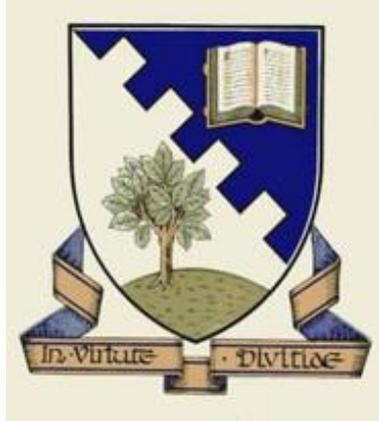


# Grove Academy



Senior Phase  
S4/5/6

Course Choice Pathways Booklet

2023/24

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## 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 that they intend to apply for.

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.



## 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 Fine Art, Graphic Design, Product Design, Animation/illustration, 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 can 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 who wish to continue with Advanced Higher should speak to Mrs Mikkelsen for further information regarding the course details.

### **Some Examples of Possible Progression:**

- Art and Design (General Foundation) BA/Hons at Duncan of Jordanstone College of Art and Design (Dundee University)
- Painting & Printmaking BA/Hons at Glasgow School of Art.
- Jewellery & Metal Design BA/Hons at Duncan of Jordanstone College of Art and Design (Dundee University)
- Graphic Design BA/Hons at Edinburgh Napier University
- Design for textiles (Fashion, interior & art) BA/Hons at Galashiels Heriot Watt University
- Dundee & Angus College Certificate in Textiles for Fashion and Interiors SCQF level 6.
- *And much more!*

## Higher Art & Design:

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 artwork, 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 artwork.



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. 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.

## **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 1 hour 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.



## Art & Design Critical

The question paper has 50 marks (20% of the total mark) and has two sections which are equally weighed. In section one pupils learn about artists and expressive work. In sections two, pupils learn about designers and design work.

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### RECOMMENDED ENTRY:

- N4 Art & Design
  - Sitting N5 English
- 

### Homework:

Learners can expect to be given at least 1 hour 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.

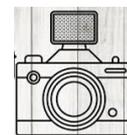
Pupils are expected to attend study support to ensure they have the quality and quantity of work required along with meeting set deadlines.

### **Career Paths for Art and Design:**

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

Animation	Architecture
Costume and Theatre Design	Fashion Design
Game Design	Graphic Design
Illustration	Interior Design
Jewellery Design	Product Design
Sculpture	Teaching and many more!

# 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 think.
- 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.

## Course Assessment Structure Project:

Component 2: 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 courser 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:

**In School:** Adv Higher Art & Design where a Photography portfolio can be produced.



**Further Education:**

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 1 hour per week. This will ensure they have access to specialist equipment enabling them to practice skills as well as using Photoshop for editing work.

# National Progression Award (NPA) SCQF Level 5 Photography

These National Progression Awards (NPA) develop knowledge and understanding in photography.

## **Units of work cover areas such as:**

- understanding different photography genres and concepts
- practical skills in photographing people and places
- organising and working with photographic images

Assessments are a mix of oral, written, and practical tasks.

## **Who is the course for?**

Pupils in S4 can take this and use it to progress into Higher Photography in S5/6. S5/6 pupils may choose to take as an alternative to Higher Photography. 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.

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**

**Aims of the qualifications** The aim of National Progression Awards is to provide learners with opportunities to attain structured awards that develop both practical and theoretical skills in preparation for next level courses and employment. National Progression Awards in photography at SCQF level 5 develop practical photography skills underpinned by knowledge and understanding of photography concepts

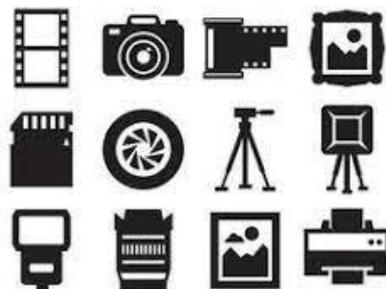
## **The aims of the course are for candidates to:**

- provide a general introduction to photography
- encourage and support learners to develop their interest in photography
- develop aspects of Core Skills, especially in Communication, Problem Solving, Information and Communication Technology (ICT) and Working with Others
- promote personal and social development skills
- promote skills for learning, life and work
- develop research skills
- develop critical thinking skills
- develop organisational skills
- develop the ability to give and receive feedback and discuss own work
- develop evaluation skills to improve and reflect on working practices
- develop presentation skills
- promote progression routes to further study options which may include other subjects within creative industries

## **During practical activities candidates have opportunities to:**

The specific aim of the National Progression Award in Photography at level 5 is to provide a structured award that creates opportunities for learners to investigate photographs and develop and refine their photography skills. Learners further develop their:

- understanding of photography terms
- understanding of the creative and technical concepts used in photography



- understanding of how to create effective images when photographing people and places
- ability to create plans for photographic sessions
- ability to work safely while carrying out practical photography
- ability to capture composed and controlled images of people and places
- ability to identify strengths and areas for improvement in images
- ability to safely store, organise and work with photographic images to make enhancements
- skills in resizing images for different purposes
- skills, knowledge and understanding to help prepare them for progression to further study in Photography at a more advanced level.

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.

### **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.

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## Advanced Higher Biology

### Recommended Entry

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

### Course Description

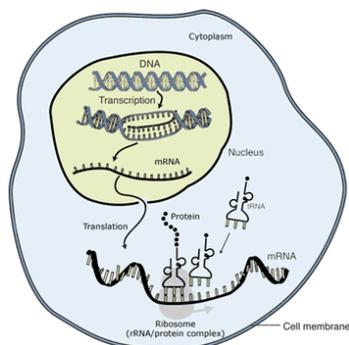
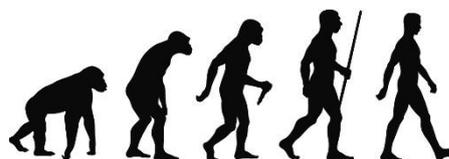


Image adapted from: National Human Genome Research Institute.

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

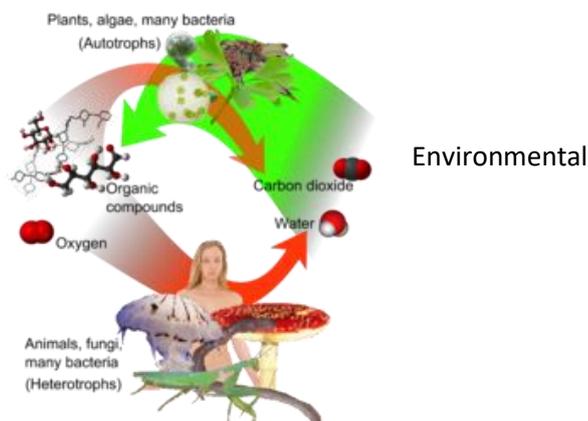
Pupils will undertake research and carry out an experimental activity on a chosen topic. The assignment will assess the application of skills of scientific inquiry and related biology knowledge and understanding. This will be carried out in class and assessed under exam conditions. The assignment is 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. Science
- further study, employment and/or training



## National 5 Biology

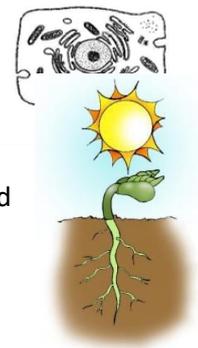
Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever.

### **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

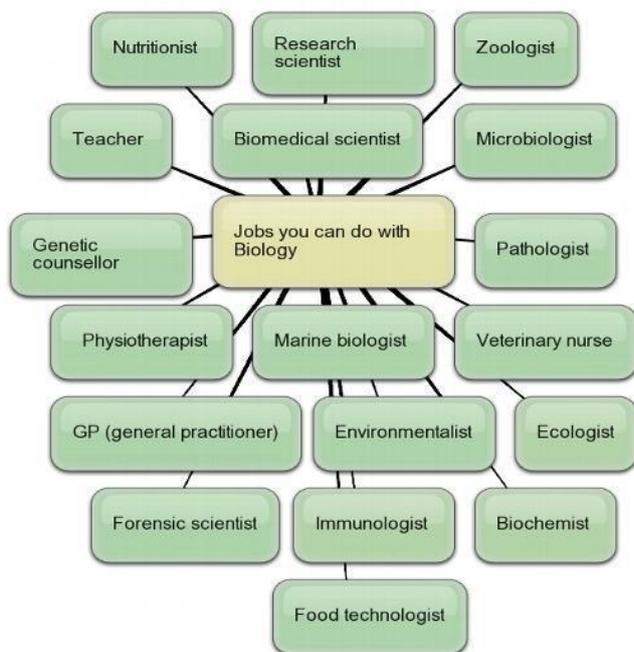
Courses that could be available in S5/6

- 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.

