grade from Higher Classical Studies or another social subject at Higher level.

Course Outline

The course is made up of two parts:

- A unit based on texts and evidence from the Classical World, in order to analyse certain themes and values in the Classical and Modern Worlds
- An investigation unit which involves researching a chosen title and producing a project-dissertation

At Grove Academy pupils will study the topic of Heroes and Heroism. This unit involves analysis of the depiction of the hero in classical literature and consideration of the qualities which characterise heroism in the classical world, as well as making some comparison with the modern world. Particular attention will be paid to the following themes and texts:

Themes:

- morality and the hero
- the changing nature of heroism
- Greek and Roman views of heroism
- the hero as role-model
- the hero and women
- heroes and anti-heroes

Texts:

- Homer, *Iliad*, Books 1, 6, 22, 24
- Homer, *Odyssey*, Books 1, 5, 6, 22
- Euripides, *Trojan Women*
- Virgil, *Aeneid*, Books 1, 2, 4, 12
- Ovid, *Heroides*, 1, 3, 7

Assessment

The course will be assessed through an examination paper and a project-dissertation.

In the examination paper (3 hours, 100 marks), pupils will be required to comment with knowledge and insight on a selection of passages on Classical Literature and write two essays relating to Classical Society.

The project-dissertation is based on a topic of their own choosing and researched independently.

Pupils are also required to pass two Unit Assessments.

Career Options

Advanced Higher Classical Studies provides a point of departure for further study at University or College, with links to a wide variety of related courses such as Ancient History, Archaeology, Comparative Literary Studies, Classics and History.

Higher Classical Studies

Course Outline

Higher Classical Studies is made up of three units:

- Life in Classical Greece – which involves the study of life and aspects of society, such as slavery, the role of women, justice and imperialism, in Ancient Athens during the 5th Century BC
- Classical Literature – which involves the study of one or more classical texts and the analysis of several themes (Leadership, Fate versus Free Will, Heroism, Conflict and Women in Society)
- Life in the Roman World - which involves the study of life and aspects of society, such as slavery, the role of women, justice and imperialism, in Republican and Imperial Rome

The main aims of this Course are to enable pupils to develop:

- an understanding of the continuing impact and significance of the classical world today
- a range of skills including: analysing source of evidence, including archaeological evidence, to compare and contrast the classical and modern worlds; analysing and responding to issues raised by classical literature; evaluating the usefulness of sources of evidence; and the ability to express detailed, reasoned and well-structured conclusions
- in-depth knowledge and understanding of religious, political, social, moral or cultural aspects of life in classical Greek and Roman societies
- in-depth knowledge and understanding of universal ideas, themes or values revealed in classical literature

Assessment

The course is assessed by 2 question papers and an assignment.

- There are 2 question papers.
 - Classical Society – 1 hour and 50 minutes (50 Marks). This question paper assesses the *Life in Classical Greece* and *Life in the Roman World* units.
 - Classical Literature – 1 hour and 10 minutes (30 Marks).
- The assignment is a chance for pupils to investigate and analyse a relevant topic. It will be marked out of 30 marks and will be produced under exam conditions during 1 hour and 30 minutes, once pupils have completed their research.

Entry Requirement

- National 5 in another social subject
- Higher in another social subject

Progression

- Advanced Higher Classical Studies
- Higher in another social subject
- Further education courses such as Ancient History, Archaeology, Comparative Literary Studies, Classics and History.
- Employment based upon the skills developed within the course.

Dual NPA Cyber Security & Game Development (Level 5)

Course outline

The Course provides the opportunity for learners to acquire two National Progression Award NPA passes at level 5. The first is Computer Games Design and Development and the second is Cyber security.

COMPUTER GAMES DESIGN & DEVELOPMENT, LEVEL 5

This NPA looks at the genres, trends and emerging technologies of the computer games industry. This course provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing, while also improving computational thinking skills — an area that is gaining recognition as a vital 21st century competence.

CYBER SECURITY, LEVEL 5

Paving the way for people and companies towards a secure digital world with Cybersecurity.

Cyberattacks are increasing globally, it is time for more Cybersecurity.

This NPA in Cyber Security provides foundation knowledge and skills in data security, digital forensics and ethical hacking — creating a skills pipeline into the cyber security industry

Course Assessment

The NPA courses are assessed through a series of in class theory and practical assessments. There is no final exam for an NPA course.

Progression

This course provides progression to:

- NPA Computer Games Design and Development Level 6
- NPA Cyber Security Level 6
- Or both!



National 5 Computing Science

Course outline

The Course provides a broad-based, integrated study of a range of Computing Science topics.

The Course provides the opportunity for learners to acquire a deeper understanding of programming, database design, web design, and computer systems.

Mandatory units

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

The 4 mandatory units will be assessed during the year.

Course Assessment

Component 1 –question paper



The question paper will have two sections worth 110 marks.

Component 2 – Assignment

A two-week task, comprising of a database, program and web page to be designed, created and tested by the learner. The learner will then communicate their findings in a written piece of work which they will complete during class time, under exam conditions. This assignment is worth 60 marks and is marked externally by the SQA.

Progression

This Course or units may provide progression to:

- Higher Computing Science
- Level 6 NPA in Computer Games Design & Development

Higher Computing Science

Recommended Entry

Recommended entry to this Course in S5/6 will be for learners who have passed the National 5 Computing Science Course.

Course outline

The Course provides a broad-based, integrated study of a range of Computing Science topics. The Course provides the opportunity for learners to acquire a deeper understanding of programming, database design, web design, and computer systems.

Mandatory units

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

The 4 mandatory units will be assessed during the year.

Course Assessment

Component 1 –question paper

The question paper will have two sections worth 110marks.

Component 2 – Assignment

A two-week task, comprising of a database, program and web page to be designed, created and tested by the learner. The learner will then communicate their findings in a written piece of work which they will complete during class time, under exam conditions. This assignment is worth 60 marks and is marked externally by the SQA.



NPA Computer Game Design & Development (Level 6)

Recommended Entry

Recommended entry to this Course in S5/6 will be for learners who have passed the dual level 5 NPA course.

Course outline

The Course provides the opportunity for learners to extend their knowledge of Computer Games Design and Development by specialising in this area.

This NPA looks at the genres, trends and emerging technologies of the computer games industry. This course provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing, while also improving computational thinking skills — an area that is gaining recognition as a vital 21st century competence.

Course Assessment

The NPA courses are assessed through a series of in class theory and practical assessments. There is no final exam for an NPA course.

[NPA Cyber Security \(Level 6\)](#)

Recommended Entry

Recommended entry to this Course in S5/6 will be for learners who have passed the dual level 5 NPA course.

Course outline

The Course provides the opportunity for learners to extend their knowledge of Cyber Security by specialising in this area.

Paving the way for people and companies towards a secure digital world with Cybersecurity. Cyberattacks are increasing globally, it is time for more Cybersecurity. This NPA in Cyber Security provides foundation knowledge and skills in data security, digital forensics and ethical hacking — creating a skills pipeline into the cyber security industry

Course Assessment

The NPA courses are assessed through a series of in class theory and practical assessments. There is no final exam for an NPA course.

Advanced Engineering Program

This option would be suitable for pupils who have attained or are likely to attain Higher Engineering Science, Higher Physics or a Higher in another Science or Technology subject.

Participants in this Program will develop a range of key skills as well as the application of knowledge and understanding seen as essential for work in the Engineering industry. The program will be run in partnership with Engineering employers and the Department of Engineering at Robert Gordon University, Aberdeen. Pupils will design, build and test a full functioning Remotely Operated Vehicle (ROV). ROV equipment is currently used extensively in the offshore industry in relation to the completion of tasks in hazardous environments.

Participants in this program will be entered for the Europe wide heat of the international Marine Advanced Technological Education (MATE) competition.

For further information on MATE, please refer to <http://www.marinetech.org/>

Pupils will aim to attain the internationally recognised Gold Crest Award. As part of this pupils will be expected to:

- Develop and lead an aspect of the project
- Complete a minimum of 70 hours of project work
- Consider the broader impact of their project and demonstrate an innovative approach
- Write a project report or portfolio of evidence to present to their CREST assessor
- Reflect on their work during the project

For further information on the Gold Crest Award please refer to the student guide which can be found at http://www.crestawards.org/site-content/uploads/2016/09/CREST_Gold_student_guide.pdf

Progression

This Course or its components may provide progression to:

- Degrees in Engineering and related disciplines
- A range of engineering-related Higher National Diplomas (HNDs)
- Career in Engineering

Higher Engineering Science

Purpose and aims of the Course

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport.

Our society needs more Engineers and more young people with an informed view of engineering. The Course provides a broad and challenging exploration of engineering. Because of its focus on developing transferable skills, it will be of value to many learners, and particularly beneficial to learners considering a career in engineering, or one of its many branches.

The aims of the Course are to enable learners to:

- Extend and apply knowledge and understanding of key engineering concepts, principles and practice
- Understand the relationships between engineering, mathematics and science
- Apply analysis, design, construction and evaluation to a range of engineering problems with some complex features
- Communicate engineering concepts clearly and concisely, using appropriate terminology

The Course develops a number of pervasive and integrative themes, including the systems approach, energy and sustainability. These are used to explore varied engineering systems through simulation, practical projects and investigative tasks in a range of contexts.

Courses in Engineering Science and in Physics (and other pure sciences) are designed to be complementary; a combination of this Course and a pure science Course will provide a very strong foundation for further study in engineering or the sciences.

Recommended Entry

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:

- Engineering Science (National 5) Course, or
- Higher Physics, or
- Higher Maths

Course Assessment Structure

Component 1 – question paper (marks 90)

Component 2 – assignment (60 marks)

Total – 150 marks

Progression

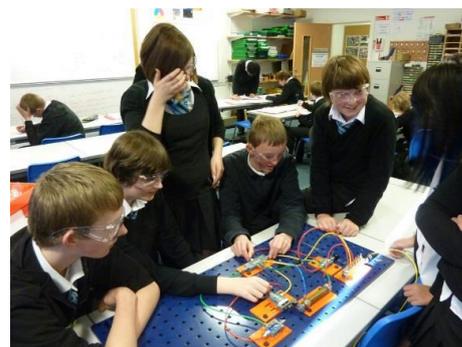
This Course or its units may provide progression to:

- Other SQA qualifications in Engineering Science or related areas
- Further study, employment and/or training

National 4/5 Engineering Science

Course Aims

This course encourages learners to become successful, responsible and creative in their use of technology to solve real life problems. Pupils will develop the four Curriculum for Excellence capacities as well as skills for life and work. Society requires, and demands more engineers. Young people will develop an informed view of engineering and undertaking this course will focus on the development of transferable skills. The course will be of particular interest to learners considering a career in engineering or one of its many branches such as climate change, medical development, Information technology and transport.



PNEUMATICS IN ACTION

Course Description

Engineering is vital to everyday life; it shapes the world in which we live and its future. This course will allow young people to apply knowledge and understanding to key engineering facts and ideas, developing skills in analysis, design, construction, problem solving and evaluation in a range of engineering problems. There are three main areas of study;

- Engineering Contexts and Challenges – This area of the course develop engineering concepts by exploring a range of engineering objects, engineering problems and solutions. Learners will explore existing and emerging technologies and challenges, and consider implications to the environment, sustainable development, and economic and social issues.
- Electronics and Control – Learners will explore a range of concepts and devices used in electronic control systems, including analogue, digital and programmable systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigation tasks in a range of concepts.
- Mechanisms and Structures – This unit develops an understanding of areas such as motion, drive systems, pneumatics, forces and equilibrium.

Assessment

Internal assessments – An assignment worth 60 marks, set by the SQA, will be conducted in class under supervision (40% of overall grade)

External assessments – A single examination worth 90 marks (60% of overall grade)

Homework

Formal homework will be given throughout this course and additional work given in response to individual needs.

Progression

This course leads to Higher and Advanced Higher

Possible Career Routes

Oil and Gas, renewables, medical development, construction, as well as further and higher education courses in engineering, design and manufacture. Courses in Engineering Science and in Physics are designed to be complimentary; a combination of this course and a pure science course will provide a very strong foundation for further study in engineering or the sciences.

Higher Design and Manufacture

Purpose and aims of the Course

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

The Course stresses the integration of designing and making. It confirms that design is an interactive process. The Course highlights the close relationship between designing, making, testing and refining design ideas.

The Course provides opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. It does so in a way that allows learners to inform and refine their own design proposals. It offers them opportunities to explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light.

The Course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. It helps the learner appreciate the importance to a product of form, function and performance. It helps them develop strategies for the evaluation of these attributes and to refine and resolve their designs accordingly.

The Course provides learners with opportunities to develop:

- research skills
- idea generation techniques
- the ability to read drawings and diagrams
- the ability to communicate design ideas and practical details
- the ability to devise, plan and develop practical solutions to design opportunities

The Course allows learners to engage with technologies. It allows them to evaluate both the impact that design and manufacturing technologies have on our environment and society and how technologies have impacted on the world of the designer and on the manufacturing industry.

Recommended entry

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 by equivalent qualifications and/or experience:

- National 5 Design and Manufacture Course

Alternative qualifications that may be considered:

- National 5 Art and Design
- National 5 Graphic Communication

with an awareness that additional time will need to be spent gaining knowledge of materials and manufacturing.

Course Assessment Structure

Component 1 – Assignment (70 marks)

Component 2 – Question Paper (70 marks)

Total – 140 marks

Please Note: Very little of this course is spent in the workshop. Only 8% of the course is full scale model making. It is quite different from the N5 course, the majority of models made are small concept models.

Progression

This Course or its units may provide progression to:

- other SQA qualifications in Design and Manufacture or related areas
- further study, employment and/or training

National 4/5 Design & Manufacture

Course Aims

This course will help develop you into a creative, flexible learner, and build up an ability to apply skills and knowledge in a variety of real life situations. It aims to help pupils produce effective solutions for a variety of design tasks. They will learn how to convey their ideas through design folios and through the construction of prototype models in a variety of materials (metals, woods and plastics).

Course Description

If you enjoy sketching, are imaginative, have an interest in design and like practical workshop activities then this is the course for you. Pupils will have the opportunity to explore the impact of design and technology in everyday life. They will consider the complete life of a product from its initial conception, through design development, the materials and methods of manufacture, the marketing, to its impact on society. Folio work will develop research, drawing, sketching and rendering skills. Pupils will be involved in the manufacture of products using a milling machine linked to a computer and using practical craft/machine skills.

Assessments

Internal assessment

An assignment set by the SQA and worth 90 marks will be undertaken during the course.

External assessment

This will consist of a single final examination worth 60 marks covering design, tools and processes.

Please note: Only 30% of this course is based in the workshop.

Homework

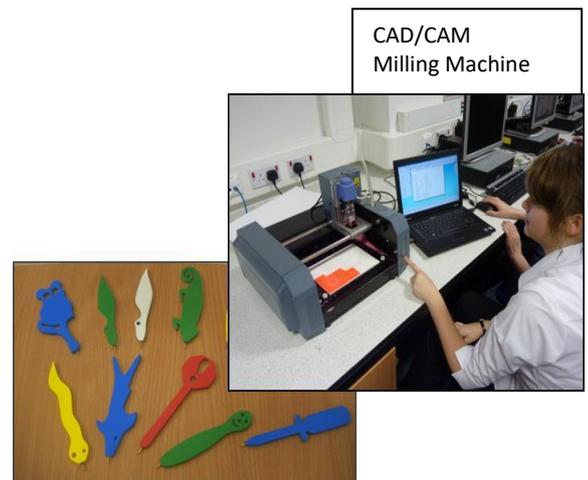
This will be given throughout the course, usually research, investigation or revision work which is relevant to the projects being undertaken.

Progression

This course can lead to Higher and Advanced Higher grade.

Possible career routes

Graphic Design, Architecture, Product Design, and Engineering.



Higher Graphic Communication

Purpose and aims of the Course

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.

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

The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

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

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

Recommended entry

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 by equivalent qualifications and/or experience:

- National 5 Graphic Communication Course

Course Assessment Structure

Component 1 – Question paper (70 marks)

Component 2 – Assignment (70 marks)

Total – 140 marks

Progression

This Course or its units may provide progression to:

- other SQA qualifications in Graphic Communication or related areas
- further study, employment and/or training

National 4/5 Graphic Communication

Course Aims

This course provides opportunity for learners to gain skills in reading, interpreting, and creating graphic communications. They will initiate, develop and communicate ideas graphically, showing spatial awareness and visual literacy through graphic experiences. The course activities also provide opportunities to build self-confidence and enhance transferable skills in literacy, numeracy, researching, ICT, and planning work tasks.



Course Description

The Graphic Communication course introduces learners to the diverse and ever-increasing variety of presentation methods employed in the design and graphics fields. Pupils will develop skills in 2D and 3D graphics, and will produce graphics with visual impact and transmit information effectively. The course consists of two mandatory units:

- 2D Graphic Communication – learners will develop their creativity and skills in order that they produce drawings that communicate their ideas using computer software and more traditional drawing techniques
- 3D Pictorial Graphics – candidates will develop knowledge of colour, illustration and presentation techniques to present information in a meaningful, exciting and professional pictorial format. Production drawings will be created and these will communicate information about materials and dimensions. Presentation drawings that convey graphic design creativity and visual impact are an influential element of this course.

Assessments

Internal Assessment

An assignment worth 50 marks will be completed during the course

External Assessment

A single examination paper worth 50 marks

Homework

Formal homework will be given throughout this course and additional work given in response to individual needs. Folio deadlines must be met and pupils are encouraged to meet these through additional home study as required.

Progression

This course can lead to Higher

Possible career routes

Engineering, building and construction, graphic design. Further and higher education courses in engineering, design and manufacture.



National 4/5 Practical Woodworking Skills (S4 Pupils Only)

Course Aims



The course provides opportunities for learners to gain a range of practical woodworking skills and use a variety of tools, equipment and materials. It allows them to plan activities through the completion of a finished product in wood. Participants will develop and enhance psychomotor skills, practical creativity, practical problem solving skills, an appreciation of safe working practices in a workshop environment, and an understanding of sustainability issues in a practical woodworking context.

Course Description

The structure of this course allows learners to cover fundamental woodwork skills in a progressive fashion. An appreciation of safe working practices will be an integral part of the learning experience.

The course comprises of three mandatory units:

- Flat-frame Construction – Learners will develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Pupils will also learn to read and use drawings and diagrams depicting woodwork tasks.
- Carcase Construction – Tasks in this unit will include the use of manufactured board or frames and panels in the construction of a carcase such as the body of a clock or cabinet.
- Machining and Finishing – Learners will develop skills in using common power tools such as drills, sanders and woodwork lathes. Development of skills in a variety of woodworking surface preparation and finishing techniques will also be undertaken.

Assessments

Internal Assessment

A practical project is constructed during the course and marked out of 100.

External Assessment

There is no external examination for this course.

Homework

Some formal homework will be given throughout this course and additional work given in response to individual needs.

Progression

Possible career routes: The building trade, cabinet making, joinery and other practical technology areas.

National 4/5 Practical Metalworking Skills (S5 and S6 pupils only)

This course enables learners to gain skills in metalworking techniques and in measuring and marking out metal sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical metalworking context.

Course Description

The structure of the course allows learners to cover fundamental metalwork skills in a progressive fashion. An appreciation of safe working practices will be an integral part of the learning experience.

The course comprises of three mandatory units:

- **Bench Skills** - Learners will develop a range of metalworking hand tool skills including bench-fitting work, sheet-metal work, and measuring and marking out. The ability to read and interpret drawings and diagrams is also developed in this Unit. Learners will also develop their knowledge and understanding of metalworking materials, recycling and sustainability issues, as well as an appreciation of safe working practices in a workshop environment.
- **Machine Processes** – Tasks in this unit will include the use of the metalwork centre lathe performing parallel turning, facing and chamfering operations with neatness and a consistency of finish. Learners will also perform drilling and countersinking operations on a pedestal drill to within a specified tolerance.
- **Fabrication and Thermal Joining** – Learners will develop forming techniques on a forge of bending, twisting, drawing down and flattening. They will carry out welding, brazing, spot welding and apply a range of mechanical fixings on sheet materials such that connections are secure and without damage.