## NPA (level 4) Science and Technology

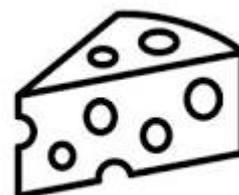
NPA (level 4) Science and Technology is suitable for S4 pupils who have studied Biology, Chemistry or Physics S3. This course is for learners who have an interest in science but do not want to specialise in one of the scientific disciplines. It is focused on real world applications of science and will include a significant amount of practical content.

It is internally assessed and is the most appropriate progression route for learners that would find assessment by one final exam to be a barrier to achievement. The course is divided into 4 units, including content from each of the three sciences and a practical unit. The units and their content are listed below.

### **Biology: Biotechnological Industries**

The key features that make up this unit are: the biotechnological facts, ideas and terminology

- in relation to the dairy industry.
- in relation to the yeast-based industry.
- in relation to the detergent industry.
- in relation to the pharmaceutical industry.



### **Chemistry: Chemistry in Society**

The key features that make up this unit are:

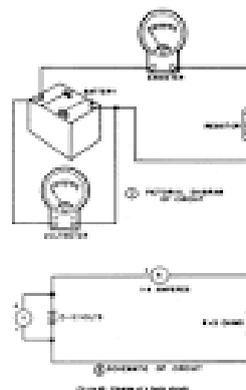
- Metals and alloys (including extraction and corrosion)
- Materials (including plastics and smart materials)
- Fertilisers
- Chemical basis of radioactivity
- Chemical analysis



### **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.



### **Science Practical and Investigation Skills**

On successful completion of the unit the learner will be able to:

- 1 Record observations and measurements from scientific apparatus.
- 2 Carry out practical scientific procedures.
- 3 Present and calculate scientific practical results.
- 4 Plan and carry out a scientific investigation on a given topic.

### **Attainment**

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

### **Progression**

Pupils who successfully complete the course can progress to NPA (level 5) in Applied Sciences in S5/6.

# 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.

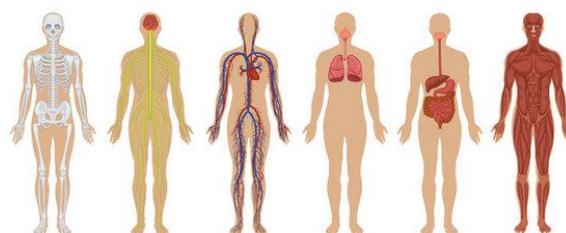
The Course provides the opportunity for learners to acquire a deeper understanding of cellular processes, physiological mechanism, communication between organisms, and the biology of populations as they apply to the human species.

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
- 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.

## 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.

## 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:**

- 2 x End of Unit tests 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  
Tax & Treasury  
Investment Banking  
Payroll Assistants

Management Accountant  
Finance  
Financial Advisor  
Invoice Clerk/Credit Controller

Corporate Finance  
Banking  
Insurance  
Book Keeper

# National 5 Accounting

This 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. 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.

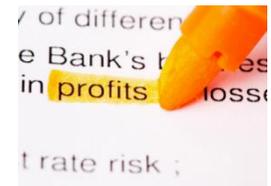


The purpose of the Course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance. A main feature of N5 Accounting course is the development of numeracy and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

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

# ACCOUNTING PATHWAYS

<b>Potential Careers</b>	<ul style="list-style-type: none"> <li>Financial Accountant</li> <li>Management Accountant</li> <li>Chartered Accountant</li> <li>Financial Adviser</li> <li>Public Finance Accountant</li> </ul>	<ul style="list-style-type: none"> <li>Investment Banking</li> <li>Bank Manager</li> <li>Investment Analyst</li> <li>Economist</li> <li>Insurance Account Manager</li> </ul>
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<b>Beyond</b>	<b>University Courses</b> BA /Degree Accounting – with Maths, Business, Language Financial Economics	<b>College Courses</b> NC/HNC/HND Accounting Finance	<b>Workplace</b> Trainee Accountant Banking Insurance Payroll Clerk Invoice Clerk
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<b>Senior Phase S5/6</b>	<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>
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BGE S3	S3 Accounting
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# Higher Administration & IT

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



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# ADMINISTRATION & IT PATHWAYS

<b>Potential Careers</b>	<ul style="list-style-type: none"> <li>• Administration Management</li> <li>• Events Co-ordinator/Manager</li> <li>• PA/Virtual Assistant</li> <li>• Public Administration</li> <li>• Retail Management</li> <li>• Banking &amp; Insurance</li> <li>• Legal Administrator</li> <li>• Customer Service</li> <li>• Human Resources Management</li> <li>• Business Manager</li> </ul>		
<b>Beyond</b>	<b>University Courses</b> BA /Degree Business Admin HR Management	<b>College Courses</b> NC/HNC/HND Admin & IT Business Admin Management & Leadership Marketing & PR	<b>Workplace</b> Admin Assistant Office Junior Retail Customer Services Medical Secretary Receptionist
<b>Senior Phase S5/6</b>	<u>Alternative Highers</u> Business Management  Accounting (please discuss with PT Business Studies)	<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
<b>Senior Phase S4</b>	<u>National 5</u> Administration & IT		<u>National 4</u> Administration & IT
<b>BGE S3</b>	<b>S3 Administration &amp; IT</b>		
<b>BGE S1-S2</b>	<b>Business Enterprise &amp; IT</b>		

# National 5 Administration & IT

Develops pupils' knowledge of the growing service sector of the economy offers wide-ranging employment opportunities. The key purpose of the to develop learners' administrative and in particular IT skills – a part of this course is practical. The course aims to develop a range of 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 support an event

2. IT Applications

- Use a spreadsheet application to interpret a complex brief (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



which course is significant essential IT



and



(Microsoft Access)

**Entry Requirements:**

- N4 Administration & 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.

### **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 wealth, prosperity, jobs and choices. The key purpose of this Course is to the ways in which organisations operate and the steps they take to achieve strategic goals. A main feature of this Course is the development of enterprising and employability skills. By developing many transferable skills, Course prepares learners for everyday life, the world of work or further business and other business-related disciplines.



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## The Course has 5 Units of work:

### 1. Understanding Business

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



business

### 2. Management of People

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



people

### 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 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



enhances

## 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  
Retail/Fashion Management  
Events Management  
Manufacturing

Human Resources/Personnel  
Sales Executives  
Procurement/Buying  
Transport, Distribution & Logistics

Marketing & Advertising  
Hospitality Management  
Local Government

# National 5 Business Management

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



changing, skills in succeed

## 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 of business organisations



activities

### 2. Management of People & Finance

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



people finance

### 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
- 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  
Retail/Fashion Management  
Events Management  
Manufacturing

Human Resources/Personnel  
Sales Executives  
Procurement/Buying  
Transport, Distribution & Logistics

Marketing & Advertising  
Hospitality Management  
Local Government

# National 4 Business

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



financial and business stakeholders think logically will also regarding

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 learners to demonstrate simple business planning and decision making encouraging enterprising skills and attributes through practical activities.



also enable while

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 stakeholders and other internal and external forces impact on the success businesses. This Unit will enable learners to demonstrate simple decision problem solving skills through investigating real-life business situations.



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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 from the National 4 Business Course through the completion of an



knowledge assignment.

Learners who complete this Unit will be able to:

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

business,

## 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

## NPA Business with Information Technology (Level 5 or 6)

The National Progression Award in Business with Information at SCQF level 5 and 6 has been designed to provide candidates fundamental knowledge required for success in current and employment in the business and information technology sector progression onto further academic qualifications.

This NPA will develop candidates' problem solving and technology skills and enable them to be more confident in the software application packages for administrative and business will also develop an awareness of issues facing organisations



Technology with the future or for

information use of purposes. It today.

### **Level 6 Entry Requirements in S5/6:**

- N5 Business Management and/or N5 Administration & IT
- Direct entry in S6 only – individual cases considered by PT – Higher English at A/B and N5 Maths at A/B preferred.

### **Level 5 Entry Requirements in S5/6:**

- N4 Business Management and/or N4 Administration & IT
- Direct entry in S6 only – individual cases considered by PT – N5 English at A/B and N5 Maths at A/B preferred.

### **Course Outline**

The NPA award will provide you with fundamental knowledge and skills relating to the study of business and information technology. It allows for progression to other business, administration and/or IT related courses in both the further and higher education sector, as well as providing progression within or into employment. The course provides a mixture of theory-based Business Management Units and ICT skills development

You will have to study **one mandatory Unit in Business** and undertake **a further three Units to achieve the NPA; two of these Units will be ICT based** and the **third one a specialist business Unit**.

- Mandatory Business Unit – Understanding Business
- Specialist Business Unit – Marketing and Operations
- ICT Unit – IT Solutions for Administrators (Spreadsheets, Database, Word Processing)
- ICT Unit – Communication in Administration (Email, Ediary, Internet, PowerPoint)

### **Assessment:**

The NPA course is assessed through a series of SQA Unit Assessments at Level 5 or 6. **There is no final exam for an NPA course at either level.**

**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.

## NPA (level 4) Science and Technology

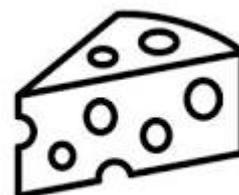
NPA (level 4) Science and Technology is suitable for S4 pupils who have studied Biology, Chemistry or Physics S3. This course is for learners who have an interest in science but do not want to specialise in one of the scientific disciplines. It is focused on real world applications of science and will include a significant amount of practical content.

It is internally assessed and is the most appropriate progression route for learners that would find assessment by one final exam to be a barrier to achievement. The course is divided into 4 units, including content from each of the three sciences and a practical unit. The units and their content are listed below.

### **Biology: Biotechnological Industries**

The key features that make up this unit are: the biotechnological facts, ideas and terminology

- in relation to the dairy industry.
- in relation to the yeast-based industry.
- in relation to the detergent industry.
- in relation to the pharmaceutical industry.



### **Chemistry: Chemistry in Society**

The key features that make up this unit are:

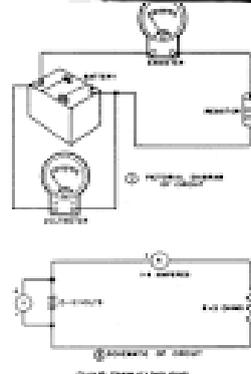
- Metals and alloys (including extraction and corrosion)
- Materials (including plastics and smart materials)
- Fertilisers
- Chemical basis of radioactivity
- Chemical analysis



### **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.



### **Science Practical and Investigation Skills**

On successful completion of the unit the learner will be able to:

- 1 Record observations and measurements from scientific apparatus.
- 2 Carry out practical scientific procedures.
- 3 Present and calculate scientific practical results.
- 4 Plan and carry out a scientific investigation on a given topic.

### **Attainment**

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

### **Progression**

Pupils who successfully complete the course can progress to NPA (level 5) in Applied Sciences in S5/6.

## SCOTTISH BACCALAUREATE IN SCIENCE

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

**The Scottish Science Baccaureate** 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). Baccaureates will be awarded at Pass and Distinction and are based on 80 hours of teaching.

**The Scottish Science Baccaureate** 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.

## **NPA Digital Literacies (Level 4,5 & 6) S5/6 Only**

The National Progression Award (NPA) in Digital Literacies introduces important digital literacy skills and techniques including accessing, processing and analysing online information, social media and networks.

This NPA develops your knowledge and understanding of digital literacies, practical, technical and transferable skills allowing you to become a confident user of digital technologies. This course is ideal if you have no previous experience of Computing or IT and will allow you to achieve the skills required to enter further education or the world of work.

A NPA provides bite-sized chunks of learning that are straightforward to study. The course is available at levels 4, 5 and 6 in the same class allowing you to pass at the best level for yourself.

# 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](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**

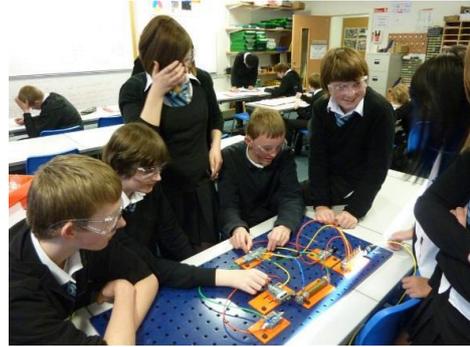
This Course or its units may provide progression to:

- 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*

## 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 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 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. There are two mandatory 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 and prepare material in advance of class to be presented and/or shared through as GLOW. The course may be delivered at the Dundee City Campus on two with an additional single period in school.



asked to plan mediums such as afternoons,

### 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.

### Progression

This Course or its Units may provide progression to:

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



## 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. 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.

- 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 28<sup>th</sup> 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 Level three
- 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, oceanic circulation and cause and impact of the Intertropical Convergence Zone.
- Hydrosphere: hydrological cycle within a drainage basin, interpretation of hydrographs and the formation of erosional and depositional features in a 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 course also provides pupils with an opportunity to develop their skills in map work, interpreting diagrams and presentation skills.

The key elements of the course are:

- Human Environments
- Physical Environments
- Global Issues

**Human Environments:** This Unit focuses 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 two 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.

**Global Issues:** Pupils will study two Global Issues topics; these are Tourism and Health. In Tourism unit pupils will look at mass and eco-tourism discovering why these types of tourism came about, the positive and negative impacts tourism can create and solutions to dealing with these types of tourism. In the Health unit pupils will study diseases found in both the developed and developing world, these are heart disease, malaria and HIV/AIDS. This topic explores the main causes, impacts and management strategies of these diseases.

**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 3/National 4 Social Studies

This class is an opportunity for pupils to experience learning in History, Geography and Modern Studies. It is ideally suited to pupils who would find the work in a National 5 class challenging but wish to continue learning in the 3 subjects. Pupils would work towards achieving a National 3 or National 4 qualification in one or more of the subjects offered. This will therefore maximise achievement and attainment in History, Geography and Modern Studies.

Pupils should speak to their teacher for more information.

## 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.

## 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.

## 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.

## 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.

## National 3/National 4 Social Studies

This class is an opportunity for pupils to experience learning in History, Geography and Modern Studies. It is ideally suited to pupils who would find the work in a National 5 class challenging but wish to continue learning in the 3 subjects. Pupils would work towards achieving a National 3 or National 4 qualification in one or more of the subjects offered. This will therefore maximise achievement and attainment in History, Geography and Modern Studies.

Pupils should speak to their teacher for more information.

## Professional Development Award in History (Level 7 & 8)

This award is being offered in place of Higher/Advanced Higher Classical Studies next session.

It is open to pupils who wish to consider further progression to a Law, Arts, Social Sciences further/higher education course.

- This is a non-examined course - 3 out of the 4 units are open-book assessments (with no final external examination)
- Is another pathway option for pupils who wish to stay in History but do not wish to study at AH level external examination
- For pupils studying AH History as well as the PDA, they can capture one of the PDA Units (and 8 SCQF credits)
- It is being offered at Level 7 & 8 (AH/HNC level)
- It allows us greater freedom to work with partner agencies (such as Dundee City Archives, Great War Dundee, Abertay University, CWGC)
- The course allows scope for pupils to develop the necessary skills, abilities and experiences which will enhance their personal statement when applying to college/university
- In total, it allows for pupils to gain 48 SCQF credit points (instead of 24 for Higher Classical Studies)
- It allows for greater personalisation and choice (both in terms of the content that is delivered and the way that pupils choose to present their assessed work)

Pupils should speak to Mr Anderson if they have any other questions.

## Higher Health and Food Technology

### **Purpose of Course**

The Course focuses on health and the nutritional properties of food as well as developing safe, hygienic, and informed practices in food preparation. It raises learners' awareness of the importance of a balanced diet and healthy lifestyle. The Course also develops learners' knowledge and skills so they can become informed food consumers. Practical, experiential learning and assessment activities allow learners to develop knowledge and understanding, confidence, independence, and self-awareness.

### **Course Outline**

#### **Unit 1 – Food For Health**

The general aim of this Unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition. Learners will also analyse dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and evaluate food products which meet individual needs.

#### **Unit 2 – Food Product Development**

The general aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques.

#### **Unit 3 – Contemporary Food Issues**

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

#### **Added Value Unit – Assignment**

The assignment assesses the application of skills, knowledge and understanding from across the course through a problem-solving approach. Candidates use skills to research and analyse information regarding a food or consumer issue, and make a food product(s).

### **Employability Skills**

**Literacy and Numeracy** – Reading, Writing, Talking, Listening, Note Taking, Researching.

**Organisation and Planning** – Time Management, Timekeeping, Meeting Deadlines, Managing Equipment, Managing workload.

**Imitative & Self-Motivation** – Working Independently, taking responsibility/ownership of own work

**Interpersonal skills** – Communication and Self Confidence

**Teamwork** – collaboration and sharing ideas

### **Course Specifications**

- analysing the relationship between health, food and nutrition and applying understanding
- in practical contexts
- understanding practical applications of the functional properties of food
- explaining a range of contemporary issues influencing food choice
- applying a range of technological skills related to food production
- organisational skills necessary to research, plan, prepare and evaluate products and processes
- investigative and research skills
- applying problem-solving skills to make food products to meet specified needs

- There are also opportunities within the course for candidates to develop:
- a range of food preparation skills and techniques using appropriate tools and equipment
- an understanding of safe and hygienic food preparation practices

### **Progression**

- Advance Higher Health and Food Technology
- BSc (Hons) Food Nutrition and Health
- BSc (Hons) Food and Consumer Science
- BSc (Hons) Food, Nutrition, Textiles and Education.

# National 4/5 Health and Food Technology

## Purpose of Course

The Course focuses on health and the nutritional properties of food as well as developing safe, hygienic, and informed practices in food preparation. It raises learners' awareness of the importance of a balanced diet and healthy lifestyle. The Course also develops learners' knowledge and skills so they can become informed food consumers. Practical, experiential learning and assessment activities allow learners to develop knowledge and understanding, confidence, independence, and self-awareness.