Assessments

Internal assessment

A practical project is constructed during the course and marked out of 100

External assessment

There is no external assessment

Homework

Some formal homework will be given throughout this course and additional work given in response to individual needs.

Progression

Possible career routes: The building trade, blacksmithing, welding and fabrication, toolmaking, motor vehicle repair, sheet metalworker and other practical technology areas.

Advanced Higher Drama

This course is practical and experiential. Learners will develop and apply skills in devising and performing theatre. They will develop skills in acting, directing and design. The Advanced Higher course extends the study of the art of theatre, its forms and its practices, by exploring and analysing the work of leading theatre practitioners (e.g. Brecht, Stanislavski, Artaud). The Course provides scope for personalisation and choice.

The Course also provides opportunities to continue developing the attributes and capabilities of the four capacities. Learners will develop perseverance, independence and resilience as they draw on their critical understanding of how theatre practice has been shaped by key practitioners when developing, realising and refining their skills in acting, directing or design. They will reach informed creative decisions in their work and manage and direct their learning. They will become more creative, self-assured and adept at expressing and communicating their ideas through their work.

Recommended entry

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:

- Higher Drama Course

Progression

This Course or its units may provide progression to:

- A range of drama-related Higher National Diplomas (HNDs)
- Degrees in Drama and related disciplines
- Careers in the creative industries

Assessment Units Only

Drama Skills (Advanced Higher)

In this Unit, learners will be required to provide evidence to demonstrate their knowledge and skills in devising, directing and performing through the exploration of a key practitioner. They will use their skills to create and present a devised drama. Learners will evaluate their work as an actor or director.

Drama: Production Skills (Advanced Higher)

In this Unit, learners will provide evidence to demonstrate their knowledge and understanding of drama through the exploration of a key practitioner. Learners will be required to analyse the chosen practitioner's influences, theories, practice and key productions. They will view and analyse a live theatrical event, considering performance concepts and effectiveness. A minimum of two practitioners should be studied, with each Unit exploring a different practitioner.

Course Assessment Structure - Pupils will opt for Acting, Design or Directing

Full Course Assessment Structure

Component 1 – practical assessment - 50 marks

Component 2 – assignment - 20 marks

Component 3 – Project/Dissertation – 30 marks

Added value – External Assessment

The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a practical exam in student's chosen specialism, preparation for performance report and a project.

The candidate will select a topic from relevant and current performance theories and practice. The project will consist of a written report and may contain visual evidence. The topic may come from the work of a current theatre director, company, playwright or designer and will draw on knowledge of a key practitioner.

Total marks 100

Higher Drama

Recommended Entry

A pass at National 5 level in Drama is the preferred entry requirement to progress to Higher.

Final Assessment

Component 1 — 50 marks (scaled to 40)

Component 2 — performance 60 marks

Total marks 100 marks

Question paper

The question paper is worth 50 marks (scaled to 40% of the total mark).

This question paper has three Sections.

Section 1 is worth 20 marks.

This section will deal with comment on the social, historical and/or theatrical contexts of a studied text.

Section 2 is worth 10 marks.

This section will deal with production skills on a section of a studied text.

Section 3 is worth 20 marks.

This Section will take the form of a written analysis of a performance that the learner has seen. This may be a live or, if necessary, a recorded theatrical performance.

Performance (60 marks) – Pupils will opt for Acting, Design or Directing

The performance has two sections: a practical exam in student's chosen specialism and an essay on preparation for performance.

The weighting of marks across the two Sections is worth 50 marks for the performance in the chosen role of acting, directing or design, and 10 marks for a preparation for performance essay.

Progression

This Course or its Units may provide progression to other qualifications in drama; further study, employment or training.

National 4 and 5 Drama

Award received – National 4/National 5

When your appropriate level of study is successfully completed you will attain a qualification in N4 or N5 Drama.

National 4 is assessed pass or fail

National 5 is graded A-D

Entry level – What do I need to do it?

The level at which you begin your S5/6 course will be based on your:

Relevant prior experience of drama e.g. S4 drama

Enthusiastic interest in drama

Willingness to participate and engage with other people

Confidence to experiment and share in a group

Good organisational skills

Commitment to complete all written work

Course Content – What will I learn?

The course is practical and experiential. The aims of the course are to enable you to:

National 4

- Generate and communicate thoughts and ideas when creating drama
- Develop a knowledge of social and cultural influences on drama
- Develop skills in presenting drama
- Develop production skills when presenting drama
- Use drama skills in a drama performance
- Explore form, structure, genre and style

National 5

- Generate and communicate thoughts and ideas when creating drama
- Develop a knowledge and understanding of a range of social and cultural influences on drama
- Develop a range of skills in presenting drama
- Develop knowledge, understanding and the use of a range of production skills when presenting drama
- Use drama skills in a drama performance
- Explore form, structure, genre and style
- Explore, evaluate and analyse how the use of self-expression, language and movement can develop your ideas for drama
- Develop thinking and problem solving skills as you explore, develop and use drama skills

What will I do?

There will be a wide variety of approaches, involving whole, pair, and small group activities. You will (this list is not exhaustive):

- Discuss stimuli to generate ideas for situations
- Research chosen stimuli
- Work with others to share and use drama ideas
- Experiment with and select ideas for the development of the drama
- Use dramatic conventions
- Consider drama form, structure, genre and style
- Consider target audiences

- Develop characters
- Develop use of voice and movement
- Participate in production workshops
- Explore production roles
- Experiment with production areas in response to stimuli
- Select production and stimulus
- Plan overall structure for dramas
- Reflect and discuss improvements
- Organise, make decisions and solve problems as you develop the drama
- Add theatre arts
- Rehearse, present and reflect

Assessment

You will be assessed on the main elements of creating, presenting, evaluating and appreciating. You will:

- Be observed using your skills with appropriate feedback for improvement – self/peer/teacher
- Reflect on and write about your drama and production skills
- Be questioned on your knowledge of the subject
- Discuss your ongoing learning with your teacher to clarify your goal and expectations

At N4 level, you must pass all of the unit assessments to achieve an overall course award. These will take place during class time throughout the year. Pupils will opt for Acting or Production role. N5 pupils will have a practical assessment, a small scale production (20-45 minutes) in their chosen production role. (Acting, set design, lighting, sound, props and set dressing and hair and make-up.)

National 4

Drama Skills Unit – Pass/Fail

Drama: Production Skills Unit – Pass/Fail

Added Value Unit: Drama Performance – Pass/Fail

National 5

Exam:

Component 1– *question paper 50 marks*

Component 2 - *performance 50 marks*

Preparation for Performance Essay *10 marks*

NPA Acting and Performance – Level 6

The National Progression Award (NPA) in Acting and Performance at SCQF level 6 will give you the opportunity to further develop your skills in the area of acting and performing as well as developing your knowledge and understanding of theatre.

There are two mandatory Units both at SCQF level 6:

- *Drama: Theatre Skills in Performance* (2 credits)
- *Professional Theatre in Context* (1 credit)

You need to successfully complete both Units to achieve the award.

This NPA is designed to develop your communication skills, interpersonal skills, self presentation, self evaluative analytical skills, ability to work independently, confidence, professional attitudes and skills as actors and performers. There will be a balance of types of assessment - written assignments and projects, but with an emphasis on practical assignments which reflects the nature of the subject.

The NPA will give you a platform which will allow you to consider progression into further education. This could include progressing on to a National Certificate or HNC programme, or help you to be better equipped to work in the theatre industry. This NPA programme is suitable for you if you are at school, have just left school or are an adult learner.

There are no specific entry requirements for the National Progression Award in Acting and Performance. However, it would be beneficial if you had some previous experience of a drama/theatre course or Units.

Creative Industries Level 6

Creative Industries at SCQF level 6 is designed to provide opportunities for learners to develop their knowledge and skills in the challenging, rewarding and exciting creative economy.

The qualification allows learners to develop skills of: self-enquiry, self-discipline, self-reflection, collaborative working, professionalism, problem solving, resource management, creative thinking and analysis, entrepreneurship, realising and managing Intellectual Property.

It develops knowledge and understanding by allowing the learner to work with a variety of creative briefs and to 'take a creative product to market'.

Topics covered could include: art and design, theatre, graphic design, computing gaming and IT, dance, fashion, journalism, radio, television, languages and music. This NC also allows for the development of transferable skills in project management, entrepreneurship, information technology, collaboration, evaluation and presentation — which are vital for employment within the creative industries.

Recommended entry:

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualifications Design Team as guidance only.

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

Recommended minimum of two National Courses at SCQF level 5 e.g., Art and Design, Media, Drama, Computing, Music or Music Technology, Relevant work experience (whether voluntary or paid) Portfolio of evidence showing creativity and creative development (whether personal or formal academic)

Aims:

- The general aims of the NC in Creative Industries at SCQF level 6 include five of the key challenges identified in Skills Development Scotland's Creative Industries Skills Investment Plan (Skills Development Scotland, 2015):
- Promote creativity as a core component of learning central to individual, social, cultural and business development.
- Support young people to build a portfolio of core, technical, digital, creative and career management skills for those aspiring to work in the creative industries.
- Support learners to build greater awareness, "real-world" insight and experience of how creative skills are used in new, innovative ways across the economy.
- Provide a structured award that will recognise and develop existing skills and competences relating to creativity and the creative industries sector.
- Develop a range of transferable generic employability and essential skills (including Core Skills) to encourage integration of business development, entrepreneurship and innovation skills.

- Develop communication and collaborative working skills.
- Develop employment skills related to National Occupational Standards

The specific aims of the NC in Creative Industries SCQF level 6 are to:

- develop an understanding of the vocabulary and the language of the creative process.
- provide learners with safe and progressive learning experience in creative and vocational skills development at a non-advanced level.
- develop knowledge and skills for managing and exploiting Intellectual Property.
- develop project management skills.
- develop strategic thinking, self-evaluation and critical analysis skills.
- prepare learners for pitching to clients.
- develop promotion and marketing skills.
- prepare learners for progression to qualifications at SCQF level 7 in related Creative Industries awards.

Assessment.

Term 1 : Creative Industries: Understanding a Creative Brief 1 Analyse the language and structure of creative briefs 2 Explore the roles and responsibilities of clients and creative teams 3 Respond to a creative brief

Term 2 : Creative Industries: Working with a Creative Brief 1 Create a production plan to meet a creative brief 2 Implement the production plan to meet a creative brief 3 Participate in a formal review with the client

Term 3 : Creative Industries: Presenting a Creative Product 1 Prepare to present a creative product to the market 2 Present the creative product to the market 3 Evaluate presentation of the creative product to the market.

In addition pupils will have to achieve unit passes in other relevant subjects as they progress through the course.

Progression

Creative Industries at SCQF level 5/6 is designed to allow progression on to related NC/HNC/HND Group Awards including the following:

- Art
- Creative Industries
- Communications
- Media and Journalism
- Computing, IT and Related Areas
- Events
- Fashion and Textiles
- Music, Sound Production and Music Business
- Performing Arts

Creative Industries Level 5

Skills for Work – SCQF Level 5

Overview of the Course

The Creative Industries Course provides an introduction to the creative industries in the UK. Learners will investigate a range of sectors and career opportunities in the creative industries before selecting a sector and job of personal interest on which to focus. The Course covers: An Introduction to the Creative Industries, Creative Industries Skills Development, the Creative Process and a Creative Project. Learners will practise and develop specific practical skills, learn the key stages of a creative process and work as part of a team to plan and implement a creative project. This course focuses on developing transferable employability skills and enables learners to:

- Develop an understanding of the workplace and the employee's responsibilities
- Develop self-evaluation skills
- Develop positive attitude to learning
- Develop flexible approaches to solving problems
- Develop adaptability and positive attitude to change
- Develop confidence to set goals, reflect and learn from experience
- Develop skills to become effective job-seekers and employee
- Develop a range of core skills through practical experiences in a vocational environment and work effectively with others in a creative environment

Course Content

The course consists of four Units:

Introduction Unit

This unit introduces pupils to different sectors of the creative industries and the career paths, job roles and responsibilities of those working within the industry. In this unit pupils will work on practical tasks such as gathering industry and career information, matching their career interests to job requirements and evaluating their personal employability skills for the creative industries.

Skills Development Unit

The aim of this unit is to allow pupils the opportunity to practise and develop their craft and improve practical and employability skills associated with a chosen job role in the creative industries. Pupils will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative working environment.

The Creative Process Unit

This unit will provide pupils with an understanding of the key stages of a creative process. Pupils will be given a brief to interpret and they will contribute their own creative ideas to an overall team response. Pupils will be encouraged through discussion to explore different solutions to the given brief. They will work collaboratively to prepare and present a team response to the given brief. At this stage, pupils will have the opportunity to evaluate the team response to the brief.

Creative Project Unit

This unit is based on primarily practical exploration carried out in a creative context. Pupils will work as part of a team throughout the planning and implementation of a creative project to a given brief. This unit will give pupils the opportunity to develop their creativity alongside developing key employability skills such as working with others and problem solving.

Projects might include

- Musical show
- Drama production
- Art exhibition
- Production of school yearbook

- Production of Music CD
- Short Film (animation)
- Website or blog/vlog
- Production of computer game
- Fashion show
- Community project

Assessment Details

All units are internally assessed at National 5 level. Assessment of the Course is through a range of methods including a candidate folio and practical activities.

Progression into this Course

No prior experience in Creative Industries

Progression

Pupils who successfully complete the National 5 course can progress to National Courses in a range of subject areas: Art & Design, English, Dance, Drama, Media Studies, Music and Technical Theatre.

Possible Career Paths

- Performing Arts
- Music
- Advertising and Marketing
- Publishing
- Film
- Interactive Leisure Software
- Architecture
- Art and Antiques
- TV and Radio
- Software and Computer Services
- Fashion and Design

Advanced Higher English - Campus Delivery



Recommended Entry

Higher English A, B or C

It should be noted that learners who have achieved grade C at Higher will find this course especially challenging and should only consider it if they have a specific interest in the subject.

Course Description

This course provides learners with an opportunity to explore literature in depth and challenge their creative/analytical skills to a wide range of complex and sophisticated texts from different genres. There will be the opportunity to develop sophisticated writing skills. Learners will demonstrate knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments. The Course also develops high levels of analytical thinking and understanding of the impact of language. There is a strong emphasis on learners preparing tutorial materials in a format and style expected at University.

Assessment

The Course assessment is made up of the Dissertation (30%) and Writing Portfolio (15% for each of the two essays) and the Question Paper (critical essay and textual analysis – 20% each).



Home Learning

Much of the work of this course will be Home Learning. Learners will be required to read both primary and secondary sources, prepare presentations, research, edit and review writing pieces. An ability to be self-motivated and adhere to deadlines is essential for success.

Advanced Higher Units only

There are two freestanding units:

Analysis and Evaluation - (H7Y1 77)

The purpose of this Unit is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. Learners extend and refine their skills of analysis and evaluation through the study of complex and sophisticated literary texts from the genres of drama, poetry and prose (fiction and non-fiction). Learners will also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources. Learners also develop organisational and presentational skills required in the production of a Dissertation.

Creation and Production – (H23T 77)

The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing, both Creative and Discursive. Learners will use language creatively for a variety of purposes and in a variety of forms and develop a range of skills necessary for the deployment of language to create effect.

The teaching approach is more like that of a University tutorial – with learners being asked to plan and prepare material in advance of class to be presented and/or shared through mediums such as GLOW. The course may be delivered at the Dundee City Campus on two afternoons, with an additional single period in school for the Dissertation.

Progression

This Course or its Units may provide progression to:

- degrees in higher education
- further academic study in English or related areas
- employment or training



Higher English

The main purpose of the Course is to provide learners with the opportunity to build on the skills of listening, talking, reading and writing from National 5.

The Course offers learners opportunities to extend a wide range of skills and develop their ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

Entry to this course in S5/6 will be for learners who have attained National 5 English at grades A-C. Learners who have attained National 5 English at grade D should study National 5 in order to achieve a pass before progressing to Higher.

External assessments

Portfolio of Coursework – Writing

Question Paper – Examination



The Portfolio of Writing is compiled in the course of the session. Learners will have the opportunity to redraft their work, but it will be assessed by the teacher on a maximum of two occasions. The Portfolio will be submitted to SQA for external marking. The Departmental deadline for the Portfolio will be the Monday of the last week in March. SQA now require all candidates to use a mandatory template for Portfolio writing. This can be downloaded from their website.

The Question Paper will have two papers: Reading for UAE and Critical Reading. In the **Reading for UAE** paper, learners will answer questions designed to test their understanding, analysis, evaluation, summarising, inferencing and comparative skills. The passages will be non-fiction and previously unseen. In the **Critical Reading** paper, there will be two sections: a section for analysis of one of the set Scottish text studied in class and a critical essay on a different text from another genre studied in class.

The final grade will be awarded on the overall mark attained in the Question Paper and the Portfolio of Writing.

Home Learning:

Learners can expect to be doing at least 2 hours of home learning per week. This may not always be set written work, but is likely to include the following:

- Reading literary texts (and revising these)
- Completing /preparing notes and/or presentations
- Producing Folio Writing pieces
- Completing Reading for UAE exercises
- Personal reading and/or research



When no formal home learning is set by the class teacher, there is an expectation that learners will engage in private study, revising literary texts and Reading for UAE skills and/or engaging in a variety of personal reading, including broadsheet journalism as well as good quality fiction. The latter is an essential aspect of the development of literary and linguistic skills.

Progression:

Learners who successfully complete English (Higher) may progress to:

- English (Advanced Higher)
- Scottish Studies Level 6
- Higher or Further Education or Employment
- Scots Language Award Level 6



National 5 English

The main purpose of the Course is to provide learners with the opportunity to develop the skills of Reading, Listening, Writing and Talking in order to understand and use language in a variety of contexts.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations. As a result, regular personal reading of good quality fiction and non-fiction texts (including broadsheet newspapers) is desirable in order to further develop literacy skills.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course offers learners opportunities to develop and extend a wide range of skills.

In particular, the Course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

During the English course at National 5, learners will have the opportunity to achieve the Literacy outcomes, thus broadening their skills in language.

Entry to this course will be at the discretion of the department. Normally learners who take this course will have:

- demonstrated a high level of competence in Broad General Education at Level Four
- attained National 4 English and/or Literacy

Assessment:**Internal Assessments**

There is one mandatory unit: Performance: Spoken Language

This unit will be assessed during class time as part of the natural process of learning and teaching rather than through a formal assessment. It covers the skills of Talking and Listening and may be assessed in a single activity or a series of tasks. This unit Assessments is Pass/Fail. Re-assessment, if required, will be undertaken after a period of remediation.

External Assessments

- Portfolio of Coursework – Writing
- Question Paper – Examination

The Portfolio of Writing is compiled in the course of the session. Learners will have personalisation and choice in determining topics/ideas for writing, but the Portfolio must contain two pieces: one Creative (which may be Imaginative or Reflective) and one Discursive (which may be Argumentative, Persuasive or a Report). Learners will have the opportunity to redraft their work, but it will be assessed by the teacher on a maximum of two occasions and should be finalised by 28th February. The Portfolio will be submitted to SQA for external marking and each essay carries 15 marks. SQA require all candidates to use their mandatory template which can be downloaded from their website.

The Question Paper will have two parts: one designed to assess Reading for Understanding, Analysis and Evaluation skills (30 marks – 1 hour) and the other to assess Critical Reading skills (40 marks – 1½hours).

In the Reading for UAE paper, learners will answer questions designed to test their understanding, analysis, evaluation, summarising and inferencing skills. The passage will be non-fiction and previously unseen by learners.

In the Critical Reading paper, there will be two sections: Section 1 examines learners' understanding of their Scottish text in an analysis context and Section 2 examines critical essay skills using a text of the learners' own choice from a different genre.

The overall grade will be awarded on the basis of the combined mark attained in the Question Paper and the Folio of Writing.