## Course Outline

### **Unit 1 – Food For Health**

The general aim of this Unit is to develop learners' knowledge and understanding of the relationship between food, health and nutrition. Learners will also develop knowledge and understanding of dietary needs, for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and reflect on food products which meet individual needs.

### **Unit 2 – Food Product Development**

The general aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. Learners will develop an understanding of the stages involved in developing food products and, through a problem-solving approach, produce food products to meet specified needs. Learners will also develop and apply knowledge and understanding of safe and hygienic food practices.

### **Unit 3 – Contemporary Food Issues**

In this Unit, learners will develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices.

### **Added Value Unit – Assignment**

The purpose of this assignment is to assess the application of knowledge, understanding and skills from across the course through a technological approach to problem-solving based on a brief. Briefs will have a food and health, or a consumer focus and candidates will use skills to investigate the issue and develop a food product to meet the needs of the brief.

## Employability Skills Developed

**Literacy and Numeracy** – Reading, Writing, Talking, Listening, Note Taking, Researching.

**Organisation and Planning** – Time Management, Timekeeping, Meeting Deadlines, Managing Equipment, Managing workload.

**Imitative & Self-Motivation** – Working Independently, taking responsibility/ownership of own work

**Interpersonal skills** – Communication and Self Confidence

**Teamwork** – collaboration and sharing ideas

## Course Specifications

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

## Progression

- Higher Health and Food Technology
- Advance Higher Health and Food Technology
- BSc (Hons) Food Nutrition and Health
- BSc (Hons) Food and Consumer Science
- BSc (Hons) Food, Nutrition, Textiles and Education.

# Higher Fabric and Textile Technology

## Purpose of Course

Fashion and Textiles develops learners' practical fabric skills as well as their understanding of properties and characteristics of fabrics, contemporary issues within the world of fashion and the use of a variety of equipment and resources.

## Course Outline

### **Unit 1 – Textile Technologies**

In this Unit, learners will develop and apply their knowledge and understanding of textile technologies and construction techniques. Learners will explore the characteristics and properties of a range of textiles and their uses in making fashion/textile items. They will develop and use a range of textile construction techniques and independently use tools and equipment to make fashion/textile items which are fit for purpose.

### **Unit 2 - Fashion/Textile Item Development**

In this Unit, learners will analyse the fashion item development process. They will develop knowledge and understanding of how industry creates and develops fashion. They will develop fashion items to meet the needs of briefs and evaluate these items.

### **Unit 3 – Fashion and Textile Choices**

In this Unit, learners will investigate a range of factors influencing the fashion/textile industry. They will analyse how these factors influence decisions taken by industry and choices made by consumers and evaluate how existing fashion/textile items meet a range of consumer or industry needs. They will communicate their findings in an appropriate way.

### **Assignment and Practical Activity**

The purpose of the assignment and practical activity is to provide candidates with the opportunity to draw on and apply the skills, knowledge and understanding acquired in the course in order to produce a detailed fashion/textile item in response to a brief.

## Employability Skills Developed

**Organisation and Planning** – Time management and managing equipment

**Initiative and motivation** – working independently and resilience

**Interpersonal skills** – Self confidence and willingness to accept feedback

## Course Specifications

- analyse and apply understanding of textile properties and characteristics
- demonstrate and apply understanding of textile construction techniques to make complex fashion/textile items
- investigate issues which influence the fashion/textile industry and consumers
- apply understanding of the impact of fashion trends on the fashion/textile industry
- develop research, planning, presentation and evaluation skills to produce complex fashion/textile items in response to given briefs

## Progression

- HNC/HND Fashion Business - Dundee and Angus
- Foundation in Fashion and Textiles – Glasgow
- BA(Hons) Food, Nutrition and Textiles Education – UHI
- BA Fashion – Edinburgh

# National 4/5 Fabric and Textile Technology

## Purpose of Course

Fashion and Textiles develops learners' practical fabric skills as well as their understanding of properties and characteristics of fabrics, contemporary issues within the world of fashion and the use of a variety of equipment and resources.

## Course Outline

### **Unit 1 – Textile Technologies**

The general aim of this Unit is for learners to develop detailed knowledge and skills related to textile technologies. This includes the characteristics and properties of a range of textiles and their uses. Learners will have the opportunity to make fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques. The Unit also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

### **Unit 2 - Fashion/Textile Item Development**

The general aim of this Unit is for learners to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for detailed fashion/textile items based on those trends. Learners will plan and make detailed fashion/textile items, to an appropriate standard of quality, that take into account fashion/textile trends. The Unit also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly

### **Unit 3 – Fashion and Textile Choices**

The general aim of this Unit is for learners to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will present and justify their solution for a detailed fashion/textile item, with a focus on factors that affect fashion and textile choice.

### **Assignment and Practical Activity**

The purpose of the assignment and practical activity is to provide candidates with the opportunity to draw on and apply the skills, knowledge and understanding acquired in the course in order to produce a detailed fashion/textile item in response to a brief.

### **Employability Skills Developed**

- Literacy – researching and writing
- Numeracy – Measurement
- Organisation and Planning – Time management and managing equipment
- Initiative and motivation – working independently and resilience
- Interpersonal skills – Self confidence and willingness to accept feedback
- 

### **Progression**

- Higher Fashion and Textiles
- HNC/HND Fashion Business - Dundee and Angus
- Foundation in Fashion and Textiles – Glasgow
- BA(Hons) Food, Nutrition and Textiles Education – UHI
- BA Fashion – Edinburgh

# National 4/5 - Practical Cookery

## **Purpose of Course**

This Course aims to develop learners' life skills and enhance their personal development while cooking and preparing dishes. In preparing learners for life, it is important for learners to learn how to prepare and cook food for themselves and others. It also develops their organisational skills, which have an application in a variety of contexts.



## **Course Outline**

### **Unit 1 – Cookery Skills, Techniques and Processes**

Learners should develop an awareness of, and contribute to discussions about, cookery skills, techniques and processes in the context of preparing a range of dishes. This should include knowledge of the safe and hygienic practices involved in the application of these skills.

### **Unit 2 – Organisational Skills for Cooking**

Learners should develop an awareness of, and contribute to discussions about, organisational skills in the context of preparing dishes. This should include knowledge of the safe and hygienic practices involved in the application of these skills.

### **Unit 3 – Understanding and Using Ingredients**

Learners should develop an awareness of, and contribute to discussions about, the selection, preparation and cooking of a range of ingredients, responsible sourcing of ingredients in the context of preparing a range of dishes. This should include knowledge of the safe and hygienic practices involved in the preparation and use of ingredients.

### **Assignment and Practical Activity**

The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task — planning and producing a meal — which will provide evidence for both components. The purpose of this is to assess candidates' ability to plan, prepare and present a three course meal to a given specification within a given timescale. A brief specifies the three dishes to be produced.

### **Employability Skills Developed**

**Literacy and Numeracy** – Reading, Writing, Talking, Listening, Note Taking, Researching.

**Organisation and Planning** – Time Management, Timekeeping, Meeting Deadlines, Managing Equipment, Managing workload.

**Imitative & Self-Motivation** – Working Independently, taking responsibility/ownership of own work

**Interpersonal skills** – Communication and Self Confidence

**Teamwork** – collaboration and sharing ideas

### **Course Specifications**

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context
- selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients
- following recipes in the preparation of dishes and carrying out an evaluation of the product
- planning, costing, organisational and time management skills in a cookery context
- producing, portioning and presenting dishes appropriately

## **Progression**

- HNC Hospitality Operations
- HND Hospitality Management
- NHC Professional Cookery
- HND Professional Cookery
- Modern Apprenticeship
- BSc (Hons) Food Nutrition and Health
- BSc (Hons) Food and Consumer Science
- BSc (Hons) Food, Nutrition, Textiles and Education.

# National 5 Cake Craft

(Only available to S6 pupils with a background of Practical Cookery)

## Purpose of Course

The course is practical and relevant to the world of work. It enables candidates to develop a range of artistic techniques and to consolidate them through practical activities. Drawing on all aspects of design, such as shape, colour, texture, balance and precision, candidates are given the opportunity to produce a variety of individualised cakes and other baked items, and to creatively interpret a design brief.

## Course Outline

### **Unit 1 – Cake Baking**

The general aim of this Unit is to enable learners to develop the ability to bake cakes and other chosen items safely and hygienically. Learners will demonstrate a range of techniques and processes used in cake production and other baking contexts.

### **Unit 2 – Cake Finishing**

The general aim of this Unit is to equip learners with the ability to creatively finish cakes and other baked items safely and hygienically.

### **Assignment and Practical Activity**

The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task — designing, planning, making, finishing and evaluating a cake — which will provide evidence for both components. The purpose of the assignment and practical activity is to assess candidates' ability to extend and apply their skills in the context of baking and finishing a cake to a given design brief.