Home Learning:

Learners can expect to be doing at least 1 hour of homework per week. This may not always be set written homework, but will include some of the following activities:

- Reading literary texts (and revising these)
- Completing/preparing notes
- Preparing presentations
- Producing Portfolio Writing pieces
- Completing Reading for UAE exercises
- Personal reading
- Research

When no home learning is set by the class teacher, there is an expectation that learners will engage in private study, revising literary texts and Reading for UAE skills and/or engaging in a variety of personal reading.

Progression:

Learners who successfully complete English (National 5) may progress to:

- English (Higher)
- Scottish Studies – Level 5 or 6
- Scots Language Award – Level 5 or 6
- National 5 Literacy
- Appropriate college courses
- Employment

National 4 English

The main purpose of the Course is to provide learners with the opportunity to develop the skills of Reading, Listening, Writing and Talking in order to understand and use language competently. As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

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

- listen, talk, read and write, as appropriate to purpose, audience, genre and context
- understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- apply knowledge of language

During the English course at National 4, learners will have the opportunity to overtake the Literacy outcomes, thus broadening their skills in language. Towards the end of the course, learners may begin the study of literary texts which would form part of a National 5 course the following session.

Entry to this course will be at the discretion of the department. Normally learners who take this course will have

- demonstrated competence in Broad General Education at Third level
- attained National 3 English

Assessment:

Internal assessments:

Learners will be assessed in three Units:

- Analysis and Evaluation – **H23H 74**
- Creation and Production – **H23T 74**
- Literacy – **H23W 74**
- Added Value Unit – **H23Y 74**

These units will be assessed during class time as part of the regular learning and teaching process rather than through formal tests. They will cover the skills of Reading, Writing, Talking and Listening. Learners may be assessed on a unit by unit basis, or in a combined assessment, which is designed to assess more than one skill concurrently.

These unit assessments are Pass/Fail. Re-assessment, as appropriate, will take place as part of regular learning and teaching after an appropriate period of remediation.

There is no external assessment for this Course.

Home Learning:

Learners can expect to be doing at least 1 hour of home learning per week. This may not always be set written homework, but may include some of the following:

- Reading literary texts (and revising these)
- Completing/preparing notes
- Preparing presentation
- Producing Writing pieces
- Completing Reading exercises
- Personal reading
- Research

When no home learning is set by the class teacher, there is an expectation that learners will engage in a variety of personal reading, including broadsheet journalism as well as good quality fiction. The latter is an essential aspect of the development of literary and linguistic skills.

Progression:

Learners who successfully complete English (National 4) may progress to:

- English (National 5)
- Literacy (National 5)
- Scottish Studies – level 4 or 5
- Scots Language Award – Level 4 or 5
- Appropriate college courses
- Employment

Advanced Higher Geography

A one year course which is designed to develop:

- Greater maturity of outlook and to promote independent study.
- Creativity and initiative using complex geographical skills.
- Informed and active citizens with positive life-long attitudes of environmental stewardship and sustainability
- Engagement with challenging issues at local, national and global levels

Recommended Entry

Higher Geography. Since Advanced Higher Geography involves essay writing, summarising, and evaluating complex sources. Higher Level English is an advantage.

Course Content

There are two units:

Unit 1: Geographical Skills including:

- fieldwork methods and techniques (physical and human)
- statistical awareness
- production and interpretation of maps and diagrams
- independent research on complex geographical issues

Unit 2: Geographical Issues including:

- critical evaluation of viewpoints using evidence from a range of sources
- descriptions, explanations and analysis demonstrating knowledge and understanding of complex geographical issues

Assessment

To gain a course award at Advanced Higher a candidate must pass all the units and pass the external exam in May/June as well as completing the Project: Folio. The Project: Folio will consist of two sections:

- Geographical Study – a report on geographical research
- Geographical Issue – an essay which critically evaluates an issue from a geographical perspective

The folio counts for 67% of the final grade. The course assessment will consist of a question paper worth 50 marks sat under exam conditions in 2½ hours in May/June.

Progression

Advanced Higher Geography is an excellent preparation for Higher Education. Students will find that Geography is a useful subject for those going on to either an Arts or Science degree course, and Geography itself can be studied as part of an M.A. or B.Sc. in many Universities. Pupils who opt to study a B.Sc. will find that increasingly Geography can count as a second Science subject for course entry, but obviously this should be checked with the prospectus of the Institution concerned before applying.

Higher Geography

Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment.

The purpose of this course is to develop the learner's understanding of our changing world and its human and physical processes. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society.

Skills Through the successful completion of this course, learners will develop a range of important and transferrable skills including: using interpreting, evaluating and analysing a wide range of geographical information; interpreting and explaining complex geographical phenomena; using a wide range of maps and other data to process and communicate complex geographical information; and researching skills, including fieldwork.

Recommended entry

National 5 Geography

Course Content

Physical Environments Unit

Learners will develop and apply geographic skills and a knowledge and understanding of physical environments, the processes and interactions at work within physical environments on a local, regional and global scale.

- Atmosphere-global heat budget, redistribution of energy by atmosphere and oceanic circulation and cause and impact of the Intertropical Convergence Zone.
- Hydrosphere hydrological cycle within a drainage basin, interpretation of hydrographs and formation of erosional and depositional features in river landscape.
- Lithosphere formation of erosion and depositional features in glaciated and coastal landscapes.
- Biosphere properties and formation processes of podzol, brown earth and gley soils.

Human Environments Unit

- Population- methods and problems of data collection, consequences of population structure, causes and impacts relating to forced and voluntary migration.
- Rural- rural land use conflicts and their management related to an upland or coastal environment within the developed world; 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 world city and in a developing world city focusing on the management strategies employed and the impact of the management strategies. (Aspects of urban change will include housing and transport).

Global Issues

- Development and Health – validity of development indicators, differences in levels of development between developing countries, causes, impact and management of a water-related disease and primary health care strategies.
- Global climate change physical and human causes, local and global effects and management strategies and their limitations.

Assessment

The course assessment will consist of a question paper sat under exam conditions in May/June. Pupils will also undertake a coursework/fieldwork assignment worth 30 marks – The assignment will demonstrate skills, knowledge and understanding within the context of a geographical topic or issue. This may involve undertaking fieldwork out with the classroom. The assignment write up will also take place under exam conditions during the course of the year. One hour and 30 minutes is allowed for this.

Final qualification graded A-D

Progression

This Course or its units may provide progression to:

- Advanced Higher Geography
- Further study, employment and/or training

National 5 Geography

Geography is an exciting and dynamic subject which explores the relationship between the earth and the people who inhabit it. As the world becomes a smaller place due to advances in technology, it is essential that young people develop an awareness and understanding of what is happening around them. National 5 Geography studies physical processes and human interactions at a range of scales from local to global.

The key elements of the course are:

- Human Environments
- Physical Environments
- Global Issues

Human Environments – This Unit will begin by focussing on the changing global population and the challenges this presents. A comparison will be made of urban growth, development and the challenges faced by world cities from Glasgow to Mumbai. Rural issues in both developed and developing countries will also be explored.

Physical Environments – This Unit will focus on 2 landscape areas – currently the Cairngorms and Dorset. Young people will study the formation of glacial features and coastal features, the cost and benefits of National Park status, land use and conflict, weather and climate, impacts of tourism and issues related to rural living and population change. They will develop skills in map work, interpreting diagrams and presentation skills.

Global Issues – The course will cover two of the six Global Issues available at National 5 level; Climate Change, The Impact of Human Activity on the Natural Environment, Environmental Hazards, Trade and Globalisation, Tourism and Health.

Added Value Unit – All pupils at National 5 will be required to complete an 'Added Value Unit' (see Assessment below). Pupils will investigate the local area gathering fieldwork data which will then be collated, analysed and written up.

How will you learn?

Pupils will learn in a variety of ways in order to enhance their learning and understanding of Geography while also developing skills. Pupils will develop a problem-solving approach, with opportunities for working individually, in pairs and in groups in order to expand confidence in their learning.

Assessment

National 5

- There is an end of year exam 2 hours and 20minutes totalling 80 marks.
- Pupils will also complete an Added Value Assignment. This is a 1-hour long assessment under exam conditions totalling 20 marks. During this time, they will write up the field work data gathered in the local area. Pupils will have time in class to focus on key elements of this before the final assessment.
- The final result of the course is out of 100 marks and is graded A to D.

Homework

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will vary from research tasks, completion of exam style questions to project work.

Progression

- Success in National 5 Geography could lead into Higher Geography and/or Higher Environmental Science leading onto Advanced Higher Geography
- This could lead onto a wide range of geography or environmental courses available at college or university. A degree in Geography is highly regarded by employers due to the wide range of skills developed throughout the course, for example, report writing, gathering of data, analysis of data and statistics, while also gaining a detailed understanding of the world in which we live and our interaction with it. In many universities Geography can be studied either as a Science or Social Science to degree level.

National Social Subjects

Recommended Entry

- Geography, History or Modern Studies in S3.

Course Description

Pupils will study different short units from Geography, History or Modern Studies that, if successful, will lead to qualifications at N4 in Geography, History and Modern Studies.

Home Learning

- Research activities to support class learning.

Assessment

- Pupils will complete a folio of continuous assessment activities and three research-based added value units (AVU) there are **no exams** or assignment.

Progression

- This is the first step on a Social Sciences pathway where pupils can progress through National Social Subjects (S4) into NCSS5/6 (S5/6) then onto HNC/D Social Science courses at Dundee & Angus College which leads to employment or a Social Science course at Abertay University.
- NCSS5 (National Certificate in Social Science level 5/6)
- N5 History, Geography or Modern Studies

Travel and Tourism (S5/6 only)

Travel and Tourism is a Skills for Work course offered at National 4 and National 5 levels. Although it is primarily designed to provide an introductory qualification for those who want to go on to work in the travel and tourism industry many young people will work in a service industry like hospitality whilst at college or university.

At National 5 level the course consists of 4 units

Unit 1 – Employability

- Employment opportunities in the travel and tourism industry
- Transferable employability skills and attitudes
- Specific job roles

Unit 2 – Customer Service

- Communication skills, customer-contact, customer enquiries
- Products and services available in the travel and tourism industry
- Customer issues including handling complaints

Unit 3 – Scotland

- Destinations and attractions within Scotland
- Positive and negative impacts of travel and tourism
- Responding to customer needs

Unit 4 – UK and Worldwide

- Destinations and attractions within UK and rest of the world
- Positive and negative impacts of travel and tourism
- Responding to customer needs

How will you learn?

Pupils will learn in a variety of ways to enhance their learning and understanding of the Travel and Tourism industry while also developing skills. There is a mixture of classroom and IT activities. To gain real life experience a number of trips and visiting speakers will be organised throughout the year.

Assessment

There is no external assessment for this course. Pupils must successfully complete each unit to achieve the course.

History National 5

National 5 History focuses on the study on events from the past 200 years in Scotland, Britain and the world. Pupils learn about political, social, economic, and ideological changes. We are interested in helping pupils to develop source handling skills; such as the reliability of evidence, as well as helping pupils to understand the information contained within different types of sources. Pupils are encouraged to form conclusions based on evidence and to discuss the opinion of others.

- **The Era of the Great War 1900 - 1928** – A study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic primarily focusses on the impact of the Great War on Scotland’s culture, society, economy and politics.
- **Changing Britain 1760 - 1914** - A study of the reasons for and impact of industrialisation on life in Britain. It will focus on health & housing, transport, the textile and coal mining industries and political themes which transformed life across Britain in the late eighteenth and nineteenth centuries.
- **Hitler and Nazi Germany 1919 - 1939** – A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

Continuous assessment is an important part of the National 5 History course. Department staff use other assessment exercises in order to keep track of pupil progress while pupils will gain greater experience of dealing with the types of questions, they will be expected to answer in the final exam for National 5.

National 5 pupils will need to produce an Assignment before sitting the final exam.

Homework

Pupils will be asked to prepare for the required Added Value Unit and Assignment. Pupils may also be asked to complete other forms of homework such as completing class work, practising historical skills or further reading.

Progression

An award in National 5 allows pupils to progress to Higher History. History can be useful in a variety of contexts and careers, as the skills involved in the subject can be transferred. National 5 History can prove useful for studying other social subjects at Higher or at university, as part of a History degree. Studying History also opens up a wide range of future careers such as teaching, the law, tourism, publishing, the civil service and local government etc.

Higher History

Recommended Entry

Students have a pass at National 5 History. Since Higher History involves essay writing and studying complex sources, National 5 English at A or B would be an advantage.

Skills, knowledge and understanding covered in this course

Students will develop skills in researching, evaluating and synthesising information collected from a wide range of historical sources, drawing detailed, well-reasoned conclusions, taking into account their origin, purpose, content and context. Analysing historical themes and events, evaluating the impact of historical developments and the factors contributing to historical developments will help develop a sense of historical perspective.

The Higher History course consists of three contexts:

Scottish: Migration and Empire 1830-1939

Using historical sources to study population movement and social and economic change in Scotland and abroad between 1830 - 1939

British: Britain 1851-1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens.

OR

British: Britain and Ireland, 1900 – 1985

A study of the growing tension in Ireland between 1900 and 1918 which gave rise to the Anglo-Irish war of Independence and the Irish Civil. The course culminates in the rise in violence during the era of the Troubles.

European and World: USA 1918 – 68

A study of the growing tensions in American society, focusing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights.

Unit Assessment

Students will be guided through the unit assessments required to successfully complete the Higher History course.

External Assessment

Student will complete 2 exam papers. Paper 1 will last 1 hour and 30 minutes, focusing on British and European and World History. Paper 2 will also last 1 hour and 30 minutes and focus on Scottish History.

Students also complete an assignment worth 30 marks, from a topic of their own choice, before the exam.

Progression

Students could progress to Advanced Higher History or to further education in areas such as History, Law, Politics, Archaeology or Journalism to name but a few.

Advanced Higher History

USA: 'A House Divided', 1850-65 – The American Civil War

A study of ante-bellum American society and tensions within it; the causes and nature of the American Civil War; the political, social and economic outcomes of that conflict, focusing on the themes of conflict, rights, identity and authority.

The aims of the Advanced Higher History course are to acquire depth in the knowledge and understanding of historical themes and to develop the skills of analysing issues, developments and events, drawing conclusions and evaluating resources.

The Project (dissertation): The Project will allow learners to apply research, analysis and evaluation skills as they investigate a complex historical issue worth 50 marks.

The Question Paper (3 hours): The question paper is marked out of 90. It will be divided into two sections:

Historical Issues will have 50 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the Course.

Historical Sources will have 40 marks. This Section will be made up of extended response questions (essays) requiring the learner to draw on the knowledge and understanding and skills acquired during the course and apply these to unseen historical sources.

National Social Subjects

Recommended Entry

- Geography, History or Modern Studies in S3.

Course Description

Pupils will study different short units from Geography, History or Modern Studies that, if successful, will lead to qualifications at N4 in Geography, History and Modern Studies.

Home Learning

- Research activities to support class learning.

Assessment

- Pupils will complete a folio of continuous assessment activities and three research-based added value units (AVU) there are **no exams** or assignment.

Progression

- This is the first step on a Social Sciences pathway where pupils can progress through National Social Subjects (S4) into NCSS5/6 (S5/6) then onto HNC/D Social Science courses at Dundee & Angus College which leads to employment or a Social Science course at Abertay University.
- NCSS5 (National Certificate in Social Science level 5/6)
- N5 History, Geography or Modern Studies

Higher Health and Food Technology

Mandatory Units:

Health and Food Technology: Food for Health

Health and Food Technology: Food Product Development

Health and Food Technology: Contemporary Health Issues

The Course focuses on health, the influence of food and its nutritional properties, and the dietary needs of individuals.

The Course develops understanding of the properties of food in relation to food production, processing and the development of food products. Issues that influence food choices are investigated to allow the consumer to make an informed decision.

Learners will;

- 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

External Assessment includes an assignment (50%) and a question paper (50%). The assignment will require application of skills, knowledge and understanding from across the Units. Learners will develop a product(s) to meet a given brief issued by the SQA.

Entry requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

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

Career Options

The understanding and range of skills developed in this Course prepare learners for learning, life and work. Learners undertaking this Course will focus on health, food, lifestyle and consumer issues and develop practical skills that are transferable to a range of contexts, including employment. These include employment in health promotion, nutrition research, dietetics, teaching and the food production industry.

Progression from this Course includes opportunities for progression to the Advanced Higher Health and Food Technology Course and other SQA qualifications in related fields.

National 5 Health and Food Technology

This course comprises three mandatory units and a course assignment worth 70% of marks and a written exam worth 30% which focus on health and the nutritional properties of food as well as developing safe, hygienic and informed practices in food preparation. It raises awareness of the importance of a balanced diet and healthy lifestyle. Learners will develop the skills and knowledge

required to become informed food consumers as well as opportunities to gain skills for learning, skills for life and skills for work.

Mandatory units

- Health and Food Technology: Food for Health
- Health and Food Technology: Food Product Development
- Health and Food Technology: Contemporary Food Issues

Course Aims

The purpose of this course is to allow learners to develop practical and technological skills and knowledge and understanding to make informed food and consumer choices.

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

The course will be assessed by means of an assignment (60%) and exam paper (60%) in which the learner will develop a food product or products to a given brief and a question paper.

Assignment

The assignment will require the application of knowledge understanding and skills from across the mandatory units.

Homework

Learners will be expected to carry out further reading to consolidate their knowledge. Regular written exercises will be given to reinforce knowledge and understanding and to gain practice in answering techniques.

Progression

This course or its units may provide progression to;

- Higher Health and Food Technology Course or relevant component units
- Other SQA qualifications in health and food technology, hospitality or related areas
- Further study employment or training

Possible Career Routes

- Health Professional – medicine, nursing, dentistry,
- Social services
- Food technologist
- Dietetics
- Consumer advisor
- Education
- Hospitality

National 4 Health and Food Technology

This course comprises three mandatory units and one added value unit which focus on health and the nutritional properties of food as well as developing safe, hygienic and informed practices in food preparation. It raises awareness of the importance of a balanced diet and healthy lifestyle. Learners will develop the skills and knowledge required to become informed food consumers as well as opportunities to gain skills for learning, skills for life and skills for work.

Mandatory units

- Health and Food Technology: Food for Health
- Health and Food Technology: Food Product Development
- Health and Food Technology: Contemporary Food Issues

Added Value Unit

- Health and Food Technology Assignment

Course Aims

The purpose of this course is to allow learners to develop practical and technological skills and knowledge and understanding to make informed food and consumer choices.

The course has six broad and inter-related aims which allow learners to:

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

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

Assessment

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

Homework

Learners will be expected to carry out further reading to consolidate their knowledge. Regular written exercises will be given to reinforce knowledge and understanding and to gain practice in answering techniques.

Progression

This course or its units may provide progression to;

- National 5 Health and Food Technology Course or relevant component units
- Other SQA qualifications in health and food technology, hospitality or related areas
- Further study employment or training

Possible Career Routes

- Health Professional – medicine, nursing, dentistry,
- Social services
- Food technologist
- Dietetics
- Consumer advisor
- Education
- Hospitality

Higher Fashion and Textile Technology

Mandatory Units

Fashion and Textile Technology: Textile Technologies

Fashion and Textile Technology: Fashion Item Development

Fashion and Textile Technology: Fashion and Textile Choices

Course Aims

This Course combines practical and experiential elements of fashion and textiles with knowledge and understanding of the fashion/textile industry. This Course uses relevant contexts for developing knowledge and understanding and a range of skills related to fashion, textiles and industry. Skills development throughout the Course will encourage learners to apply their knowledge of textile technologies, including the use of tools and equipment and the characteristics and properties of fabrics; use problem-solving approaches; make informed decisions; and take responsibility for the development of fashion/textile ideas through to completed items.

Learners will:

- apply knowledge and understanding of technological processes and skills in technological processes in the production of fashion/textile items from design ideas to completed items
- analyse and apply understanding of textile properties and characteristics
- investigate issues which influence the fashion/textile industry and consumers
- demonstrate a range of textile construction techniques to make fashion/textile items
- independently and safely select and use tools and equipment

Assessment

All units are internally assessed against the requirements shown in the Unit Specification.

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

Course assignment is 100 marks and 45 marks for exam, which determines the final grade. The assignment will require the application of skills, knowledge and understanding from across the units. There is also a practical exam. Learners will develop a product(s) to meet a given brief issued by the SQA.

Entry Requirements

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 Fashion and Textile Technology Course or relevant component Units

Progression

The qualification is learner-centred and includes experiential learning with ample opportunities for personalisation and choice.

It is particularly suitable for learners interested in entering further education, training or employment in fashion and/or textiles or related sectors. In this Course, learners are provided with opportunities to develop skills for learning, skills for life and skills for work.

Progression from this Course includes opportunities for progression to the Advanced Higher Fashion and Textile Course and other SQA qualifications in related fields.

Possible Career Routes

- Fashion/Textile Design
- Fashion/Textile Technologist
- Fashion/Textile Construction
- Retail/Management
- Education
- Theatrical Costumer
- Interior Designer

National 5 Fashion and Textile Technology

This course comprises three mandatory units and a course assignment which encourage the learner to develop problem - solving techniques, make informed choices and take responsibility for the development of an idea through the planning, making and evaluation of fashion/textile items.

Mandatory units

- Fashion and Textile Technology: Textile Technologies
- Fashion and Textile Technology: Fashion/Textile Item Development
- Fashion and Textile Technology: Fashion and Textile Choices

Assignment

The assignment will require the application of knowledge understanding and skills from across the mandatory units.

Course Aims

The purpose of this course is to develop the skills and knowledge to support fashion/textile related activities.

The course is practical and experiential. Learners will plan make and evaluate straightforward fashion/textile items to given briefs.

The aims of the course are to enable learners to develop

- Practical skills and textile construction techniques
- Safe use of tools and equipment
- Knowledge of textile properties and characteristics
- Knowledge of a range of factors that influence fashion/textile choices
- Basic investigation and evaluation skills

The course also contributes to the development of numeracy skills through the measurement of materials and the timing of production.

Assessment

Units are assessed on a pass/fail basis within school and may be assessed unit by unit or by combined assessment. SQA will provide rigorous external quality assurance, including internal verification, to ensure assessment judgements are consistent and meet national standards.

The course will be assessed by means of a practical assignment which will require the application of the skills and techniques from across the units to produce a completed fashion/textile item to an appropriate standard of accuracy. Learners will work to a given brief.

Homework

Learners will be expected to carry out further reading/investigations to consolidate their knowledge. Regular written exercises will be given to reinforce classwork and to gain practice in answering techniques.

Pupils will be asked to pay £15 towards cost of fabric.

Progression

This course or its units may provide progression to;

- Higher Fashion and Textile Technology or relevant component units
- Other SQA qualifications in fashion and textile technology or related areas e.g. health and wellbeing, creative arts or technologies
- Further education and employment or training

Possible Career Routes

- Fashion/Textile Design
- Fashion/Textile Technologist
- Fashion/Textile Construction
- Retail/Management
- Education
- Theatrical Costumer
- Interior Designer

National 4 Fashion and Textile Technology

This course comprises three mandatory units and one added value unit which encourage the learner to develop problem-solving techniques, make informed choices and take responsibility for the development of an idea through the planning, making and evaluation of fashion/textile items.



Mandatory units

- Fashion and Textile Technology: Textile Technologies
- Fashion and Textile Technology: Fashion/Textile Item Development
- Fashion and Textile Technology: Fashion and Textile Choices

Added Value Unit

- Fashion and Textile Technology: Making a Fashion/Textile Item

Course Aims

The purpose of this course is to develop the skills and knowledge to support fashion/textile related activities.

The course is practical and experiential. Learners will plan make and evaluate straightforward fashion/textile items to given briefs.

The aims of the course are to enable learners to develop;

- Practical skills and textile construction techniques
- Safe use of tools and equipment
- Knowledge of textile properties and characteristics
- Knowledge of a range of factors that influence fashion/textile choices
- Basic investigation and evaluation skills

The course also contributes to the development of numeracy skills through the measurement of materials and the timing of production.

Assessment

Units are assessed on a pass/fail basis within school and may be assessed unit by unit or by combined assessment. SQA will provide rigorous external quality assurance, including internal verification, to ensure assessment judgements are consistent and meet national standards.

Homework

Learners will be expected to carry out further reading/investigations to consolidate their knowledge. Regular written exercises will be given to reinforce classwork and to gain practice in answering techniques.

Progression

This course or its units may provide progression to;

- National 5 Fashion and Textile Technology or relevant component units
- Other SQA qualifications in fashion and textile technology or related areas e.g. health and wellbeing, creative arts or technologies
- Further education and employment or training

Possible Career Routes

- Fashion/Textile Design
- Fashion/Textile technologist
- Fashion/Textile Construction
- Retail/Management
- Education
- Theatrical Costumer
- Interior Designer

National 5 Practical Cookery

This course comprises three mandatory units and a course assignment and exam 30% of marks which will enable learners to develop cookery related knowledge understanding and skills for use in the home, in the wider community and ultimately in employment. Learners will participate in engaging, motivating and relevant learning experiences in real-life hospitality contexts.

Mandatory units

- Cooking Skills Techniques and Processes
- Understanding and Using Ingredients
- Organisational skills for Cooking



Assignment

The assignment will consist of question papers worth 25%, an assignment and practical activity worth 75%.

Course Aims

This course aims to develop life skills and personal effectiveness in terms of cookery.

Learners will:

- Proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- Select and use ingredients to produce and garnish or decorate dishes
- Develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- Develop an understanding of current dietary advice relating to the use of ingredients
- Work safely and hygienically

The course contains a significant practical component and is supported by related theory. It uses real-life hospitality contexts which makes it relevant to the world of work.

The course will be assessed by means of an assignment which will require learners to apply cookery related knowledge, understanding and skills from across the units in the planning, production and presentation of a 3-course meal within a given timescale to a given specification.

Homework

Learners will be expected to carry out further reading and research to consolidate their knowledge and further their understanding.

Learners will benefit by practicing practical processes and techniques at home. Pupils will have to pay to cover cost of foods used.

Progression

This course or its units may provide progression to:

- Other qualifications in Hospitality or related areas available at colleges /universities
- National 5 Hospitality; Practical Cake Craft
- Employment or training

Possible Career Routes

- Hospitality
- Management
- Catering Management
- Tourism Industry
- Professional Cook/Chef
- Food Production/Technology
- Social services

National 4 Practical Cookery

This course comprises three mandatory units and one added value unit which will enable learners to develop cookery related knowledge understanding and skills for use in the home, in the wider community and ultimately in employment. Learners will participate in engaging, motivating and relevant learning experiences in real-life hospitality contexts.

Mandatory units

- Cooking Skills Techniques and Processes
- Understanding and Using Ingredients
- Organisational skills for Cooking

Added Value Unit

- Producing a Meal



Course Aims

This course aims to develop life skills and personal effectiveness in terms of cookery.

Learners will:

- Use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- Select and use ingredients to produce and garnish or decorate dishes
- Develop an understanding of ingredients and their uses and an awareness of responsible resourcing
- Develop an awareness of current dietary advice relating to the use of ingredients
- Work safely and hygienically

The course contains a significant practical component and is supported by related theory. It uses real-life hospitality contexts which makes it relevant to the world of work.

Assessment

All units are internally assessed on a pass/fail basis within school. They may be assessed unit by unit or as a combined assessment.

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

Homework

Learners will be expected to carry out further reading and research to consolidate their knowledge and further their understanding.

Learners will benefit by practicing practical processes and techniques at home.

Progression

This course or its units may provide progression to:

- National 5 Hospitality; Practical Cookery
- National 5 Hospitality; Practical Cake Craft
- Further study employment or training

Possible Career Routes

- Hospitality
- Management
- Catering Management
- Tourism Industry
- Professional Cook/Chef
- Food Production/Technology
- Social services

National 4 – National Progression Award in Bakery

What are the aims of this course?

This course is an excellent opportunity for pupils who want to work in the food industry. It allows pupils to develop a range of bakery skills and understanding. It offers multiple exit routes, either towards employment or further study.

What will I be learning about in this course?

- Bread making: An introduction
- Craft Baking: An introduction
- Cake Decorating: An introduction
- Pastry

What skills will I develop?

- Numeracy skills
- Core skills
- Bakery skills and understanding
- An understanding of the workplace

What learning and teaching approaches will I experience?

The course will be delivered using teacher demonstrations, links with the college and outside agencies and speakers/visitors in school.

How will I be assessed?

Mainly through performance of practical activities supported by assessor observation checklists.

Assessments will be completed throughout units.

What are the homework requirements?

Homework will be required at various points throughout the course. This will include practicing practical skills at home.

What might this course lead to in the future?

Can lead to employment within the bakery industry.
Further training/education in courses related to Bakery.
National courses in Practical Cookery.

National 4/National 5 – Skills for Work Early Education and Childcare

What are the aims of this course?

This course is an excellent opportunity for pupils who want to work in the care industry especially with children. The course has been designed to link closely to the proposed National Occupational Standards for children's care, learning, development and play work. This course will be delivered in partnership with school, college of further education and other training providers.

What will I be learning about in these courses?

National 4

- Childcare Development
- Play in early learning and childcare
- Working in Early Education and Childcare
- Care of children



National 5

- Development and wellbeing of children and young people
- Play in early learning and childcare
- Working in early learning and childcare
- Care and feeding of children and young people

What skills will I develop?

- Skills and knowledge in a broad vocational area
- Core Skills
- An understanding of the workplace
- Positive attitudes to learning
- Skills and attitudes for employability

What learning and teaching approaches will I experience?

It will be delivered in partnership with school, colleges, employers and other training providers. Visits to outside agencies, employment places, nurseries or childcare establishments, visitors/speakers in school.

How will I be assessed?

Mainly through performance of practical activities supported by assessor observation checklists. Assessments to be completed throughout units and work experience

What are the homework requirements?

Homework will be required at various points throughout the course.

What might this course lead to in the future?

Can lead to employment in the childcare industry.

Further training/education in courses related to childcare, care and teaching.

National Course in Early Education and Childcare at Higher.

Advanced Higher Mathematics

Recommended Entry

Higher Grade Maths at Grade A or B

Course Description

As with all Mathematics courses, Advanced Higher Mathematics aims to build upon and extend candidates' mathematical skills, knowledge and understanding, in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject. The aim of developing mathematical skills and applying mathematical techniques in context will be furthered by exploiting the power of graphic calculators where appropriate.

The course offers candidates, in an interesting and enjoyable manner, an enhanced awareness of the range and power of mathematics and the importance of mathematical applications to society in general.

Some areas of the course extend topics introduced in Higher Mathematics:

- Calculus (differentiation and integration)
- Vectors

New areas of mathematics introduced in Advanced Higher Mathematics:

- Proof
- Number Theory
- Matrices
- Complex Numbers

External Assessments

There are two question papers:

Paper 1 is a non-calculator paper of 1 hour and includes 35 marks.

Paper 2 is a calculator paper of 2 hrs 30 minutes and includes 80 marks.

Each paper consists of a balance of short questions designed mainly to test knowledge and understanding, and extended response questions, which also test problem solving skills. These two styles of questions include ones which are set in more complex contexts to provide evidence for performance at grades A and B.

Progression

HNC/D or degree courses in Mathematics or courses which require Mathematics (engineering, science eg game software engineering and economics).

Higher Mathematics

Recommended Entry

Entry to this course in S5/6 will be for learners who are secure in their attainment of the National 5 Mathematics Course or an equivalent qualification.

Course Description

The main purpose of this course is to allow learners the opportunity to build on the skills learnt in National 5.

This Course aims to:

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

Some areas of the course extend topics introduced in National 5 Mathematics:

- Algebraic Skills (solving an extended range of equations)
- Trigonometry
- Vectors
- Straight Lines

New areas of mathematics introduced in Higher Mathematics:

- Functions and related graphs
- Calculus (Differentiation and Integration)
- Circles
- Sequences and Recurrence Relations
- Logarithms and Exponentials

External assessments

There are two question papers.

Paper 1 is a non-calculator paper of 1 hr 30 minutes and includes 70 marks.

Paper 2 is a calculator paper of 1 hr 45 minutes and includes 80 marks.

Each paper consists of a balance of short questions designed mainly to test knowledge and understanding, and extended response questions, which also test problem solving skills. These two styles of questions include ones which are set in more complex contexts to provide evidence for performance at grades A and B.

Progression

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

- Advanced Higher Mathematics

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

National 5 Mathematics

Recommended entry

National 4 Mathematics or equivalent

Course Description

- Motivate and challenge pupils by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- Develop confidence in the subject and a positive attitude towards further study in mathematics
- Develop skills in the manipulation of abstract terms in order to solve problems and to generalise
- Allow pupils to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- Develop the pupil's skills in using mathematical language and to explore mathematical ideas
- Develop skills relevant to learning, life and work in an engaging and enjoyable way

Some areas of the course extend topics introduced in the Broad General Phase:

- Algebraic Skills (solving an extended range of equations)
- Percentages
- Fractions
- Algebraic Skills
- Volume
- Pythagoras Theorem
- Statistics

New areas of mathematics introduced in National 5 Mathematics:

- Surds
- Gradient and Straight Line
- Quadratic Theory
- Similarity
- Vectors
- Trigonometry

External Assessment

There are two question papers.

Paper 1 is a non-calculator paper of 1 hr 15 minutes and includes 50 marks.

Paper 2 is a calculator paper of 1 hr 50 minutes and includes 60 marks.

Each paper consists of a balance of short questions designed mainly to test knowledge and understanding, and extended response questions, which also test problem solving skills. These two styles of questions include ones which are set in more complex contexts to provide evidence for performance at grades A and B.

Progression

- Pupils who achieve a grade A, B or C in this course can progress onto Higher Mathematics.
- Skills developed in this course can also support progression into Skills for Work courses, National Progression Awards, National Certificate Group awards and employment

National 4 Mathematics

This course consists of three mandatory Units, each worth 6 SCQF Credit points and an Added Value Unit worth another 6 SCQF points.

The Units are:

- Expressions and Formulae
- Relationships
- Numeracy

Course Aims

- Motivate and challenge pupils by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- Develop confidence in the subject and a positive attitude towards further study in mathematics
- Enable the use of numerical data and abstract terms and develop the idea of generalisation
- Allow pupils to interpret, communicate and manage information in mathematical form; skills are vital to scientific and technological research and development
- Develop the pupil's skills in using mathematical language and to explore straightforward mathematical ideas
- Develop skills relevant to learning, life and work in an engaging and enjoyable way

Assessment

Each of the three mandatory units has an assessment in which pupils must demonstrate competency. There will be one re-assessment opportunity per assessment.

In addition, the Added Value Unit at the end of the course is another assessment, consisting of two parts:

Part 1 is a non-calculator paper lasting 20 minutes assessing mathematical operational skills.

Part 2 is a calculator allowed paper lasting 40 minutes and includes reasoning questions.

All assessments in this course are internally assessed in accordance with SQA guidelines. The course is graded on a pass/fail basis.

Progression

- National 5 Mathematics in S5/6, but may need 2 years to be successful
- National 5 Applications of Mathematics
- Personal Finance Award at level 5
- Skills developed in this course could also support progression into Skills for Work courses, National Progression awards, National Certificate Group awards and employment.

National 5 Applications of Mathematics

This course is available in S4 from June 2021. The course will be available in S5/6 from June 2022.

Course Description

The purpose of the National 5 Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The mathematical skills within this course are underpinned by numeracy and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work. The course aims to:

- challenge pupils to select and apply mathematical techniques in a variety of real-life situations
- develop confidence and a positive attitude towards using mathematics to solve real-life problems
- develop the ability to using mathematical skills to build arguments and make informed decisions
- Develop the ability to communicate mathematical information in a variety of forms

The course extends understanding from the Broad General Phase in the following topic areas

- Financial skills (budgeting, income, best deals, currency exchange, saving and borrowing)
- Statistics (graphs and charts, probability, averages and measures of spread)
- Scale Drawing (charts and plans)
- Time Management
- Tolerance
- Area and Volume
- Pythagoras Theorem

External Assessment

There are two question papers.

Paper 1 is a non-calculator paper of 1 hr 5 minutes and includes 45 marks.

Paper 2 is a calculator paper of 2 hrs and includes 65 marks.

Each paper consists of a balance of short questions designed mainly to test knowledge and understanding, and extended response questions, which also test problem solving skills. These two styles of questions include ones which are set in more complex contexts to provide evidence for performance at grades A and B.

Progression

- Pupils who achieve a grade A, B or C in this course can progress onto Higher Applications of Mathematics (from June 2022).
- Skills developed in this course can also support progression into Skills for Work courses, National Progression Awards, National Certificate Group awards and employment

National 4 Applications of Mathematics (only available S4)

Course Description

This course consists of three mandatory Units, each worth 6 SCQF Credit points and an Added Value Unit worth another 6 SCQF points.

The Units are:

- Managing Finance and Statistics
- Geometry and Measures
- Numeracy

The course aims to:

- motivate and challenge pupils by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- communicate and manage mathematical information in a meaningful way
- develop the ability to use mathematical skills to make and explain decisions
- develop skills relevant to learning, life and work in an engaging and enjoyable way

Assessment

Each of the three mandatory units has an assessment in which pupils must demonstrate competency. There will be one re-assessment opportunity per assessment.

In addition, the Added Value Unit at the end of the course is another assessment, consisting of two parts:

Part 1 is a non-calculator paper lasting 20 minutes assessing mathematical operational skills.

Part 2 is a calculator allowed paper lasting 40 minutes and includes reasoning questions.

All assessments in this course are internally assessed in accordance with SQA guidelines.

The course is graded on a pass/fail basis.

Progression

- National 5 Applications of Mathematics
- Personal Finance Award at level 5
- Skills developed in this course could also support progression into Skills for Work courses, National Progression awards, National Certificate Group awards and employment.

National 3 Application of Mathematics (only available in S4)

This course consists of three mandatory Units, each worth 6 SCQF Credit points.

The Units are:

- Manage money and data
- Shape, space and measures
- Numeracy

The aims of this course are to enable pupils to:

- Interpret real-life situations involving mathematics
- Investigate the use of basic mathematical ideas and number processes in real-life contexts

- Select and apply basic mathematical and numeracy skills in real-life contexts
- Interpret and use the results of calculations, measurements and data to make informed decisions
- Communicate mathematical information in an appropriate way

In addition, pupils will have the opportunity to develop generic and transferrable skills for learning, skills for life and skills for work.

Assessment

Pupils must show competency in each of the three Units. This will be generated in a variety of ways, including problem-solving questions and practical measurement, weight and volume tasks. Real-life contexts are used in assessments.

There is no external assessment for this course.

Progression

- Personal Finance Award at level 4
- Pupils could also progress into employment and/or training.

Advanced Higher French & German

Recommended Entry

Higher Modern Languages at A, B or C

Course Outline

There are **two units** to the course: **Understanding Language, Using Language** and **Specialist Study**

There are **four contexts** in which language is developed: **Society, Learning, Employability** and **Culture**. In **Understanding Language**, **receptive skills** are developed – **listening and reading** in the four contexts.

In **Using Language**, **productive skills** are developed – **talking and writing** in the four contexts.

Course Assessment

There are **two questions papers** and **one performance**.

Paper 1: Reading (30 marks) and Translation (20 marks)

Learners will read one written non-fiction text in the Modern Language and will respond to questions about the written text in English.

They will translate part of the text in English.

A bi-lingual dictionary may be used.

Paper 2: Listening (30 marks) and Discursive Writing (40 marks)

Section 1 – Listening – The purpose of this question paper is to allow learners to demonstrate challenge and application in the skills of listening. This section has two parts.

Part 1 – Learners will listen to one short monologue in the Modern Language and respond to questions in English – **(10 marks)**

Part 2 – Learners will listen to one conversation between two people in the Modern Language and respond to questions in English – **(20 marks)**

The content of the monologue and the conversation will be from the same context.