## Employability Skills Developed

- **Literacy** – researching and writing
- **Numeracy** – Measurement
- **Organisation and Planning** – Time management and managing equipment
- **Initiative and motivation** – working independently and resilience
- **Interpersonal skills** – Self confidence and willingness to accept feedback

## Course Specifications

- acquire knowledge and understanding of methods of cake production
- develop knowledge and understanding of functional properties of ingredients used in cake production
- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design and follow trends in cake production
- acquire and use organisational skills in the context of managing time and resources

## Progression

- SVQ Level 3 Professional Cookery (Patisserie and Confectionery)
- NC Bakery
- Modern Apprenticeship in Professional Cookery (SVQ in Patisserie and Confectionery at SCQF Level 7)
- NHC Professional Cookery
- HND Professional Cookery
- Modern Apprenticeship
- BSc (Hons) Food Nutrition and Health
- BSc (Hons) Food and Consumer Science
- BSc (Hons) Food, Nutrition, Textiles and Education.

# NPA Bakery and Barista Skills – NPA Level 4/5

## **Purpose of Course**

The National Progression Award in Bakery aims to provide candidates with a range of bakery skills and understanding. It recognises that learners will be at a stage where they are making choices about their future. As a result, it offers multiple exit routes, either towards employment or further study, depending on the wishes of the candidates. Completing the award will put candidates in a stronger position to move to the next stage of their career and should increase their chances of doing this successfully. Also designed to enable learners to develop basic knowledge, understanding and technical skills required for the role of a barista.

## **Course Outline**

### **Unit 1 - Food Hygiene for the Hospitality Industry**

The purpose of this unit is to enable learners to develop the knowledge and skills needed to prepare, cook, hold and/or serve food safely, in compliance with food safety legislation. The unit provides learners with a broad understanding of how to identify food safety hazards and hazard prevention measures in a hospitality environment, including the principles of the Hazard Analysis and Critical Control Points (HACCP) approach.

### **Unit 2 – Craft Baking: An Introduction**

This unit will introduce learners to craft baking. Learners will learn about basic food hygiene, health and safety issues, ingredient storage, equipment, and terminology, while preparing, baking, and finishing a range of bakery goods. It is suitable for learners who have no previous experience of baking.

### **Unit 3 - Bread Making: An Introduction**

This unit is designed to introduce learners to the bread making processes that are currently in use within the craft baking industry and will enable them to produce a range of bread goods and understand the processes and terminology used to produce them. Learners will use equipment and techniques, by applying health and safety and food hygiene procedures, along with the current regulations pertaining to the industry.

### **Unit 4 - Cake Decoration: An Introduction**

Learners will learn about, processes and techniques while preparing and applying a range of cake coatings. They will also learn about decorative techniques, and how to use them to produce the desired effect on a cake. How to carry out the work in a safe and hygienic manner will be reinforced at all times.

### **Unit 5 – Pastry (SCQF level 5)**

This unit is designed to enable learners to develop a basic level of knowledge and practical skills in pastry work. This unit will introduce learners to the ingredients and methods used to produce a range of simple pastry items. Learners will also investigate common faults that can occur when making different types of pastry and how to remedy these.

### **Unit 6 – Barista Skills (SCQF level 5)**

This unit is designed to enable learners to develop basic knowledge, understanding and technical skills required for the role of a barista. The unit covers how to operate specialist equipment to prepare and serve coffee and a variety of other drinks. This unit is suitable for learners with no previous experience who wish to obtain a basic knowledge of barista skills.

## **Employability Skills Developed**

**Literacy** – researching and writing

**Numeracy** – Measurement

**Organisation and Planning** – Time management and managing equipment

**Initiative and motivation** – working independently and resilience

**Interpersonal skills** – Self confidence and willingness to accept feedback

## **Course Specifications**

- Enable candidates to consider the various options open to them and to make informed career choices for their future.
- Prepare candidates for entry into further qualifications such as an SVQ in Bakery or other related areas.
- Provide candidates with relevant practical skills for bakery related occupations and for further study in bakery.
- Give candidates a strong foundation in Bakery which will enable them to reflect on their present situation in a bakery context.
- To allow candidates to be formally certificated by SQA for Group Award attainment.
- Demonstrate knowledge of coffee and other beverages served by a barista.
- Prepare and serve a range of coffees and other hot beverages using specialist equipment.
- Prepare and serve a range of cold beverages using specialist equipment.

## **Progression**

- NC Bakery
- Modern Apprenticeship in Professional Cookery (SVQ in Patisserie and Confectionery at SCQF Level 7)
- HNC Hospitality Operations
- HND Hospitality Management
- NHC Professional Cookery
- HND Professional Cookery
- Modern Apprenticeship
- BSc (Hons) Food Nutrition and Health
- BSc (Hons) Food and Consumer Science
- BSc (Hons) Food, Nutrition, Textiles and Education.

# National 4/5 – Early Learning and Childcare

## Purpose of the course

The course will develop the learner's knowledge and understanding of the importance of the development of children. Introduce learners to the scope of the early learning and childcare sector and the rights of all children. The course will emphasis on skill development and the application of those skills.

## Course Outline

### **Unit 1 - Development and Wellbeing of Children and Young People**

This unit is designed to introduce learners to the principles of development and wellbeing of children and young people. Learners will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development.

### **Unit 2 - Play in Early Learning and Childcare**

This unit allows learners to develop an understanding of the benefits of play for children and young people. The learner will demonstrate how children and young people benefit from a range of play experiences through planning, preparing, and reviewing play experiences, either in a real or simulated context. The learner is not required to have a work placement to complete this unit but would benefit from visiting Early Learning and Childcare settings which offer high quality child-centred play provision.

### **Unit 3 – Working in Early Learning and Childcare**

This unit allows the learner to develop an understanding of the Early Learning and Childcare sector and to explain ways in which the sector meets the care, learning and development needs of children and young people aged 0–16 years. Learners will consider career options within the sector and the skills, values, knowledge and qualifications required to fulfil these roles. They will reflect on their own skills, qualities, attitudes and achievements in relation to these. There is no requirement for learners to have a placement within an Early Learning and Childcare setting but the learner will carry out an investigation of the sector. This may require the learner to visit Early Learning and Childcare settings.

### **Unit 4 – Care and Feeding of Children and Young People**

This unit enables the learner to examine the specific needs of a baby and continuing needs of a child, and how meeting these needs contributes to the holistic development of the child. The unit also provides the learner with the opportunity to examine issues in relation to feeding of babies and the provision of food and drink to children and young people within Early Learning and Childcare settings. Learners will also develop an awareness of appropriate practice in relation to provision of hygiene for children.

## Employability Skills Developed

- Generic skills/attitudes valued by employers
- Understanding of the workplace and the employee's responsibilities, for example, time- keeping, appearance, customer care etc
- Self-evaluation skills
- Positive attitude to learning
- Flexible approaches to solving problems
- Adaptability and positive attitude to change
- Confidence to set goals, reflect and learn from experience
- Specific vocational skills/knowledge
- Course specifications highlight the links to National Occupational

## Purposes and aims of the course

- Increase learners' awareness of the factors that impact on the lives of children and young people, and their families
- Provide an insight into working in early learning and childcare
- Facilitate learners' understanding of the interrelationship between the course units
- Increase learners' awareness of the necessity to view all aspects of early learning and childcare holistically
- Enable learners to draw upon the experiences gained in the outcomes of the course units to inform and enhance their understanding of what can be considered as effective early learning and childcare provision
- Increase learners' awareness of the scope of the early learning and childcare sector and the opportunities for employment in this sector
- Allow learners to develop key life skills, such as developing self-esteem, confidence and reflective practice
- Allow learners to develop interpersonal skills by working in groups and with others in a variety of contexts
- Allow learners to develop investigative skills using a variety of research methods
- Allow learners to develop presentation skills
- Allow learners to develop self-evaluation skills
- Give learners confidence to set achievable goals
- Allow learners the opportunity to develop practical skills required for possible employment in the early learning and childcare sector, particularly interpersonal, communication and practical caring skills
- Allow learners to develop generic employability skills

### **Progression**

- NPA Social Services (Children and Young People) SCQF Level 6
- Foundation Apprenticeship
- BSc Nursing
- BA Health and Social Care
- BA Early Childcare
- BSc (Hons) Food Nutrition and Health
- BSc (Hons) Food, Nutrition, Textiles and Education.

## **Purpose of the Course**

The course will develop the learner's knowledge and understanding of the importance of the development of children. Introduce learners to the scope of the early learning and childcare sector and the rights of all children. The course will emphasis on skill development and the application of those skills.

## **Course Outline**

### **Unit 1 - Play for Children and Young People**

In this unit the learners will gain a knowledge and understanding of what is involved with planning and implementing play experiences with children and how this can encourage and support children's learning and development. Learners will also have an opportunity to reflect and improve their play experiences.