A bi-lingual dictionary may be used.

Section 2 – Discursive Writing (40 marks – 20% of the total mark)

Learners will write one essay using complex and sophisticated language in the Modern Language from one of the following contexts: society, learning, employability and culture

A bi-lingual dictionary may be used.

Performance: Talking (50 marks)

The purpose of this performance is to give learners the opportunity to demonstrate their talking skills in the Modern Language. Learners will take part in a general discussion with a visiting examiner, sampling across the four contexts of the *Understanding Language* and *Using Language* units and the content of the portfolio.

Portfolio: (30 marks)

The purpose of the portfolio is to assess an extended essay the candidate writes in English.

Learners will either:

Demonstrate their analytical and evaluative skills of one or more texts, at least one of which must be a literary text. Reference to a media text may be included. Learners will demonstrate these skills by writing in English

or

Demonstrate their analytical and evaluative skills by presenting the findings of research into a Modern Language in work context. Learners will write in English

Skills Development

Throughout the course, the key skills of reading, listening, talking and writing will be developed in order to understand and use the Modern Language. Creative and critical thinking skills will be developed in order to further improve language skills.

Progression

Successfully completing the Advanced Higher course can lead to the study of Modern Languages at University as main or subsidiary subjects. Employment opportunities and career prospects are greatly improved by having qualifications in Modern Languages.

Higher French, German

Entry Requirement

Success at National 5 level in Modern Languages is the entry requirement to proceed to Higher.

Course Outline

There are **two units** to the course: **Understanding Language** and **Using Language**.

There are **four contexts** in which language is developed: **Society, Learning, Employability** and **Culture**. In **Understanding Language**, **receptive skills** are developed – **listening and reading** in the four contexts.

In **Using Language**, **productive skills** are developed – **talking and writing** in the four contexts.

Course Assessment

There are **two questions papers, one performance and one assignment**.

Paper 1: Reading (30 marks) and Writing (10 marks)

One passage written in the Modern Language with questions to be answered in English. Part of the text to be translated into English.

One essay to be written from a choice of four questions, one each on the four contexts.

A dictionary may be used.

Paper 2: Listening (20 marks) and Writing (10 marks)

Two passages, one monologue and one conversation with questions to be answered in English.

One essay to be written in response to a stimulus arising from the Listening section.

A dictionary may be used.

Performance: Talking (30 marks)

This will be done with the class teacher under exam conditions during the month of March.

Presentation (10 marks) on a topic from one of the four contexts.

Conversation (20 marks) on one or more of the four contexts.

Assignment: Writing (20 marks)

The assignment allows candidates to produce a piece of writing in the modern language based on one of the following contexts: society, learning, employability, culture.

Skills Development

Throughout the course, the key skills of reading, listening, talking and writing will be developed in order to understand and use the Modern Language. Creative and critical thinking skills will be developed in order the further improve language skills.

Progression

Successfully completing the Higher course can lead to the option of Advanced Higher in S6. Thereafter there are many options to study Modern Languages at university as main or subsidiary subjects. Employment opportunities and career prospects are greatly improved by having qualifications in Modern Languages.

National 4/National 5 French, German

‘Linguists are more likely to be discriminating about the intelligence collected, and more innovative in their decision making, but use information responsibly. Those with international experience are likely to be more active information gatherers and decision makers’

Taken from *‘The economic case for language learning and the role of employer engagement’* Education and Employers Taskforce, November 2011

‘75% of the world’s population speak no English at all’

‘Only 6% of the global population are native English speakers’

‘60% UK employers are dissatisfied with the foreign language skills of school leavers’

Extracts from a House of Lords Debate, 3 December 2009

Modern Languages open up the world to you. Not only do you learn how to speak and understand the language, you also learn about the countries where the language is spoken. One day you may end up working for a company which deals with customers abroad. You may even work for an international organisation like *Michelin* which could offer you promotion if you speak the language and can contribute to the company in France. You may even live abroad yourself for an extended period of time. You never know what job you may aim for or where it will be. In a changing world, one thing is for certain: a good knowledge of foreign languages will mean you can interact more with and increasingly benefit from the global marketplace.

Learning a foreign language develops transferable skills. A report commissioned by the European Commission (Marsh et al., 2009) summarises the potential benefits as follows:

- Enhanced mental flexibility
- Enhanced problem-solving ability (including organisational skills)
- Expanded metalinguistic ability (intercultural skills)
- Enhanced learning capacity
- Enhanced interpersonal ability (team-working/communication and presentation skills/perception of the perspective of others)

A qualification in a language is well respected by both universities and employers alike.

The courses at N4 and N5 level will offer you opportunities to develop and extend a wide range of skills. In particular, you will develop your ability to read, listen, talk and write in your chosen language. The courses will cover topics taken from the contexts of learning as laid out by the SQA: society, learning, employability and culture.

Society	Learning	Employability	Culture
Family and friends	Education	Jobs	Planning a trip
Lifestyle	Work & CVs	Other countries	Film
Media		Celebrations/holidays	
Global languages			
Citizenship			

Assessment

N4/5 Modern Languages pupils will continue to experience continuous assessment. As in S1-S3, pupils will continue to build up a wide variety of evidence to show how they are progressing

- N4 and N5 pupils will be assessed internally, based on the continuously generated **course work**.
- N5 pupils will also be required to successfully complete an externally assessed **exam**:

Question paper 1

Section 1, Reading, has 30 marks.

Candidates read three texts of equal length in the modern language. Each text derives from a different context: society, learning, employability or culture, and is followed by questions in English. Candidates respond to the questions in English. There are 10 marks available for the questions on each text. Candidates may use a bilingual dictionary.

Section 2, Writing, has 20 marks.

Candidates produce one written text of 120–150 words (150–200 Chinese characters) in the modern language in response to a job advert stimulus supported by six bullet points which the candidate must address. Four of the bullet points are common and are predictable but there are two additional bullet points that are linked to the specific context. Candidates may use a bilingual dictionary.

Question paper 2: Listening 20 marks

This question paper has a total mark allocation of 20 marks, which is scaled to 30 marks.

Candidates first listen to one monologue in the modern language and respond to questions worth 8 marks. They then listen to one conversation in the modern language and respond to questions worth 12 marks. The texts are linked thematically and are based on the context which is not sampled in the reading texts in question paper 1.

Candidates may not use a dictionary. Questions are in English and candidates respond in English.

Assignment: Writing 20 marks

Candidates produce a piece of writing of 120–200 words in the modern language, using detailed language, based on one of the following contexts: society, learning or culture. Candidates may refer to other contexts in their writing if they wish. This is completed by early March in school and sent to SQA for marking.

Performance: Talking 30 marks

The purpose of this performance is to carry out a spoken presentation and conversation in the modern language from at least two of the following contexts: society, learning, employability or culture. This is conducted with the class teacher in mid-March.

The performance has one section, with two subsections:

Subsection 1, titled 'Presentation', has 10 marks.

Subsection 2, titled 'Conversation', has 20 marks.

Homework

Modern Languages pupils are expected to learn vocabulary and grammar structures on a regular basis in order to improve their knowledge and understanding.

In addition, there will be regular written homework to consolidate classwork and prepare for assessments.

Progression

- Success in N4 Modern Languages leads to:
- N5 Modern Languages, which leads to:
- Higher Modern Languages, which leads to:
- Advanced Higher Modern Languages.

Spanish at N4/5 level is currently taught as part of a consortia arrangement at another Dundee school two afternoons a week. Travel to and from the school is organised and paid for by Grove Academy.

Advanced Higher Modern Studies

Recommended Entry

S6 Only: Higher Modern Studies

Course Description

Pupils will study:

Practical Research

Students will produce a dissertation on their chosen theme from Crime and Law in Society. Students will gain a theoretical grasp of the principles of Social Science research methods and an ability to apply these in practice. The dissertation requires contact with a range of external agencies and



Knowledge & Understanding

Context B – The Causes and Effects of Crime in the UK

Context D – The Penal System

In studying the above contexts, pupils will consider a range of topics pertinent to Law and order in the UK, evaluating current party policies, theory, the rights and responsibilities of citizens, the Police and the Criminal Justice System, whilst making comparisons with the systems in other countries. Lots of opportunities for research, discussion and debate.

Home Learning

In studying the above contexts, pupils will consider a range of topics pertinent to Law and order in the UK, evaluating current party policies, theory, the rights and responsibilities of citizens, the Police and the Criminal Justice System, whilst making comparisons with the systems in other countries. Lots of opportunities for research, discussion and debate.

Assessment

- Dissertation, approx. 5,000 words.
- Prelim exam in February/March.
- SQA exams in May.

Progression

- Entry to a variety of University courses

Modern Studies is recognised by the Russell Group of the UK's top 20 Universities as a 'traditional subject' and is recommended for progression to law, humanities and social science university courses and careers – it has various different pathways and progression routes including law, journalism, social work and International Relations.

Higher Modern Studies

Recommended Entry

S5/6: National 5 Modern Studies

S6: Higher pass in another literacy based subject



Course Description

Pupils will study:

- **Democracy in Scotland and the UK** – The UK and Scottish Parliament Political System and Local Government within the UK. Our representatives make important decisions on our behalf, however are our elections really ‘democratic’?
- **Social Inequality** – Why does Modern Britain still have a huge gap between those that have health, wealth and happiness and those who don’t? What is our government doing to narrow this gap?
- **World Power: The USA** – An international study of the social, economic and political super-power that is the USA, what is it like to be a citizen in the USA? Is the most powerful country in the world in decline or set to entry a new period of dominance?

Home Learning

- Homework questions/essays and revision activities for in class timed essays.
- Pupils require a good awareness of contemporary, social, political and international issues and should keep up to date – they can do this on the school social resources.

Assessment

- A research-based Assignment write-up.
- Prelim exam in January.
- SQA exams in May.

Progression

- Advanced Higher Modern Studies
- Higher Sociology
- Higher Politics
- Other Higher Courses
- Entry to a variety of University courses



Modern Studies is recognised by the Russell Group of the UK’s top 20 Universities as a ‘facilitating subject’ and is recommended for progression to law, humanities and social science university courses and careers.

Potential careers and Pathways

- Law
- Police
- Intelligence Analyst
- Social Work
- Teaching
- Journalism
- Welfare Officer
- Civil Servant
- Economist

National 5 Modern Studies

Recommended Entry

- National 4 Modern Studies pass or pass at National Social Subjects
- N5 pass in any literacy based subject.

Course Description

Pupils will study:

- **Democracy in Scotland and the UK** – The UK and Scottish Parliament Political System and Local Government within the UK. Our representatives make important decisions on our behalf, however are our elections really ‘democratic’?
- **Social Inequality: Crime and Law in the UK** – A studying into the causes of crime, the impact of crime on society, individuals and communities as well as responses to crime. Looking at the work of the Police, the Court System in Scotland and how the Prison system works and evaluating their success in tackling and reducing crime in the UK.
- **World Issue: Conflict and War** – An international study of the conflict in Syria and it’s international impact on the world, looking at the causes of the conflict, the impact both within Syria and through the international refugee crisis and how world leaders and countries are trying to tackle the issue.



Home Learning

- Homework questions every week or preparation for timed questions in class.
- An awareness of contemporary, social, political and international issues is highly beneficial, pupils should follow the departments social accounts to help with this.

Assessment

- A research-based Assignment write-up.
- Prelim exam in January.
- SQA exam in May.

Progression

- Higher Modern Studies
- Other Higher courses

Modern Studies is recognised by the Russell Group of the UK’s top 20 Universities as a ‘facilitating subject’ and is recommended for progression to law, humanities and social science university courses and careers.

Potential careers and Pathways

Law

Journalism

Civil Servant

Police

Teaching

Welfare Officer

Economist

Social Work

National Certificate in Social Science (level 5 or 6)

Recommended Entry

- Level 6: NCSS5 or Geography, History or Modern Studies at N5.
- Level 5: N4 in Geography, History and Modern Studies or National Social Subjects.

Course Description

Pupils will study a variety of Social Sciences at Grove and Dundee and Angus College including:

- **Sociology:** including sociological research methods, the relationships that exist amongst individuals, groups and institutions as viewed from different sociological perspectives and theories, such as Marxism, Functionalism, Feminism etc, applying sociological concepts, theories and research to investigate features of culture and identity and other social issues in a changing social world.
- **Psychology:** including psychological explanations for individual and social behaviour, the way psychologists use knowledge, apply theories and carry out research to explain human emotion and behaviour.
- **Criminology:** including psychological and sociological theories of criminal behaviour, the ways in which criminologists use data, establish the link between criminological theory and the statistical evidence and research strategies, crime scene protocol and forensic science.

Home Learning

- Essay writing, research activities and preparation for presentations

Assessment

- Pupils will complete a folio of continuous assessment activities, no exams – assessed unit by unit using continuous assessments and a collaborative social science research project where pupils will be expected to plan and carry out social science research, write a copy and present their findings.

Progression

- NCSS6 allows for entry to HNC/D Social Science courses at Dundee & Angus College which leads to employment or a Social Science course at Abertay University.

Higher & N5 Sociology (Higher S6 only & N5 S5 or S6)

Recommended Entry

Higher: S6 only: Higher pass – preferably in Modern Studies and English

N5: Preferably N5 in Modern Studies and English

Course Description

Pupils will study:

- **Human Society** – Students will develop an 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, such as Marxism, Functionalism, Feminism etc.
- **Culture and Identity** – Students will develop their ability to use sociological concepts, theories and research to investigate features of culture and identity in a changing social world.
- **Social Issues** – Students will apply their sociological understanding of contemporary social issues by evaluating and applying sociological theories and research evidence

Home Learning

- Homework questions, revision activities and essays.

- Pupils require a good awareness of contemporary social issues

Assessment

- A research-based Assignment
- Prelim exam in January
- SQA exam in May

Progression

- Entry to a variety of University courses

Sociology is recognised by the Russell Group of the UK's top 20 Universities as a 'traditional subject' and is recommended for progression to humanities and social science university courses and careers.

Higher Politics (S6 pupils only)

Recommended Entry

Higher pass in any Social Subject, recommended progression from Higher Modern Studies

Course Description

Pupils will study:

- **Political Theory** – Students will develop an understanding of political concepts and ideologies, including Power, Legitimacy & Authority, Socialism, Liberalism and Conservatism.
- **Political Systems** – Students will develop their ability to compare two different political systems (UK & USA) across their respective Constitutions, Executives, Legislature and Judiciary.
- **Political Parties and Elections** – Students will analyse a range of electoral data to evaluate the performances of UK political parties in recent elections

Home Learning:

- Homework questions, essays and revision activities for timed class essays
- Pupils require a good awareness of political issues

Assessment

- A research-based Assignment
- Prelim exam in January
- SQA exam in May

Progression

- Entry to a variety of University courses

Politics is recognised by the Russell Group of the UK's top 20 Universities as a 'traditional subject' and is recommended for progression to humanities and social science university courses and careers.

National Social Subjects

Recommended Entry

- Geography, History or Modern Studies in S3.

Course Description

Pupils will study different short units from Geography, History or Modern Studies that, if successful, will lead to qualifications at N4 in Geography, History and Modern Studies.

Home Learning

- Research activities to support class learning.

Assessment

- Pupils will complete a folio of continuous assessment activities and three research-based added value units (AVU) there are **no exams** or assignment.

Progression

- This is the first step on a Social Sciences pathway where pupils can progress through National Social Subjects (S4) into NCSS5/6 (S5/6) then onto HNC/D Social Science courses at Dundee & Angus College which leads to employment or a Social Science course at Abertay University.
- NCSS5 (National Certificate in Social Science level 5/6)
- N5 History, Geography or Modern Studies

Advanced Higher Music

- To enter this course, you must have achieved a pass at Higher Music, or the equivalent skills in performance, musical knowledge/theory and composition skills.

Entry to this course without Higher Music is entirely down to the discretion of music staff through discussion with the pupil and any other specialist staff.

COURSE ASSESSMENT

This will consist of five components: three mandatory and two optional.

Mandatory:

- Performance Instrument 1 (30 marks)
- Question Paper (40 marks)
- Assignment (20 marks)

Optional:

- Performance Instrument 2 (30 marks)
- Portfolio (30 marks)

Course Assessment		
Component	Marks	Scaled Marks
Question Paper	40	35
Assignment	20	15
Performance- Instrument 1	30	25
Choice of: Performance - Instrument 2 Or Portfolio	30	25

Component	Requirements	Assessment
<p>PERFORMANCE OPTION Performance on two instruments</p> <p>Marks Instrument 1 30 (Scaled 25)</p> <p>Instrument 2 30 (Scaled 25)</p> <p>TOTAL 60 (Scaled 50)</p>	<p>You must perform on TWO selected instruments.</p> <p>All pieces for each instrument must be a minimum of Grade 5 standard. Your teacher will advise you on appropriate level pieces.</p> <p>You will perform a programme of 18 minutes in total between the two instruments.</p> <p>Performance time on either of the two selected instruments must be a minimum of 6 minutes within the 18-minute programme.</p> <p>You must ensure that there is a minimum of two contrasting styles presented on each instrument.</p>	<p>This will be examined by an external SQA examiner in May</p> <p>This is assessed on a grade A to D basis.</p>
<p>PORTFOLIO OPTION Performance on one Instrument and Portfolio</p> <p>Marks Instrument 1 30 (Scaled 25)</p> <p>Portfolio 30 (Scaled 25)</p> <p>TOTAL 60 (Scaled 50)</p>	<p>Performance You will perform on one selected instrument.</p> <p>All pieces for each instrument must be a minimum of Grade 5 standard.</p> <p>The total performance time must be a minimum of 6 minutes and must not exceed 8 minutes.</p> <p>The programme of music must include a minimum of two contrasting pieces of music.</p> <p>Portfolio The portfolio allows you to further explore and develop musical ideas to create music either by composing or arranging.</p> <p>Candidates must create a minimum of two complete pieces of music. The composed pieces or arrangements may be in any style or genre and must last a minimum of 6 minutes and a maximum of 8 minutes.</p>	<p>This will be examined by an external SQA examiner in May</p> <p>The portfolio is carried out over an extended period of time in open-book conditions, allowing candidates to develop and refine their work before it is presented for assessment.</p> <p>This exam accounts for 60% of your course award.</p>

<p>QUESTION PAPER</p> <p>Mark 40 (Scaled 35)</p>	<p>You will be expected to demonstrate an in-depth knowledge and understanding of music concepts, musical literacy and analysis of music.</p> <p>The final exam will consist of listening paper which will last approx. 1 hour and 15mins. This paper will test your knowledge and understanding of music by responding to questions in a variety of different styles.</p>	<p>This will be examined by an external SQA paper in May.</p> <p>This is assessed on a grade A to D basis.</p>
<p>ASSIGNMENT</p> <p>Mark 20 (Scaled 15)</p>	<p>You will be expected:</p> <ol style="list-style-type: none"> 1. Compose or arrange one piece of music. (10 marks) <p>The composition must last a minimum of 1 minute and a maximum of 4mins and 30 sec.</p> <ol style="list-style-type: none"> 2. Review the process of your composition (5 marks) <p>Give clear details of:</p> <ul style="list-style-type: none"> • Main decisions • Exploration and development of ideas • Strengths and/ or areas for improvement <ol style="list-style-type: none"> 3. Analyse the key musical features of a piece of music of your choice. (5 marks) <p>You will analyse the key musical features of a piece of music of your choice.</p>	<p>This assignment is carried out over the year.</p> <p>It will be submitted to SQA for external marking.</p>

Advanced Higher Music Technology

The course is designed for candidates with an interest and experience in music technology and its use throughout the 20th and 21st centuries. It also provides a pathway for those who want to progress to more specialised training and/or further education. It is practical and experiential in nature and can be contextualised to suit a diverse range of candidate needs, interests, and aspirations.



Candidates have opportunities to develop transferable higher-order skills in investigation and analysis, collaborative and independent working, and evaluation.

The course aims to enable candidates to:

- develop and extend understanding of the role of music technology within the creative industries
- develop and extend skills in:
 - investigating and analysing audio recording and production techniques, including relevant musical analysis where appropriate
 - using music technology hardware and software to capture, manipulate, and master audio
- evaluate and critically reflect on their own work and that of others
- develop and apply investigation and research skills in the context of music technology
- apply music technology skills creatively in a large-scale production within a chosen context
- develop autonomy and independent thinking skills

External Assessment:

External assessment for this course is entirely project based comprising of two components worth 135 marks in total.

The first is the Project-Research Component worth 40 marks.

The research project allows candidates to apply the project management and research skills they have acquired from the course in a music technology context of their choice.

Candidates can choose their research project topic from any appropriate music technology context that provides sufficient scope for investigation, analysis,

experimentation, and synthesis of music technology skills, techniques, and processes, such as:

- advanced Foley and sound design techniques in contemporary action sequences
- advanced sound production techniques in modern rock music
- advanced mixing techniques in 21st century pop music
- mastering techniques
- advanced mic'ing and recording techniques in contemporary classical production

The second is the Project – Production Component worth 95 marks

The production project allows candidates to apply the knowledge and skills they have acquired from the course in a practical context. Candidates plan, implement, and evaluate a large-scale creative production using music technology

Candidates can choose their production project from any appropriate context that provides sufficient scope to demonstrate all of the required skills, knowledge and understanding for the course assessment. They demonstrate the new skills, techniques and processes they have acquired through research.

Suitable contexts could include:

- composing with VIs
- advanced Foley and sound design for film, animation or computer gaming
- creating large-scale multi-tracking of acoustic and/or electronic sound sources

Candidates develop further skills and knowledge in:

- mastering
- advanced compression techniques (including side-chain and multi-band compression) and their common usage
- MIDI sequencing and virtual instruments (VIs)

Higher Music with Performing

Research shows the benefits of studying and playing music are substantial.

- In addition to technical musical skills pupils will also have picked up some invaluable transferable skills such as IT proficiency, communication skills, calmness under pressure and the ability to reflect critically.
- Solo performance is connected to self-esteem. Pupils learn to reach for their very best. Children who study music are usually more motivated and less intimidated by new things.
- Music enhances memory.
- Music helps students transfer study, cognitive and communication skills from subject to subject, particularly Maths and Languages.
- Music increases problem solving, logic and thinking skills like analysis, evaluation and organisation of ideas.

- Music boosts independent and creative thinking.

The Higher Music Course is designed to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of musical concepts and musical literacy. The course is designed to allow learners to work both individually and collaboratively with others and to make decisions and take responsibility for their own learning.



Progression into this Course.

Pupils will normally be expected to have attained National 5 or relevant component units.

Course Assessment

Pupils will draw on, extend and apply skills already learned throughout the course and will be assessed through a performance of a programme of music and a listening question paper.

Assessment

Performance	50%
Listening Question paper	35%
Composition	15%

Performance

- Pupils will be asked to prepare a performance programme on two instruments or one instrument/voice. This will be performed to an SQA Visiting Assessor.
- The performance can be solo and/or group setting.
- The programme of music should last for 12 minutes. The performance time on either of the selected instruments, must be a minimum of four minutes.
- The level of difficulty of the programme should be at Grade 4 or above.

Question Paper

This paper will test the pupil's knowledge and understanding of the music concepts, musical literacy and musical styles.

Composition

Pupils will compose one original piece of music in a style of their own choice.

Progression

Pupils who successfully complete the Higher course at A-C level may progress to Advanced Higher.

Possible Career Paths

- Music Teaching
- Music Therapy
- Instrumental Teacher
- Sound Engineer
- Multimedia Developer
- Software Designer
- Music Journalist / Critic
- Audio Engineer
- Professional Performer

National 5 Music with Performing

The National 5 Music course is designed to help learners develop their knowledge of music concepts and music literacy. This is achieved through an integrated approach to music, applying this understanding in practical learning activities.

This course comprises three units and one added value unit. Each of the units of the course is designed to provide progression to Higher.

Assessment

Performance	50%
Listening Question paper	35%
Composition:	15%. Pupils will compose 1 original piece of music in a style of their choice.

Performance

- Pupils will be asked to prepare a performance programme on 2 instruments or one instrument/voice. This will be performed to an SQA Examiner.
- The performance can be in a solo or group setting.
- The programme should last for 8 minutes. The performance time on either of the selected instruments must be a minimum of 2 minutes.
- The music should be at Grade 3 or above.

Question Paper

The paper will test the pupil's knowledge and understanding of musical concepts, literacy and styles.

Progression

Pupils who successfully complete the National 5 course at level A-C can progress to Higher Music.

Possible Career Paths

- Music Teaching
- Music Therapy
- Instrumental Teacher
- Sound Engineer
- Multimedia Developer
- Software Designer
- Music Journalist/Critic
- Audio Engineer
- Professional Performer

National 4 Music with Performing

Research shows the benefits of studying and playing music are substantial

- In addition to technical musical skills pupils will also have picked up some invaluable transferrable skills such as IT proficiency, communication skills, calmness under pressure and the ability to reflect critically.
- Solo performance is connected to self-esteem. Pupils learn to reach for their very best. Children who study music are usually more motivated and less intimidated by new things.
- Music enhances memory.
- Music helps students transfer study, cognitive and communication skills from subject to subject, particularly Maths and Languages.



- Music increases problem solving, logic and thinking skills like analysis, evaluation and organisation of ideas.
- Music boosts independent and creative thinking.

Course

The National 4 Music course is designed to help learners develop their knowledge of music concepts and music literacy. This is achieved through an integrated approach to music, applying this understanding in practical learning activities.



All units are internally assessed at National 4 level

Progression into this Course

- Some prior experience of playing a musical instrument or singing
 - Pupils **do not** need to be taking instrumental lessons in order to achieve at National 4 level
- This course comprises of three mandatory units and one added value unit:

Performing

Performers will develop performing skills on two selected instruments or one instrument and voice.

Composition

This part of the course allows pupils to apply their understanding of music in a creative way. They will experiment and explore using composing, arranging and improvisation techniques as appropriate.

Understanding Music

Pupils will develop their understanding and knowledge of music concepts and literacy by listening to a wide range of musical styles and genres, these include Jazz, Blues and Rock and Pop.

Added Value Unit

Pupils will extend and apply skills already learned throughout the course and will be assessed through a performance of a programme of music. They will prepare and perform a solo and/or group programme of music lasting 8 minutes in total.

Progression

Pupils who successfully complete the National 4 course can progress to National 5.

Possible Career Paths

- | | |
|------------------------|---------------------------|
| • Music Teaching | • Software Designer |
| • Music Therapy | • Music Journalist/Critic |
| • Instrumental Teacher | • Audio Engineer |
| • Sound Engineer | • Professional |
| • Multimedia Developer | |
| • Performer | |

Higher Music Technology

Introduction to Higher Music Technology

The purpose of the Higher Music Technology Course is to enable learners to develop and further their knowledge and understanding of music technology, and of music concepts, particularly those relevant to 20th and 21st century music, and to engage in the development of technical and creative skills through practical learning. This course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.



Music technology is an important part of many young peoples' lives. iPads, laptops and mobile phones have all made it possible for music to be created, mixed and shared with ease and introduced music technology to many who may have not encountered it otherwise. This means many young people may already have an interest and ability in using music technology.

This course will expand on those skills and introduce learners to the exciting world of digital recording, composing, editing and mixing as well as build their understanding of the music, TV, film and computer gaming industries.

There are five main aims of the Course:

1. Develop basic skills in the use of music technology hardware and software to capture and manipulate audio.

Learners will learn to record musicians, mix performances and create tracks – all to professional standard. They will make use of industry standard hardware and software including Garageband, Pro Tools, Mixcraft and Mixing Desks.

2. Use music technology creatively in sound production in a range of contexts.

Recorded music surrounds us in everyday life – TV, film soundtracks, radio, computer games and of course, personal music collections.

Pupils will study how music is composed and recorded in these industries and learn how to create and produce their own music for one or more of these mediums. There is great opportunity for course personalisation here and pupils have the chance to work on the type of music which interests them the most.



3. Develop a broad understanding of the music industry, including a basic awareness of implications of intellectual property rights.

Currently, a major issue affecting the music industry is that of intellectual property rights. While exploring various aspects of the music industry, learners will gain knowledge of the legal situation regarding the use of other people's music and protecting their own.



4. Develop skills in the analysis of music in the context of 20th and 21st century musical styles and genres

Learners will also study modern music – analysing and researching music and artists from a range of styles including jazz, rock, rap and pop.

This will help improve their understanding of what makes an artist successful in the music industry and widen their knowledge of popular musical history.

5. Critically reflect on their own work and that of others

Pupils will work individually and as part of a group to listen to examples of mixes and various audio recordings in order to compare and contrast methods of recording and producing music which they will then apply within their own work. They will evaluate their own project along with providing feedback to others.

External Assessment:

External assessment for this course is carried out in two ways.

- ◆ Pupils submit an assignment which combines multi-tracked recordings of sound and/or music and multi tracked, electronically produced sound and/or music into a complete production appropriate to the chosen context. This submission must include the audio/visual piece of work and a written journal detailing the processes used in the production of the assignment
- ◆ The assignment has 80 marks out of a total of 120 marks. This is scaled by SQA to represent 70% of the overall marks for the course assessment.
- ◆ Pupils will also sit a question paper. This will assess their knowledge and understanding of 20th and 21st century musical styles, concepts and aspects of music technology. A range of question types will be used, and the question paper has 40 marks out of a total of 120. This is scaled by SQA to represent 30% of the overall marks for the course assessment.



Possible options for projects;

Pupils choose any one of the following:

- ◆ Record a live rock band, and to use this live recording in the context of a radio broadcast (Radio One Live Lounge style)
- ◆ A multi-tracked recording of original or non-original music used in the soundtrack for a short film
- ◆ Multi-tracked electronic-based music used as part of the sound design for a video game
- ◆ A radio documentary on a local folk group featuring live and studio recordings of the group and on-location interviews
- ◆ Multi-tracked backing tracks and sound effects, used in a live drama production

Evidence Required for Project;

- ◆ A formal plan for the production, which includes detailed explanations and justifications for all decisions relating to technological and musical aspects of the production (in written, electronic and/or oral form)
- ◆ The completed audio master (and, for tasks involving synchronisation with film or computer game, the relevant video or game sequence)
- ◆ A record of progress through the task (such as an electronic log or diary maintained by the candidate)
- ◆ A report evaluating the production and the development against clearly stated criteria (in written, electronic and/or oral form)

Listening Assessment Specifications;

- ◆ Candidates answer nine questions relating to music excerpts in a range of 20th and 21st century styles and genres. A range of question types are used, assessing understanding of relevant music and technological concepts, technological developments and IP issues

Progression

On successful completion of this course, learners can progress to further study, employment and/or training.

Careers in Music Technology

- ◆ Recording Engineer (Film, TV, Games or Radio)
- ◆ Sound Editor
- ◆ Live Sound Engineer
- ◆ Dubbing Editor
- ◆ Music Therapist
- ◆ Music Teacher
- ◆ Composer/Arranger
- ◆ Sound Effects Editor



National 5 Music with Technology

Introduction to Music Technology



The purpose of the National 4 and 5 Music Technology courses is to enable learners to develop their knowledge and understanding of music technology, and of music concepts, particularly those relevant to 20th and 21st century music, and to engage in the development of technical and creative skills through practical learning. This course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

Music technology is an important part of many young peoples' lives. iPads, laptops and mobile phones have all made it possible for music to be created, mixed and shared with ease and introduced music technology to many who may not have encountered it otherwise. This means many young people may already have an interest and ability in using music technology.

This course will expand on those skills and introduce learners to the exciting world of digital recording, composing, editing and mixing as well as build their understanding of the music, TV, film and computer gaming industries.

There are three main aims of the Course:

Develop basic skills in the use of music technology hardware and software to capture and manipulate audio

Learners will learn to record musicians, mix performances and create tracks – all to professional standard. They will make use of industry standard hardware and software including Garageband, Pro tools and Mixcraft.

Use music technology creatively in sound production



Recorded music surrounds us in everyday life – TV, film soundtracks, radio, computer games and of course, personal music collections.

Pupils will study how music is composed and recorded in these industries and learn how to create and produce their own music for one or more of these mediums. There is great opportunity for course personalisation here and pupils have the chance to work on the type of music which interests them the most.

Develop understanding of a range of 20th and 21st century musical styles and genres

Learners will also study modern music – analysing and researching music and artists from a range of styles including jazz, rock, rap and pop.

This will help improve their understanding of what makes an artist successful in the music industry and widen their knowledge of popular musical history.

National 5 Assessment

External Assessments:

Course assignment (2 Projects) – 70%

Listening Assessment – 30%

Possible options for projects

Pupils choose any one of the following:

- Sound design and foley for a film
- Live recording of a small group performance
- Multi-track recording of a small group performance
- Sound design for a computer game
- Radio broadcast

Evidence required for project

- A formal plan for the production, to include explanations and justifications for all decisions relating to technological and musical aspects of the production (in written, electronic and/or oral form)
- The completed audio master
- A record of progress through the task (such as an electronic log produced by the learner)
- A short report evaluating the production (in written, electronic and/or oral form)

Listening Assessment Specifications

- Pupils are required to demonstrate knowledge and understanding of 20th and 21st century music styles and genres, music concepts and aspects of music technology

Marked out of 30 and consists of questions in response to music and audio excerpts in a range of 20th and 21st century styles and genres.

Progression

On successful completion of this course, learners can progress to Music Technology Higher.

National 4 Music with Technology

Introduction to National 4 Music Technology

The National 4 Music Technology Course enables learners to develop basic skills in the use of music technology hardware and software to capture and manipulate audio. The Course also enables learners to use music technology creatively in sound production and to develop an understanding of a range of 20th and 21st century music styles and genres

Music technology is an important part of many young peoples' lives. iPads, laptops and mobile phones have all made it possible for music to be created, mixed and shared with ease and introduced music technology to many who may have not encountered it otherwise. This means many young people may already have an interest and ability in using music technology.

This course will expand on those skills and introduce learners to the exciting world of digital recording, composing, editing and mixing as well as build their understanding of the music, TV, film and computer gaming industries.

There are four main aims of the Course:

1. Develop basic skills in the use of music technology hardware and software to capture and manipulate audio.

Learners will learn the basics of recording musicians, mixing performances and creating tracks. They will make use of industry standard hardware and software including Garageband and Mixcraft.

2. Use music technology creatively in sound production in a range of contexts.

Recorded music surrounds us in everyday life – TV, film soundtracks, radio, computer games and of course, personal music collections.

Pupils will study how music is composed and recorded in these industries and learn how to create and produce their own music for one or more of these mediums. There is great opportunity for course personalisation here and pupils have the chance to work on the type of music which interests them the most.



1. Develop understanding of a range of 20th and 21st century musical styles and genres.

Learners will also study modern music – analysing and researching music and artists from a range of styles including jazz, rock, rap and pop.

This will help improve their understanding of what makes an artist successful in the music industry and widen their knowledge of popular musical history.

4. Reflect on your own work and that of others

Pupils will learn to recognise what works well, what doesn't, what could be improved, etc., skills that will help to train the ear, and improve on the quality of the product. By sharing ideas, learners will develop skills to reflect on work produced by themselves and others.

Assessment

Internally assessed mandatory Units

- Music Technology Skills
- Understanding 20th and 21st Century Music
- Music Technology in Context
- Added Value Unit Music Technology Assignment (practical)



The assessment method for this Unit will be an assignment in which the learner will plan, implement and evaluate a short creative production using music technology. The learner will draw on and apply skills and knowledge developed through the units of the Course. The creative production may be in any appropriate context, such as (but not limited to) live performance, radio broadcast, creative selection/design of music and/or sound for film, TV themes, adverts and computer gaming.

Progression

On successful completion of this course, learners can progress to Music Technology National 5 or Music Technology Skills (National 5) unit.

Careers in Music Technology

- ◆ Recording Engineer (Film, TV, Games or Radio)
- ◆ Sound Editor
- ◆ Live Sound Engineer
- ◆ Dubbing Editor
- ◆ Music Therapist
- ◆ Music Teacher
- ◆ Composer/Arranger
- ◆ Sound Effects Editor

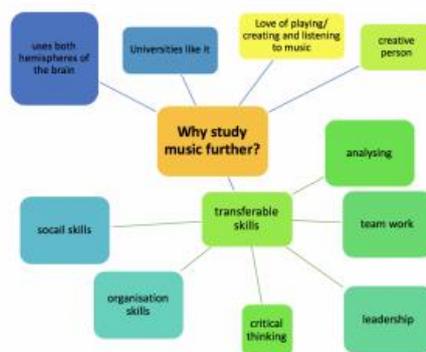
National Progression Award (NPA)

Music Performing Level 6

An NPA in Music Performing provides an alternative pathway for pupils who wish to further develop and extend their performance skills whilst at the same time gain opportunities to develop skills and knowledge in one of the following areas:

- Planning, executing and evaluating a creative project.
- Music Promotion
- Music Technical Support

This course provides opportunities to develop skills for those who may be considering going into further education whilst at the same time supporting skills necessary for industry and future employment.



To study this course pupils should have an interest in and experience of performing on one or more instruments or voice and should be working towards Grade 4 level.

Course Content

The NPA is a group award. It consists of **two mandatory units and one additional unit from a choice of four optional units.**

Mandatory Units	
Music: Live Performance	Level 6
Performing Music on One Instrument or Voice	Level 6

Optional Units - Choose one from four	
Performing on One Instrument or Voice	Level 5
Creative Project	Level 6
Music Technical Support	Level 6
Promotion in the Music Industry	Level 6

The mandatory unit provides a strong performance focus whilst the optional units allows the pupil the choice of continuing on the performance route by choosing Performing on One Instrument or Voice or to specialise by choosing from:

Music Technical Support, Music Promotion or the Creative Project.

Skills Development

This course also contributes to the development of the following **core and transferable skills**.

Core Skill	Developed Through
Communication	Music Live Performance Performing on One Instrument or Voice Creative Project Music Technical Support Music Promotion
Problem Solving	Music Live Performance Creative Project Music Technical Support Music Promotion
Information and Communication Technology	Music Technical Support

Transferable Skills	Developed through
Enterprise Skills	Music Live Performance Creative Project
Technology Skills	Music Technical Support Music Live Performance
Employability Skills	Music Promotion Music Technical Support Creative Project Performing on One Instrument or Voice Live Performance
Planning/ Evaluative Skills	Music Technical Support Creative Project Performing on One Instrument or Voice Live Performance

Please see the Music Department should you require any further information about this course.

Creative Industries National 5

Skills for Work – SCQF Level 5

Overview of the Course

The Creative Industries Course provides an introduction to the creative industries in the UK. Learners will investigate a range of sectors and career opportunities in the creative industries before selecting a sector and job role of personal interest on which to focus. The Course covers: An Introduction to the Creative Industries, Creative Industries Skills Development, the Creative Process and a Creative Project. Learners will practise and develop specific practical skills, learn the key stages of a creative process and work as part of a team to plan and implement a creative project. This course focuses on developing transferable employability skills and enables learners to:

- Develop an understanding of the workplace and the employee's responsibilities
- Develop self-evaluation skills
- Develop positive attitude to learning
- Develop flexible approaches to solving problems
- Develop adaptability and positive attitude to change
- Develop confidence to set goals, reflect and learn from experience
- Develop skills to become effective jobseekers and employee
- Develop a range of core skills through practical experiences in a vocational environment and work effectively with others in a creative environment

Course Content

The course consists of four Units:

Introduction Unit

This unit introduces pupils to different sectors of the creative industries and the career paths, job roles and responsibilities of those working within the industry. In this unit pupils will work on practical tasks such as gathering industry and career information, matching their career interests to job requirements and evaluating their personal employability skills for the creative industries.

Skills Development Unit

The aim of this unit is to allow pupils the opportunity to practise and develop their craft and improve practical and employability skills associated with a chosen job role in the creative industries. Pupils will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative working environment.