### **Unit 2 – Communication with children and young people**

In this unit the learners will gain a knowledge and understanding of child-centred working and the importance of children and young people's cultural and language context.

### **Unit 3 – Safeguarding of Children and Young People**

In this unit learners will gain a knowledge and understanding of safeguarding and the UNCRC and its role in the rights of the child.

### **Unit 4 – Promote the Wellbeing and Safety of Children and Young People**

In this unit learners explore wellbeing and safety in children. The learners create a number of resources that can be used to help support and encourage the safety and well being of children from birth to adolescence.

### **Unit 5 - Development of Children and Young People**

In this unit learners complete a research project that includes the principles and aspects of child development, from birth to adolescence.

## **Employability Skills Developed**

- Generic skills/attitudes valued by employers
- Understanding of the workplace and the employee's responsibilities, for example, time keeping, appearance, customer care etc
- Self-evaluation skills
- Positive attitude to learning
- Flexible approaches to solving problems
- Adaptability and positive attitude to change
- Confidence to set goals, reflect and learn from experience
- Specific vocational skills/knowledge
- Course specifications highlight the links to National Occupational

## **Course Specifications**

- Enable learners to develop their understanding of the values which underpin work in social service settings.
- Enable learners to understand how the National Care Standards and the SSSC Codes of Practice should inform social services practice.
- Enable learners to develop their understanding of current law, policy, procedures and good practice.
- Enable learners to begin to integrate values, skills and knowledge through learning and practice experience in early learning, Childcare, and Playwork settings.
- Enable learners to begin to develop, skills appropriate for working with individuals who have different needs and who use day care, services for children and young people.
- Provide learners with opportunities to gain and demonstrate skills necessary for safe care.
- Introduce learners to the body of knowledge that underpins early learning, childcare and play work practice.
- Enable learners to be reflective practitioners and evaluate their practice.

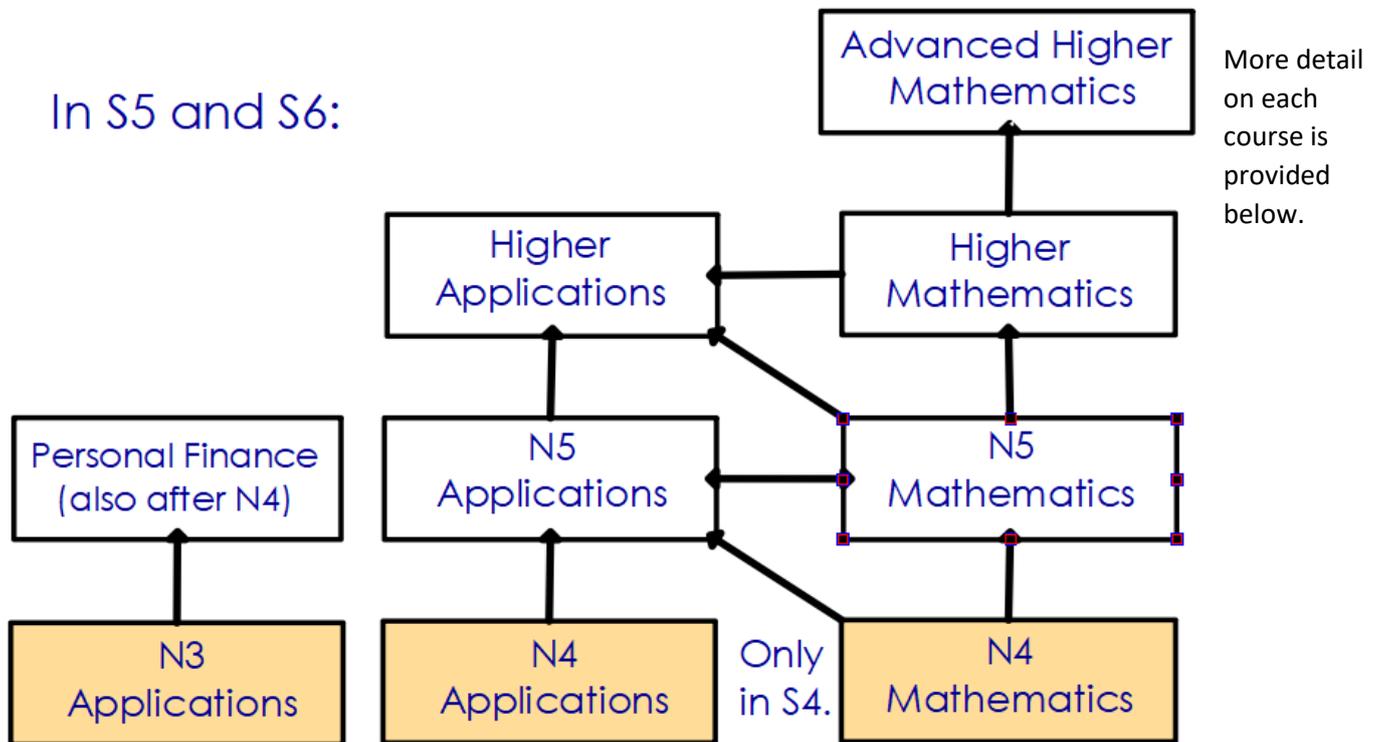
- Support learners in preparing for employment in an early learning, childcare and play work settings, and support those who are already in employment to develop their skills.
- Facilitate progression to the Foundation Apprenticeship, Modern Apprenticeship, Further or Higher Education (for those who wish).

### **Progression**

- Foundation Apprenticeship
- BSc Nursing
- BA Health and Social Care
- BA Early Childcare
- BSc (Hons) Food Nutrition and Health
- BSc (Hons) Food, Nutrition, Textiles and Education.

The diagram below shows the progress routes available within the Mathematics department.

Before course choice for S4 (i.e. during S3) we will discuss in class the options available and make recommendations for S4 in the S3 full report. An information leaflet will also be issued to all S3 pupils and is also available on the school website.



# Advanced Higher Mathematics

## Recommended Entry

Higher Grade Maths

It should be noted that learners who have achieved grade C at Higher will find this course especially challenging.

## 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.

## Course Structure

### Methods in Algebra and Calculus

This Unit involves:

- applying algebraic skills to partial fractions, applying calculus skills through techniques of differentiation, integration and solving differential equations.

### Geometry, Proof and System of Equations

This Unit involves:

- applying algebraic skills to matrices, systems of equations and number theory.
- applying algebraic and geometric skills to vectors
- applying geometric skills to complex numbers

### Application in Algebra and Calculus

This Unit involves:

- applying algebraic skills to the binomial theorem, complex numbers, sequence and series and to summation and mathematical proof
- applying algebraic and calculus skills to properties of functions and also to problems

## External Assessments

The SQA are announcing new arrangements for Advanced Higher subjects early in 2019.

Currently, the examination 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 e.g. game software engineering and economics).

## Higher Mathematics

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.

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

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

### Course structure

The course is structured under the following organisers:

Algebraic and trigonometric skills

- Manipulating algebraic expressions, manipulating trigonometric expressions, identifying and sketching related functions, determining composite and inverse functions, solving algebraic equations, solving trigonometric equations

Geometric skills

- Determining vector connections, working with vectors

Calculus skills

- Differentiation functions, using differentiation to investigate functions, integrating functions, using integration to calculate definite integrals, applying differential calculus, applying integral calculus

Algebraic and geometric skills

- Applying algebraic skills to rectilinear shapes, applying algebraic skills to circles and graphs, modelling situations using sequences

More information can be found here: [https://www.sqa.org.uk/files\\_ccc/HigherCourseSpecMathematics.pdf](https://www.sqa.org.uk/files_ccc/HigherCourseSpecMathematics.pdf)

### External assessments

There are two question papers.

Paper 1 is non-calculator with 70 marks in 1 hour and 30 minutes.

Paper 2 is calculator allowed with 80 marks in 1 hour 45 minutes, comprising of longer questions with topics integrated together.

The external assessment will provide the basis for grading the Course award (A, B, C, D).

### Homework

- Pupils will be expected to work independently to complete work started in class on occasion.
- Regular formal homework will be given, covering each topic in the course.
- Homework to assist pupils' preparation for assessment will also be given.

### 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.

## Higher Applications of Mathematics

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

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

The course aims to:

- equip candidates with the mathematical and statistical literacy skills they need for life, work and further study in a wide range of curricular areas
- develop candidates' financial literacy in real-life contexts
- show candidates how they can use appropriate digital technology to manipulate and model mathematical, statistical and financial information
- develop candidates' mathematical reasoning skills so that they can generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions in familiar and unfamiliar situations
- develop candidates' range of mathematical skills so that they can analyse, interpret and present data and numerical information
- provide candidates with the skills to appraise quantitative information critically, considering modelling or statistical assumptions

### **Course Structure**

The course is structured under the following organisers:

- analyse complex real-life situations and problems involving mathematics
- select and apply skills in finance, statistics and probability, data modelling, and planning and decision making
- communicate mathematical information with complex features
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and draw conclusions or justify decisions
- use software where appropriate, for example to model and analyse statistical, mathematical, and financial problems

More information can be found here

[https://www.sqa.org.uk/files\\_ccc/higher-course-spec-applications-of-mathematics.pdf](https://www.sqa.org.uk/files_ccc/higher-course-spec-applications-of-mathematics.pdf)

### **External assessments**

Assessment consists of 2 parts:

A question paper of 80 marks to be completed in 2 hours and 30 minutes.

A project worth 30 marks which will be completed at an appropriate time during the year.

The external assessment will provide the basis for grading the Course award (A, B, C, D).

### **Homework**

- Pupils will be expected to work independently to complete work started in class on occasion.
- Regular formal homework will be given, covering each topic in the course.
- Homework to assist pupils' preparation for assessment will also be given.
- Working towards the individual project

### **Progression**

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 Aims

- 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

## Course Structure

The course is structured under the following organisers:

### Numerical Skills

- Working with surds, using the laws of indices, rounding, working with reverse percentages, appreciation, working with fractions

### Algebraic Skills

- Expanding brackets, factorising, completing the square, simplifying an algebraic fraction, applying four operations to algebraic fractions, determining equation of a straight line, working with linear equations and inequations, simultaneous equations, changing the subject of a formula, quadratic functions, solving quadratic equations, using the discriminant

### Geometric Skills

- Determine the equation of a straight line, circle geometry, volumes of standard solids, applying Pythagoras' theorem, applying properties of shapes and angles, using similarity, working with two- and three-dimensional vectors, using vector components, calculating magnitude of a vector

### Trigonometric Skills

- Working with graphs of trigonometric functions, working with trigonometric relationships in degrees, calculating the area of a triangle using trigonometry, using the sine and cosine rules, using bearings with trigonometry

### Statistical Skills

- Comparing data sets using statistics, forming a linear model from a set of data

More information is available here:

<https://www.sqa.org.uk/sqa/47419.html>

## External Assessment

Paper 1 is a non-calculator paper lasting 1 hour 15 minutes (50 marks) allowing candidates to demonstrate skills and understanding from across the course.

Paper 2 is a calculator allowed paper lasting 1 hour 50 minutes (60 marks), covering the same skills as Paper 1 but allowing more opportunity for application of skills.

The external assessment will provide the basis for grading the Course award (A, B, C, D).

## Homework

- Pupils will be expected to work independently to complete work started in class on occasion.
- Regular formal homework will be given, covering each topic in the course.
- Homework to assist pupils' preparation for assessment will also be given.

**Progression**

- Pupils who achieve a grade A, B or C in this course can progress onto Higher Mathematics or Higher Applications of 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 5 Applications of Mathematics

## Recommended entry

National 4 Mathematics or National 4 Applications of Mathematics or an equivalent qualification.

## Course Aims

motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of real-life situations

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

## Course Structure

The course content is structured under the following organisers:

- analyse real-life situations and problems involving mathematics
- identify valid mathematical operational skills to tackle real-life situations or problems
- select and apply numeracy skills
- select and apply skills in finance, statistics, measurement, geometry, graphical data and probability
- use mathematical reasoning skills to draw conclusions or justify decisions
- communicate mathematical information in an appropriate way

More information is available here:

[https://www.sqa.org.uk/files\\_ccc/AppsOfMathsCourseSpecN5.pdf](https://www.sqa.org.uk/files_ccc/AppsOfMathsCourseSpecN5.pdf)

## External Assessment

Paper 1 is a non-calculator paper lasting 1 hour and 5 minutes (45 marks) allowing candidates to demonstrate skills and understanding from across the course.

Paper 2 is a calculator allowed paper lasting 2 hours (65 marks), covering the same skills as Paper 1 but allowing more opportunity for application of skills.

The external assessment will provide the basis for grading the Course award (A, B, C, D).

## Homework

- Pupils will be expected to work independently to complete work started in class on occasion.
- Regular formal homework will be given, covering each topic in the course.
- Homework to assist pupils' preparation for assessment will also be given.

## Progression

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

## Personal Finance with Numeracy

*This course is only delivered in S5/6.*

Selection of this option will lead towards two qualifications:

- Numeracy unit at National 4 or 5
- SQA Personal Finance award at SCQF levels 4 or 5

This course will develop Numeracy skills and cover the contents of the Numeracy unit at National 4 or National 5, as appropriate.

More information about the Numeracy units can be found here:

<https://www.sqa.org.uk/sqa/47502.html>

Pupils will also study towards the SQA Personal Finance award at SCQF levels 4 or 5. This award will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

The Awards cover a range of topics, including calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates.

### Course Structure

The Personal Finance Award at SCQF level 4 consists of two mandatory Units:

- Money Management
- The Principles of Money

The Personal Finance Award at SCQF level 5 consists of two mandatory Units

- Money Management
- Understanding Money

### Course Assessment

All assessments in these courses are internally assessed in accordance with SQA guidelines.

These courses are graded on a pass/fail basis.

Assessment for Personal Finance is internal and must be completed using the SQA online assessment tool, SOLAR. Pupils must pass each unit to achieve the award.

More information about the Personal Finance award is available here:

<https://www.sqa.org.uk/sqa/79416.html>

## National 4 Mathematics

*This course is only delivered in S4.*

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

More information is available here:

<https://www.sqa.org.uk/sqa/47417.html>

### 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.

### Homework

- Pupils will be expected to work independently to complete work started in class on occasion.
- Regular formal homework will be given, covering each topic in the course.
- Homework to assist pupils' preparation for assessment will also be given.

### Progression

- Pupils who successfully pass this course are strongly recommended to progress onto Personal Finance with Numeracy in S5.
- National 5 Mathematics is also a possibility in S5/6 but will be a significant challenge.
- Skills developed in this course could also support progression into Skills for Work courses, National Progression awards, National Certificate Group awards and employment.

## National 4 Applications of Mathematics

*This course is only delivered in S4.*

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

### Course Aims

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

More information is available here:

<https://www.sqa.org.uk/files/nq/AppsofMathsCourseSpecN4.pdf>

### 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.

### Homework

- Pupils will be expected to work independently to complete work started in class on occasion.
- Regular formal homework will be given, covering each topic in the course.
- Homework to assist pupils' preparation for assessment will also be given.

### Progression

- Pupils who successfully pass this course are strongly recommended to progress onto Personal Finance with Numeracy in S5.
- National 5 Applications of Mathematics is also a possibility in S5/6 but will be a significant challenge.
- 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

*This course is only delivered in S4.*

## Applications of Mathematics

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.

More information is available here:

<https://www.sqa.org.uk/sqa/81287.html>

### **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.

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

The course is graded on a pass/fail basis.

### **Homework**

There will be homework tasks for all topics in the three Units, except the practical work.

### **Progression**

Successful completion of National 3 Applications of Mathematics could provide entry to the Personal Finance with Numeracy course in S5/6. Pupils could also progress into employment and/or training.

# National 2

## Life skills Mathematics

This course consists of two mandatory Units:

- Number and Number Processes
- Shape, Space and Data

Plus, two optional Units from:

- Money
- Time
- Measurement

### Aims

The aims of this Course are to enable learners to:

- Know when to use mathematics and numeracy in everyday situations
- Select the most appropriate mathematical and numerical skills to tackle real-life situations
- Use a range of numeracy skills involving number, money, time and measurement to make choices for personal life and life in the community
- Recognise and use shape, space and data in everyday life
- Interpret data and the results of calculations to make informed choices

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work including numeracy, thinking skills and listening and talking in a contextualised, engaged and enjoyed way.

More information is available here:

<https://www.sqa.org.uk/sqa/48567.html>

### Assessment

Varied approaches can be used to give pupils the opportunity to show competency in the required skills. These include observations, oral questioning, extended tasks and test papers. Real-life context are used extensively. There is no external assessment for this course.

### Progression

Successful completion could provide entry to the National 3 Numeracy Unit. Pupils could also progress into employment and/or training.

## Why choose to study a language in Senior Phase?

Post Brexit, there will be an ever-increasing demand for employees with language skills and a need for subject specialists in other fields such as law, business, engineering and science, for example, who also have the ability to speak a modern language.

Both further and higher education also recognise the benefit of having combined qualifications for improving employment opportunities such as Languages and Business, Languages and Law, Languages and Accountancy and increasingly Languages and STEM subjects.

**“As the UK embarks on a new era of co-operation with Europe, and with the rest of the world, the extent to which the country can realise the vision of a truly global UK in the long term will depend on our ability to succeed in a competitive international environment, and to understand and connect with people across the world. International awareness and capability are increasingly important not only for the UK’s success on the global stage but for the success of businesses, organisations and individuals. The ability to function in more than one language is increasingly being seen not just as enabling a basic transaction but as a crucial component of a set of skills, attributes and knowledge required for success in the world today.”**

Taken from Languages for the Future, British Council Report 2017

**‘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

The Scottish Government believe it is important for Scotland that our young people learn languages, so that they are well equipped for life and work in the everchanging global marketplace and help grow the Scottish economy.