The Creative Process Unit

This unit will provide pupils with an understanding of the key stages of a creative process. Pupils will be given a brief to interpret and they will contribute their own creative ideas to an overall team response. Pupils will be encouraged through discussion to explore different solutions to the given brief. They will work collaboratively to prepare and present a team response to the given brief. At this stage, pupils will have the opportunity to evaluate the team response to the brief.

Creative Project Unit

This unit is based on primarily practical exploration carried out in a creative context. Pupils will work as part of a team throughout the planning and implementation of a creative project to a given brief. This unit will give pupils the opportunity to develop their creativity alongside developing key employability skills such as working with others and problem solving.

Projects might include

- Musical show
- Drama production

- Art exhibition
- Production of school yearbook
- Production of Music CD
- Short Film (animation)
- Website or blog/vlog
- Production of computer game
- Fashion show
- Community project

Assessment Details

All units are internally assessed at National 5 level. Assessment of the Course is through a range of methods including a candidate folio and practical activities.

Progression into this Course

No prior experience in Creative Industries

Progression

Pupils who successfully complete the National 5 course can progress to National Courses in a range of subject areas: Art & Design, English, Dance, Drama, Media Studies, Music and Technical Theatre.

Possible Career Paths

- Performing Arts
- Music
- Advertising and Marketing
- Publishing
- Film
- Interactive Leisure Software
- Architecture
- Art and Antiques
- TV and Radio
- Software and Computer Services
- Fashion and Design

Higher Physical Education

Information about typical learners who might do the Course

The Course is suitable for learners who have an interest in and enthusiasm for developing movement and performance skills. It will broaden their learning experience and contribute to their own health and wellbeing. The Course is also suitable for learners progressing from the National 5 Physical Education Course, because it will give them the opportunity to develop the knowledge, understanding and skills they need to pursue further study or a career in Physical Education.

General guidance on the Course

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, understand what is required to develop it and then apply this knowledge to their own performance.

The main aims of this Course are to enable learners to:

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

Homework

Pupils will be given homework to reinforce information given on the course. This will usually take the form of written questions or exercises from pupil workbooks.



Careers

Sports coaching, management, sports science, PE teacher

Course assessment structure

Component 1 — performance 50%

Component 2 — question paper 50%

Total - 100 %

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

National qualifications in PE — please note pupils can only select either PE OR PE Aesthetics and not both

National 5 Physical Education

Pupils will be able to improve their performance in designated activities and understand the importance of factors impacting on their performance.

Course Aims

- Develop the ability to perform a range of movement and performance skills
- Understand factors: mental, emotional, social and physical, that impact on personal performance in physical activities
- Develop approaches to enhance personal performance

Activities

The activities covered may include (depending on available facilities):
Badminton, basketball, swimming, volleyball, fitness, dance

Swimming is an integral part of the course and **full participation** is necessary for a successful completion of the Factors Impacting on Performance outcome aspect of the course



Assessments

External Assessment – Portfolio 60 marks (50% of total mark)

The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assesses the candidate's ability to integrate skills and apply knowledge and understanding from across the course.

The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- Understanding factors that impact on performance
- planning, developing and Implementing approaches to enhance personal performance
- monitoring, recording and Evaluating performance development decision-making and problem-solving

The portfolio has three sections:

Section 1 - Understanding factors that impact on performance

Section 2 - Planning, developing and implementing approaches to enhance personal performance

Section 3 - Monitoring, recording and evaluating performance development

Internal Assessment – Performance 60 marks (50% of total mark)

Performance 1 = 30 marks

Performance 2 = 30 marks

The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities.

Each performance is a single event in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- a repertoire of skills — including complex skills
- control and fluency
- effective decision-making
- using and applying straightforward composition, tactics or role safely and effectively
- conforming to rules, regulations and etiquette
- controlling emotions

- working co-operatively with others

The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

The portfolio will give learners the opportunity to demonstrate the following skills, knowledge and understanding.

- Understanding factors that impact on performance
- Planning, developing and implementing approaches to enhance personal performance
- Monitoring, recording and evaluating performance development

The areas and skills used in the B.G.E. PE and Dance courses will give students a good introduction to the National 5 course.

Homework

Homework will be given to reinforce learner. This will be given out periodically throughout the year.



Progression

Higher – S5/6 FITA

Careers

Sports coaching, management, sports science, PE teacher, personal trainer, lifeguard.

National 4 Physical Education

Pupils will be able to improve their performance in designated activities and understand the importance of factors impacting on performance.

Course Aims

- Develop the ability to perform a range of movement and performance skills
- Understand factors that impact on personal performance in physical activities
- Develop approaches to enhance personal performance

Activities

The activities covered may include (depending on available facilities) badminton, basketball, swimming, volleyball, fitness and dance.

Swimming is an integral part of the course and **full participation** is necessary for a successful completion of the Factors Impacting on Performance outcomes aspect of the course.

Assessment

Internal – Performance: Factors affecting performance

Added Value Unit

In the added value unit, learners will prepare for and carry out a performance in a physical activity by:

- Preparing mentally, emotionally, socially and physically for the performance
- Selecting and applying appropriate knowledge and skills during the performance
- Following rules or guidelines or protocols and accepting decisions
- Using safe practice, showing etiquette and managing emotions appropriately
- Carrying out roles and responsibilities appropriately during the performance



The areas and skills used in the B.G.E. PE and Dance courses will give students a good introduction to the National 4 course.

Homework

Pupils will be given homework to reinforce information given on the course. This will usually take the form of written questions or exercises from pupil workbooks.

Progression

National 5, Higher

Careers

Sports coaching, management, sports science, PE teacher

National 5 Physical Education – Aesthetics

*Learners will follow the National 5 PE course through aesthetic activities rather than the traditional games-based course. All practical work and written work will be undertaken through a minimum of 2 activities, choosing from **trampolining, gymnastics and dance**.*

External Assessment – Portfolio 60 marks (50% of total mark)

The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assesses the candidate's ability to integrate skills and apply knowledge and understanding from across the course.

The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- Understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and Evaluating performance development decision-making and problem-solving

The portfolio has three sections:

Section 1 - Understanding factors that impact on performance

Section 2 - Planning, developing and implementing approaches to enhance personal performance

Section 3 - Monitoring, recording and evaluating performance development

Pupils will complete their portfolio on their choice of one of the three activities in the course – trampolining, gymnastics or dance. They will create, work through and write up their own personalised development plan to improve their individual performance in their chosen activity.

Internal Assessment – Performance 60 marks (50% of total mark)

Performance 1 = 30 marks

Performance 2 = 30 marks

The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities.

Each performance is a single event in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- a repertoire of skills — including complex skills
- control and fluency
- effective decision-making
- using and applying straightforward composition, tactics or role safely and effectively

- conforming to rules, regulations and etiquette
- controlling emotions
- working co-operatively with others

The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

Pupils will choose 2 out of the 3 activities in the course to be assessed in. Assessment of practical ability involves performing a finished routine in front of an audience of classmates and class teachers.

Homework

Homework will be given to reinforce learning. This will be given out periodically throughout the year.

Progression

Higher PE – S5/6

Higher PE – Aesthetics – s5/6

National Progression Award (NPA) in: Achieving Excellence in Sport at SCQF level 6

Group Award Code: G9G5 46

The NPA in Achieving Excellence in Sport allow candidates to focus on their own performance to learn about the process of setting targets (short and long term), planning their own work (with support) and to evaluate what actually is 'excellence' and then to articulate in the future with other HN awards.

The award will provide

- An opportunity to follow a personal pathway in performance and its achievement
- An opportunity to learn about one specific and focused performance route.
- The opportunity to preserve and build upon existing good practice, ability and interest.
- The opportunity to learn in depth about performance routes and careers.
- A focus on the whole concept of excellence and elite sport and its achievement.

Principal aims of the Group Award

- Develop the candidate's personal ambitions for their own performance enhancement
- Develop the candidate's knowledge and skills in the process of the achievement of excellence.
- Develop knowledge and skills in target setting, personal career management planning, implementing and evaluating the process over a period of time.
- Enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills
- Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow candidates to progress to another level of education, if so desired.

- Further develop study skills and skills in investigating aspects of the industry which are specific to their interests, personal abilities and needs.
- Offer opportunities to develop core skills in a setting relevant to the industry.
- Allow candidates to acquire some of the basic skills and knowledge required by the industry.

Advanced Higher Physics

Purpose and aims of the course

The purpose of the course is to further develop learners' curiosity, interest and enthusiasm for physics in a range of contexts, bordering on the limits of current knowledge. The skills of scientific inquiry and investigation are developed throughout the course. The relevance of physics is highlighted by the study of the applications of physics in everyday and extraordinary contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. Advances in physics mean that our view of what is possible is continually being updated. This course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice.

Recommended Entry

Students should have a pass in Higher Physics. It is also desirable to have a pass in Higher Maths.

Course Description

The course consists of four units:

Rotational Motion and Astrophysics

The key areas covered in this unit are kinematic relationships, angular motion, rotational dynamics, angular momentum, rotational kinetic energy, gravitation, general relativity and stellar physics.

Quanta and Waves

The key areas covered in this unit are introduction to quantum theory, particles from space, simple harmonic motion, waves, interference and polarisation.

Electromagnetism

The key areas covered in this unit are electric and magnetic fields, capacitors and inductors used in d.c. and a.c. circuits, electromagnetic radiation.

These units will be assessed during the year. The assessments are Pass/Fail. There will be one re-assessment opportunity per assessment.

Investigating Physics

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.

Course Assessment

Question paper: 155 marks scaled to 120 marks

Project: 30 marks scaled to 40

Total: 160 marks.

Higher Physics

Purpose and aims of the course

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course. The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. Advances in physics mean that our view of what is possible is continually being updated. This course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice.

Recommended Entry

National 5 Physics Course or relevant component Units

Course Outline

The course consists of four units

Our Dynamic Universe

The key areas covered in this unit are: motion (equations and graphs), forces, energy and power, collisions, explosions and impulse, gravitation, special relativity, the expanding universe

Electricity

The key areas covered in this unit are: monitoring and measuring a.c., current, potential difference, power and resistance, electrical sources and internal resistance, capacitors, conductors, semiconductors and insulators, p-n junctions

Particles and Waves

The key areas covered in this unit are: the standard model, forces on charged particles, nuclear reactions, wave particle duality, interference and diffraction, refraction of light, spectra

Course assessment

Question paper 1: (Multiple choice) - 25 marks.

Question paper 2: 130 marks scaled to 95 marks.

Assignment: 20 marks scaled to 30 marks

Total: 150

Progression from this Course

This course or its components may provide progression for the learner to:

- Advanced Higher Physics
- Further study, employment and/or training

National 5 Physics

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications

of the relationships that have been discovered through experiment and calculation, including those used in modern technology. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts. This Course will enable learners to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills. They will develop scientific methods of research in which issues in physics are explored and conclusions drawn.

The course content includes the following areas of physics:

Dynamics

In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.

Space

In this area, the topics covered are: space exploration; cosmology.

Electricity

In this area, the topics covered are: electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.

Properties of matter

In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.

Waves

In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.

Radiation

In this area, the topic covered is nuclear radiation.

Progression into this Course

Candidates should have achieved the fourth curriculum level or the National 4 Physics course or equivalent qualifications and/or experience prior to starting this course.

Candidates may also progress from relevant biology, chemistry, environmental science or science courses. The Course may be suitable for those wishing to study physics for the first time.

The main aims of this Course are for learners to:

- develop and apply knowledge and understanding of physics
- develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make on society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a physics context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem solving skills in a physics context

- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in physics
- develop skills of independent working

The Course also serves to equip all learners with an understanding of the impact of physics on everyday life, and with the knowledge and skills to be able to evaluate media reports. This will also equip learners to make their own decisions on issues within a modern society where the body of scientific knowledge and its applications and implications are ever developing. By using the skills base and knowledge and understanding of physics, learners will become scientifically literate citizens.

Course assessment

Question paper 1: (Multiple choice) - 25 marks.

Question paper 2: 110 marks scaled to 75 marks.

Assignment: 20 marks scaled to 25 marks

Total: 125

Homework:

Before each Physics lesson pupils will be expected to have read over any notes they have made or been given the previous lesson.

Homework exercises from homework or tutorial sheets will also be set regularly and these will be collected in, marked, and returned by the class teacher.

For some parts of the course, pupils may be expected to write their own summary notes, or carry out a piece of research, at home, or to complete summary notes issued to them.

This Course or its components may provide progression for the learner to:

- Higher Physics
- National 5 Course in another science subject
- Skills for Work Courses (SCQF levels 5 or 6)
- National Certificate Group Awards
- National Progression Awards (SCQF levels 5 or 6)
- Employment and/or training

Careers include:

Air traffic controller, airline pilot, architect, astronomer, chartered surveyor, climatologist, designer, engineering – (e.g. aeronautical, audio, civil, electrical, mechanical, marine), environmental scientist, laboratory technician, medical physicist, meteorologist, nuclear scientist, radiation protection, radiographer, space and remote sensing, teacher, transport.

National 4 Physics (S4 pupils only)

The Course gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of

applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in physics mean that our view of what is possible is continually being updated. This Course allows learners to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate.

The Course has four mandatory Units including the Added Value Unit.

Physics: Electricity and Energy

The Unit covers the key areas of generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model.

Physics: Waves and Radiation

The Unit covers the key areas wave characteristics, sound, electromagnetic spectrum and nuclear radiation.

Physics: Dynamics and Space

The Unit covers the key areas of speed and acceleration, relationships between forces, motion and energy, satellites and cosmology.

Added Value Unit: Physics Assignment

The Physics Added Value Unit is assessed by an Assignment. This Assignment will be carried out under supervised, open-book conditions. Learners will use the skills, knowledge and understanding necessary to undertake an investigation into a topical issue in physics.

In this Unit, 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.

The main aims of this Course are for learners to:

- develop and apply knowledge and understanding of physics
- develop an understanding of the role of physics in scientific issues and relevant applications of physics in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a physics context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop problem solving skills in a physics context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
- develop the knowledge and skills for more advanced learning in physics

Assessment:

For each unit there is one assessment task of answering a set of questions.

For the course assessment there is also

- a scientific report of an experiment or practical investigation.
- a short scientific report of a research investigation.

Homework:

Before each Physics lesson pupils will be expected to have read over any notes they have made or been given the previous lesson.

Homework exercises from homework or tutorial sheets will also be set regularly and these will be collected in, marked, and returned by the class teacher.

For some parts of the course, pupils may be expected to write their own summary notes, or carry out a piece of research, at home, or to complete summary notes issued to them.

This Course or its components may provide progression for the learner to:

National 5 Physics Course

National 4 or 5 Course in another science subject

Skills for Work Courses (SCQF levels 4 or 5)

National Certificate Group Awards

National Progression Awards (SCQF levels 4 or 5)

Employment and/or training

Careers include:

Air traffic controller, airline pilot, architect, astronomer, chartered surveyor, climatologist, designer, engineering – (e.g. aeronautical, audio, civil, electrical, mechanical, marine), environmental scientist, laboratory technician, medical physicist, meteorologist, nuclear scientist, radiation protection, radiographer, space and remote sensing, teacher, transport.

Religious, Moral & Philosophical Studies enables pupils to develop critical and reflective thinking skills and to develop respectful understanding of a variety of religious and non-religious points of view. All RMPS courses involve study of a world religion, examination of a 'real-world' moral issue and exploration of a 'deep' philosophical question. Teaching and learning are based principally on reading and discussion, which means RMPS requires strong literacy skills (and also helps pupils to sharpen those skills). All courses incorporate extensive home learning, which will include short-answer questions, online exercises and extended practise questions. Specific training will be given in the skills of description, explanation, analysis and evaluation.

Pathways opened up by RMPS include...

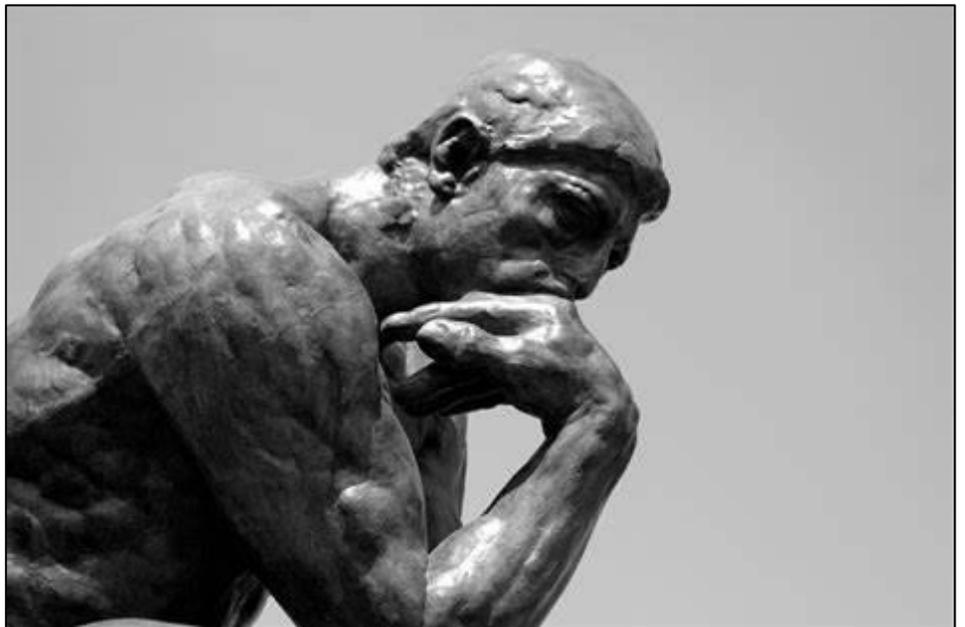
Beyond school:

University courses:

Philosophy, Sociology, Education, Social Work, Psychology, Religious Studies, Theology, Law

College courses: HNC/D Social Sciences, Journalism, Criminology

Potential Careers: Social Work, Community Education, Primary/Secondary School Teaching, Counselling, Psychology, Law, Advocacy, Criminology, Police, Journalism, Publishing, Research, Local Government, Civil Service, Charity/Voluntary Sector Administration



NATIONAL 4 RMPS

Unit 1: World Religion – Christianity

- **Sample content:**
 - The nature of God and man
 - Beliefs about Jesus
 - Judgement and heaven
 - Living according to the gospels
 - Worship

Unit 2: Morality & Belief – War

- **Sample content:**
 - Arguments for and against war
 - Causes of war
 - Consequences of war
 - Strategies of modern warfare

Unit 3: Religious & Philosophical Question – Origins

- **Sample content:**
 - Religious explanations [e.g. Creationism];
 - Non-religious explanations [e.g. Big Bang Theory, theory of evolution]

Assessment

At National 4, all units are assessed internally (no exams).

Pupils also complete an Added Value Unit [AVU] which is an investigation into a topic of their own choice. The AVU may be presented in a variety of formats – e.g. as a written project, a slideshow, an information poster, a booklet. Like the unit assessments, the AVU is assessed internally.

Progression - National 5 RMPS (if and only if also taking National 5 English)

NATIONAL 5 RMPS

Entry requirements - N5 RMPS is only available to S4-6 pupils who are also studying (or have already studied) N5 English

Course Structure

Unit 1: World Religion – Christianity

- **Sample content:**
 - The nature of God and man
 - Beliefs about Jesus
 - Judgement and heaven
 - Living according to the gospels
 - Worship
- **Sample questions:**
 - *Explain why Christians worship.*
 - *Describe the main points of the story of Jesus' death.*

Unit 2: Morality & Belief – War

- **Sample content:**
 - Arguments for and against war
 - Causes of war
 - Consequences of war
 - Strategies of modern warfare
- **Sample questions:**
 - *What moral issues are raised by smart weapons?*
 - *Explain two reasons for going to war.*

Unit 3: Religious & Philosophical Question – Origins

- **Sample content:**
 - Religious explanations [e.g. Creationism];
 - Non-religious explanations [e.g. Big Bang Theory, theory of evolution]
- **Sample question:**
 - *Explain the Big Bang Theory*
 - *Choose a religious viewpoint you have studied. How does it explain the origin of the universe?*

Assessment

NB – the following arrangements were correct in 2019 (the last ‘normal’ year before the pandemic) and should have applied in 2020. Obviously they won’t apply in 2021 and things may have changed again by 2022!

Exam – 1 paper, 2hrs20mins, worth 80 marks

Assignment – personal research done over a period of weeks then ‘written-up’ in class under exam conditions, worth 20 marks

Progression

- Higher RMPS in S5/6 (*if and only if* also taking or already taken Higher English)

HIGHER RMPS

Entry requirements - H RMPS is only available to S5/6 pupils who are also studying (or have studied) Higher English.

Course Structure

Unit 1: World Religion – Christianity

- **Sample content:**
 - Beliefs about Jesus
 - Judgement and heaven
 - The nature of God and man
 - Living according to the gospels
 - Worship
- **Sample question:**
 - *“Beliefs about God are the most important of Christian beliefs” – How far do you agree?*

Unit 2: Morality & Belief – War

- **Sample content:**
 - Arguments for and against war
 - Causes of war
 - Consequences of war
 - Strategies of modern warfare
- **Sample question:**
 - *Analyse religious responses to environmental consequences of war*

Unit 3: Religious & Philosophical Question – Origins

- **Sample content:**
 - Religious explanations [e.g. Creationism];
 - Non-religious explanations [e.g. Big Bang Theory, theory of evolution]
- **Sample question:**
 - *“Life was created” – How far do you agree?*

Assessment

In 2019 – the last ‘normal’ year before the pandemic – the arrangements were as follows (and they should have been the same in 2020)

Exam – Paper 1 [2hrs15mins, worth 60 marks], Paper 2 [45mins, worth 30 marks]

Assignment – personal research done over a period of weeks then ‘written-up’ in class under exam conditions [worth 30 marks]

For 2021, the arrangements were *supposed* to be as follows (obviously they won’t happen)

Exam – Paper 1 [2hrs15mins, worth 60 marks], Paper 2 [45mins, worth 30 marks]

No assignment

For 2022 things are likely to change again – probably back to something like the 2019/20 model.

Progression

- Advanced Higher RMPS [potentially in 2022-23]
- Higher Philosophy [in 2022-23; exclusively for S6 pupils who already have H English]

Prince's Trust

Prince's Trust Award in Personal Development and Employability Skills

Princes Trust Achieve Programme SCQF Level 3 or 4

Our Achieve Programme provides an opportunity for young people to try new activities, boost their confidence and gain a national recognised Prince's Trust qualification at level 3 or 4.

The curriculum requires students to develop and use a range of personal and employability skills in order to gain qualifications. Experiential learning is at the heart of the course as is direct engagement with the local and wider community.

The course will engage students in:

Personal Social Development- developing personal, communication and social skills

Life Skills – Giving young people the tools to handle a range of relevant life situations

Active Citizenship – Helps young people engage with and influence community issues

Enterprise Projects – Young people develop practical, commercial and creative skills

Preparation for Work – Identify strengths and interests and develop core employability skills

Pupils are required to complete Tracking Sheets for each unit and complete a portfolio of evidence. This is externally assessed.

A Saltire Award is available for any volunteering completed.

Entry Requirements

All applicants will be interviewed prior to acceptance on the course to ensure suitability and commitment.

SCOTTISH BACCALAUREATE IN SCIENCE

This qualification was introduced in 2009. It is primarily designed for pupils in S6.

The Scottish Science Baccalaureate requires the study of 2 different eligible Science Courses and Mathematics, two of which must be at Advanced Higher level and one at Higher level. Pupils are required to complete an Interdisciplinary project in collaboration with the University of Dundee or Abertay University.

The Interdisciplinary project which is worth 16 SCQF points (an Advanced Higher is worth 32 points). Baccalaureates will be awarded at Pass and Distinction and are based on 80 hours of teaching.

The Scottish Science Baccalaureate now being recognized as being valuable in preparation for Higher Education by many of Scotland's respected Universities. The University of Aberdeen and The University of Stirling consider this qualification, together with Advanced, for direct entry into year two across a range of degree programmes.

Please speak to Mr. Sultan or Mrs. Maclean for more information before choosing this as a subject.

Employability Pathways- Developing Scotland's Young Workforce

Coaching Academy S5/6 only

This program is delivered in conjunction with staff from the Scottish Football Association (SFA) and Scottish Sports Futures. In the first half of the school year, participants will complete levels 1.1 and 1.2 of the SFA Coach Education Pathway. This will also involve practical coaching experience delivering sessions to pupils in our local primary schools.

In the second half of the school year participants will complete the following coaching modules:

- Working with Young People in Sport
- Conflict Resolution
- Benefits of Physical Activity
- Communication
- Goal Setting
- Human Connection

Fitness Industry Training Academy (FITA)

1. National Pool Lifeguard Qualification

August – December – two afternoons a week at Dundee & Angus College

The NPLQ covers all elements of Pool Rescue Techniques, Lifeguarding Theory, First Aid and CPR. The course is physically demanding and will include swimming to set times, lifting casualties and diving to the deepest part of the swimming pool. Training and assessment for the NPLQ is in three sections and all must be successfully passed to attain the qualification.

Section 1 – The Lifeguard and the Law, Swimming Pool Supervision

Element 1 – The Lifeguard and the Law

Element 2 – Swimming Pool, Hazards and Control Measures

Element 3 – Swimming Pool Supervision

Section 2 – Intervention and Rescue and Emergency Action Plans

Element 1 – Intervention and Rescue

Element 2 – Rescue of a Casualty with a Suspected Spinal Injury

Element 3 – Emergency Action Plan

Section 3 – Cardiopulmonary Resuscitation, AED and First Aid

Element 1 – Cardiopulmonary Resuscitation (CPR)

Element 2 – First Aid

Element 3 – Automated External Defibrillation (AED)

2. Fitness Instructor Level 2

January – May – two afternoons a week at Dundee & Angus College

This qualification provides the knowledge and skills to enable candidates to plan, deliver and evaluate safe and effective sessions. This qualification will provide entry on to the Register of Exercise Professionals at Level 2 and can be achieved in the context of gym.

Unit 1 - Anatomy and physiology for

Unit 2 - Know how to support clients who take part in exercise and physical activity (M/600/9015) – this unit is worth 2 credits

Unit 3 - Health, safety and welfare in a fitness environment– this unit is worth 2 credits

Unit 4 - Principles of exercise, fitness and health – this unit is worth 4 credits

Optional pathways:

Unit 5 - Planning gym-based exercise - this unit is worth 4 credits

Unit 6 - Instructing gym-based exercise – this unit is worth 6 credits

3. SQA Level 6 Leadership Award

All year

The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role in their activities. Available at SCQF Levels 6, the Award allows individuals to build self-confidence and self-esteem and encourages learners to respect the cultures and beliefs of others working alongside them. The Leadership Award is endorsed by the Chartered Management Institute.

Leadership: An Introduction

In this Unit, candidates carry out research to find out about leadership styles and the skills and qualities found in effective leaders. Candidates are required to produce a report on their findings and evaluate their own potential for leadership.

Leadership in Practice

In this Unit, candidates take a leading role in an activity. They will prepare to carry out the activity by considering the factors involved, such as resources, people, time and potential risks. Candidates then carry out the activity, monitoring progress and making changes as needed. At the end, candidates review their experience, drawing conclusions about themselves as a leader.

Industry Preparation Programs

These seek to provide a coherent option that will enable pupils to gain a portfolio of academic and vocational qualifications as well as vocational skills and industry understanding that will significantly enhance a pupil's opportunities to progress in careers in the relevant industry.

Building Services/ Construction Preparation Programs (S4 only)

Pupils will choose 4 school based subjects and will also study 1 vocational qualification relevant to industry certification as well as engaged in work based learning opportunities. These programs have been developed in consultation with employers and vocational training providers to ensure pupils have the range of skills and knowledge as well as industry understanding required for progression into these industries.

Pupils choosing either of these options should choose the following;

Choice 1 **English** at the relevant level (i.e. National 5 or national 4)

Choice 2 **Maths** (i.e. National 5 or national 4)

Choice 3 relevant preparation program (**i.e. Plumbing Preparation Program**)

Choice 4 relevant preparation program (**i.e. Plumbing Preparation Program**)

Choices 5 and 6 a science subject (i.e. Physics etc) **OR** a technical subject (i.e. Design & Manufacture or Practical Woodwork etc) plus one other school subject.

The two options are

Plumbing Preparation Program

For example during the Plumbing Preparation Program periods pupils would cover a wide range of skills and knowledge required in the plumbing and heating industry. They would cover their 4 school based subjects as normal.

For example as part of the **Plumbing Program** pupils would complete a level 4 plumbing award that covers the following areas:

- Careers in the Building Services sector
- Induction into Safe working practice
- Induction into Energy and Science in Building Services
- Practical skills in plumbing / hand skills
- Basic plumbing processes in cold and hot water, sanitation, central heating systems
- Employability skills
- Roles & Responsibilities and Health & Safety in the workplace
- Site visits

Future Prospects

Progression into NPA Plumbing Skills level 5 at D&A College

Apprenticeship in Plumbing

Future Skills College

or

Electrician Preparation Program

For example during the Electrician Preparation Program periods pupils would cover a wide range of skills and knowledge required in the plumbing and heating industry. They would cover their 4 school based subjects as normal.

As part of the **Electrical Program** pupils would complete a level 4 plumbing award that covers the following areas:

- Careers in the Building Services sector
- Induction into Safe working practice
- Induction into Energy and Science in Building Services
- Practical skills in electrical/ hand skills
- Basic electrical process and electrical installation of wiring systems
- Employability skills
- Roles & Responsibilities and Health & Safety in the workplace
- Site visits

Future Prospects

Progression into NPA Electrician level 5 at D&A College

Apprenticeship as Electrician

Future Skills College

Hospitality Industry Preparation Program (S5/6 only)

These seek to provide a coherent option that will enable pupils to gain a portfolio of academic and vocational qualifications as well a vocational skills and industry understanding that will significantly enhance a pupil's opportunities to progress in careers in the relevant industry.

Pupils will choice 4 school based subjects and will also study 1 vocational qualification as well as engage in a work placement with a related employer leading to a pre apprenticeship qualification at level 4 or 5. This program has been developed in consultation with employers and vocational training providers to ensure pupils have the range of skills and knowledge as well as industry understanding required for progression into the range of options in the hospitality sector.

Pupils choosing this option should choose the following;

Choice 1 **Hospitality Preparation program**

Choice 2 **Hospitality Preparation program**

Choice 3

Choice 4

Choice 5

As part of the Hospitality Industry program pupils would complete a **SVQ in Hospitality Services** at Level 5 award that covers the following areas:

- Maintain Health & Safety in Hospitality
- Working effectively as part of a Hospitality Team
- Impact of Personal Behaviour
- Maintain Food Safety in a Hospitality Environment
- Preparing Areas for Food & Beverage
- Provide a Food & Beverage Service
- Prepare & Serve Dispensed and Instant Hot Drinks
- Prepare & Service Beverages from a Specialist Coffee Station
- Setting up a Specialist Coffee Station, clean & Close a Specialist Coffee Station
- College certificate in customer care

In addition pupils will attend a regular work experience 2 afternoons a week in the hospitality sector. This would lead to a level 4 or level 5 pre-apprenticeship SQA award.

As both of the Building Services and Hospitality Preparation Programs involve employer inputs or placements pupils choosing this option may be asked to attend a brief interview with employers involved in offering placements. If a work placement is not possible pupils would select from another school based subject

Future Skills College

In choosing Future Skills College students will continue in the senior phase of secondary education for one year, remaining on their school rolls but attending a facility within Dundee & Angus College. Students will complete their school education/qualifications with a focus on literacy and numeracy two days per week. They will also study bespoke job specific pre-apprenticeship college courses (2 days per week) and undertake work placements with their future employers (1 day per week).

As pupils will be on their respective school rolls, they remain eligible for child benefit, EMA, free school meals and bus passes where appropriate.

In addition to this all students will be supported through an intensive course to improve their employability including: dealing with people, communications, workplace etiquette, CV writing and interview skills.

At the end of the year, if the various criteria are met, then the young people will move into either a traditional or a Modern Apprenticeship depending on the course they have chosen.

Should, for any reason, the placement not lead to employment then the young people will be guaranteed a full time course of study at D&A College.

Foundation Apprenticeships

Foundation Apprenticeships are a work-based learning opportunity for senior-phase secondary school pupils. Lasting two years, pupils typically begin their Foundation Apprenticeship in S5. Young people spend time out of school at college or with a local employer and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers.

Foundation Apprenticeships are linked to growth sectors of the Scottish economy, so young people are getting industry experience which will help them kick-start a successful career in their chosen field. Foundation apprenticeships are a fundamental change to the approach to education in the senior phase and that's why we want more pupils to have access to more subjects.

Note: almost all universities and colleges in Scotland accept Foundation Apprenticeships as entry requirements, equivalent to an SQA Higher.

There are two opportunities for pupils in session 2021/2022.

1. Grove Academy based Foundation Apprenticeship in Civil Engineering

This will be delivered in Grove Academy in S5 as a discreet subject. In S6 this will involve 1 day placement with an employer and the equivalent of a further subject in S6.

On successful completion pupils will achieve the following qualifications /certifications;

- National certificate in Civil Engineering as SQCF level 6 ((GJ4G46)
- H6A504 Maintain Professional Relationships and Practice In Built Environment Design
- Construction Skills Certification Scheme (CSCS) card

Course content

Skills

Foundation Apprenticeships are new, work-based qualifications for secondary school pupils. They provide pupils starting S5 with the opportunity to develop their skills, experience and knowledge in a live environment and gain an industry-recognised qualification set at SCQF Level 6 (the same level of learning as a Higher).

The **vocational skills** will be developed, demonstrated and assessed whilst on work experience placement through the achievement of the SVQ units within the framework of the “Civil Engineering” Course. Candidates will develop further employability skills whilst on work experience placement to enable them to generate the necessary evidence required for the Foundation Apprenticeship in Civil Engineering. They will have the opportunity to relate all of their theoretical knowledge gained in S5 to practise undertaken whilst in S6. The candidates will develop reflective practice skills as part of this process.

Knowledge

Delivered in a number of ways, practical workshop and laboratory sessions as well as during project and industry challenge tasks. The course content for the Foundation Apprenticeship in Civil Engineering covers the following topics: Civil Engineering Technology, Sustainability and Environmental Building Science, Construction Site Surveying, Computer Aided Design, Site Work and Project, Measurement and Costing, Substructure, Health and Safety, Mathematics and Materials.

The Foundation Apprenticeship in Civil Engineering at SCQF Level 6 will include the following:

1. National Certificate in Civil Engineering
2. H6A504 Maintain Professional Relationships and Practice in Built Environment Design
3. Construction Skills Certification Scheme (CSCS) card.
4. Bridge Design

In S5, pupils will attend one day per week to develop their understanding of the values and principles that underpin programming before applying to practice whilst on work placement. The NC course structure will develop the skills of investigating, analysing, evaluating and presenting information, as well as developing knowledge and understanding.

Activities in S6

- Extended work placement of 1 day per week undertaking real work projects (36 weeks)
- Complete final NC component
 - Further interview / career planning support
 - Final assessment of SVQ units

Competence

In regards to industry engagement, in S5 pupils will conduct an ‘industry challenge’ which will take the form of a Bridge project and the Construction Skills Certification Scheme (CSCS) card. This will involve pupils participating in building The ICE suspension bridge and they will also design a bridge using software. This will develop their knowledge of the design process and will further develop their skills in communication and understanding of the industry. In addition, the pupils will develop skills in personal reflection and enable connections to be made with knowledge previously gained within the NC.

In S6, pupils will undertake a work experience placement in a relevant Civil Engineering setting within either a local authority or private sector employer. The pupils will gain experience of working within the Civil Engineering environment in which they will see a wide range of roles. The pupils will also gain employability skills of timekeeping, attendance, team working, communication and demonstrating value based practice including ensuring dignity and privacy, respect for self and others and equality and diversity principles.

Progression opportunities

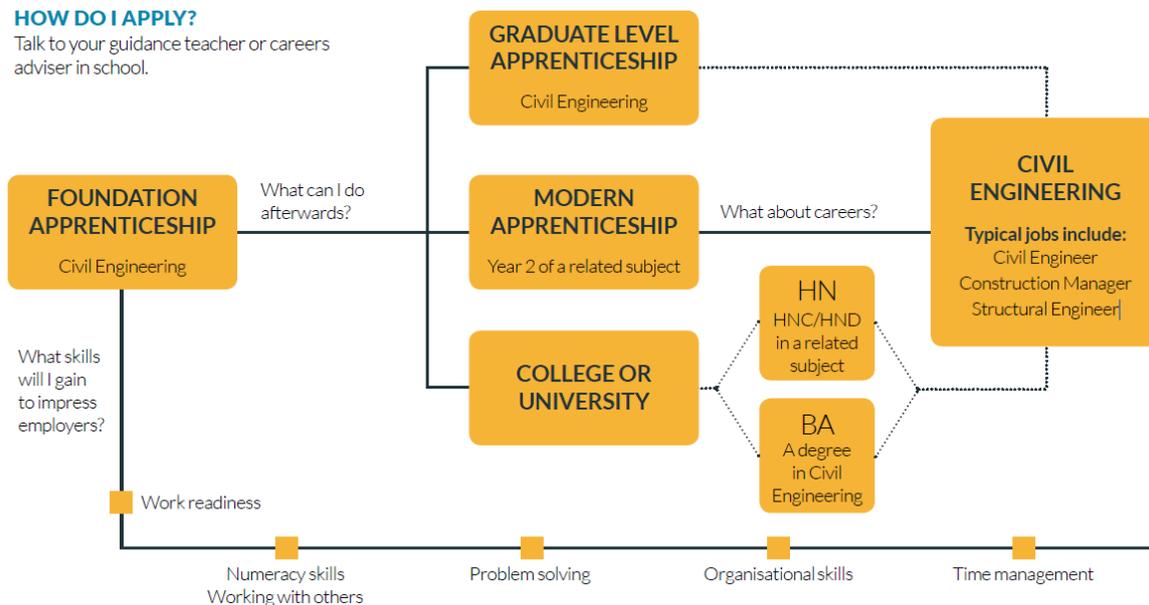
Upon successful completion of a Foundation Apprenticeship, a range of progression routes are available. A Foundation Apprenticeship can provide accelerated entry to a Modern Apprenticeship programme or to employment.

Possible progression routes include

- Modern Apprenticeship in Civil Engineering or other construction technician area (SVQ level 3)
- HNC Civil Engineering
- HND Civil Engineering
- BEng Civil Engineering

HOW DO I APPLY?

Talk to your guidance teacher or careers adviser in school.



FA Recognition for University Admission

A number of universities across Scotland now recognise the FA as part of their entry criteria. This will vary between institutions, so it is advisable to check with the individual universities.

The Scottish universities currently recognising Foundation Apprenticeships as part of their entrance criteria include:

- Abertay University
- Robert Gordon University
- Heriot Watt University
- University of Aberdeen
- University of Edinburgh

- University of Glasgow
- University of Strathclyde
- University of West of Scotland
- The Open University
- Queen Margaret University, Edinburgh
- Edinburgh Napier
- Glasgow Caledonian University
- University of Stirling
- Glasgow School of Art
- Scotland's Rural College

2. The second opportunity is via our links with Dundee and Angus College.

The following Foundation apprenticeship options are available;

Foundation Apprenticeship – Accounting

Foundation Apprenticeship – Business

Foundation Apprenticeship – Health and Social Care

Foundation Apprenticeship – Early Learning and Childcare

Foundation Apprenticeship – Creative and Digital Media

Foundation Apprenticeship – Networking and Cybersecurity

Foundation Apprenticeship – Software and Application Development

Foundation Apprenticeship – Engineering

Foundation Apprenticeship – Food & Drink Technology

Foundation Apprenticeship – Science and Technology

For further details please see information below for each of these Foundation Apprenticeships.

For more information on college options, please see separate Senior Phase Options booklet.