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 which could offer you promotion if you speak the language. 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.

## National 4/National 5 French, German, Mandarin, Spanish

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.

<b>Society</b>	<b>Learning</b>	<b>Employability</b>	<b>Culture</b>
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.

**Home learning**

Modern Languages pupils are expected to learn vocabulary and grammar structures on a regular basis in order to improve their knowledge and understanding. You will be encouraged to use a range of apps to help you learn and extend your vocabulary. You will be provided with a range of digital resources to help support your learning.

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 or SQA Languages for Life and Work Award (Level 5), which leads to:
- Higher Modern Languages or SQA Languages for Life and Work Award (Level 6), which leads to:
- Advanced Higher Modern Languages.

# SQA Modern Languages for Life and Work Award

## Levels 5 and 6 (French/German)

The award provides you with the opportunity to develop language skills in combination with leadership skills while also being able to follow your own interests in a cultural context. You will develop language skills in the modern language which you can apply in life and work. You will gain a greater understanding of your own and other cultures by comparing aspects of life in different countries.

The main purpose of this award is to study languages in practical and relevant contexts for life and work, and identify, develop and demonstrate leadership skills. You will develop your reading, listening, talking and writing skills as well as your knowledge of the modern language in the contexts of life and work as well as leadership skills. This award offers learners opportunities to develop and extend a wide range of skills and attributes, including:

- Communication
- Self-awareness
- Confidence
- Independent learning
- Interaction and collaboration with others in vocational and cultural contexts

To achieve the Modern Languages for Life and Work award Level 5 or Level 6 (each worth 15 SCQF points), you will have to complete 3 mandatory units as noted below.

At level 5 you will have to understand and produce **detailed language** in the modern language.

The Award at Level 5 is available to all learners who have completed the BGE in the respective language.

At level 6 you will have to understand and produce **detailed and complex language** in the modern language.

To complete the award at Level 6, you should have a National 5 qualification in the subject.

**These courses are internally assessed and there is no final exam to sit.**

### **Level 5 (French/German)**

#### **1. Modern Languages for Life unit**

The purpose of this unit is to develop skills in reading and listening in practical and relevant contexts using the language studied. You will explore society and culture in countries where the modern language is used.

You will be assessed on your understanding of both written and spoken texts related to society and culture in countries where your chosen language is used.

You may cover the following topic areas:

- Family and friends
- Lifestyles (healthy living, illness)
- Media (film and television, technology, internet)
- Language learning
- Daily routines
- Hobbies and interests
- Home town
- Comparison of Scotland to countries where the modern language is spoken
- Shopping
- Food and drink

- School
- Holidays
- Special events

## 2. Modern Languages for Work Purposes unit

The purpose of this unit is to develop skills in talking and writing needed to communicate in any vocational context using the language studied. You will be encouraged to reflect on skills required for employability.

You will be assessed on your ability to communicate in both oral and written forms in your chosen language in contexts related to employability.

You may cover the following topic areas:

- Skills and qualities
- Duties and responsibilities
- Money matters
- Part-time jobs
- Areas of study
- Future plans and ambitions
- Work experience
- Formal communication (letter/e-mail or telephone)

## 3. Leadership: An Introduction unit

The purpose of this unit is to provide you with the opportunity to reflect on your own qualities, skills and experience in relation to leadership and to develop the leadership skills and values necessary for working cooperatively with others. You will be assessed on your ability to carry out research, report **in English** on your findings and reflect on and evaluate your own leadership skills. In completing this unit you will undertake the following tasks:

- Gathering information
- Producing a report
- Reaching conclusions about effective leadership
- Carrying out a self-evaluation
- Identifying what needs to be done for an activity
- Identifying possible risks
- Working cooperatively with others
- Monitoring progress
- Adapting to any changes or failures
- Reviewing the success of the activity
- Reaching conclusions about self as a leader

## Level 6 (French/German)

### Modern Languages for Life unit

The purpose of this unit is to develop skills in reading and listening in practical and relevant contexts using the language studied. You will explore society and culture in countries where the modern language is used.

You will develop the assessed skills of reading and listening, as well as developing writing and talking skills, in contexts related to everyday life and culture relevant to your own particular situation, interests and needs.

You may cover the following topic areas:

- Personal details
- Family, friends and relationships
- Lifestyles (healthy living, pressures on young people)
- Media (film and television, technology, internet)
- Languages in a global context
- Global citizenship
- Education
- Planning for the future
- Gap year opportunities
- Pastimes and interests
- Home town/region (places of cultural and historical interest)
- Comparison of Scotland to countries where the modern language is spoken
- Shopping
- Food and drink
- Travel and holidays
- Special events

### **Modern Languages for Work Purposes unit**

The purpose of this unit is to provide you with the opportunity to develop skills in talking and writing needed to communicate in any vocational context using the language studied. It encourages you to reflect on skills required for employability.

You will develop the assessed skills of talking and writing, as well as developing listening and reading skills.

You may cover the following topic areas:

- Personal details
- Skills and qualities
- Duties and responsibilities
- Numbers
- Time
- Days of week
- Money matters
- Part-time jobs
- Areas of study
- Transport
- Directions
- Future plans and ambitions
- Work experience
- Formal communication (letter/e-mail or telephone)

### **Leadership: An introduction unit**

The purpose of this unit is to provide you with the opportunity to develop your research skills, reflect on your own qualities, skills and experience in relation to leadership and to develop the leadership skills and values necessary for working cooperatively with others.

This unit allows you to develop the assessed skills of researching, selecting and collating information in order to produce a report.

You will undertake the following tasks:

- Gathering information
- Producing a report
- Reaching conclusions about effective leadership
- Carrying out a self-evaluation
- Identifying what needs to be done for an activity
- Identifying possible risks
- Working cooperatively with others
- Monitoring progress
- Adapting to any changes or failures
- Reviewing the success of the activity
- Reaching conclusions about self as a leader

## Higher French, German, Mandarin

### **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.

# 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.

## Advanced Higher Modern Studies

### Recommended Entry

S6 Only: Higher Modern Studies

### Course Description

Pupils will study the following at campus, dissertation periods will be given in school time:



### 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

Pupils will study two of the following areas:

Context A – Rights and Responsibilities in Relation to Law and Order in the UK

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

Context C – Responses to 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 January/February.
- 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 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 enter a new period of dominance?

## Home Learning

- Homework questions/essays every two weeks.
- 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

- S5/6: National 4 Modern Studies pass or pass at National Social Subjects
- S6: N5 pass in any 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 3/4 Social Subjects

### Recommended Entry

- Geography, History or Modern Studies in S3.

### Course Description

Pupils will study nine different short units from Geography, History or Modern Studies that, if successful, will lead to qualifications at N4 in Geography, History and Modern Studies. If pupils experience difficulties, they can undertake assessments at N3 level.

### Geography

- **Physical Environments** – Features and processes of Glacial/Coastal erosion in a case study area. What are the different land uses in glaciated/coastal areas and why do conflicts occur?
- **Human Environments** – A variety of human topics can be studied including Population, Urban and Rural.
- **Global Issues** – There are a number of options including Natural hazards and Health. Natural Hazards focuses on earthquakes and volcanoes. The causes, effects and responses to these hazards will be investigated. Health looks at the relationship between development and health, studying diseases such as heart disease and malaria.

### History

- **Scottish History: The Era of the Great War 1900-1928** – Pupils will focus on the role of Scottish soldiers on the Western Front, particularly looking at conditions in the trenches and the weapons used during the First World War.
- **British History: Changing Britain 1760 – 1914** – Pupils will focus on the development of the Victorian railway network and the many benefits this brought to Britain.
- **European and World History: Nazi Germany 1919 – 1939** – Pupils will focus on how the Nazi government maintained their power in the 1930s looking into the role of the SA, the SS, the Gestapo and Concentration camps.

### Modern Studies

- **Democracy in Scotland and the UK** – The UK and Scottish Parliament Political System within the UK. What do our representatives do, how can we have our say and is it a fair system?
- **Social Inequality: Crime and Law in the UK** – A studying into the causes and impact of crime on society. Looking at the work of the Police, the Courts and Prisons in reducing crime in the UK.
- **World Issue: Conflict and War** – A study of the conflict in Syria and it's international impact on the world, looking at the causes and impact both within Syria and through the international refugee crisis and how world leaders and countries are trying to tackle the issue.

### 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 N4 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)

## 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.

### **Course Description**

Pupils will pick this in two columns, this course will be delivered jointly between Grove Academy and Dundee and Angus College. Pupils will complete a variety of units which they will be internally assessed on. The units will include and cover a vast range of social subject topics and areas including: Geography, History, Modern Studies, Sociology, Psychology and Communication.

### **Home Learning**

- 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 Politics (S6 pupils only)

### **Recommended Entry**

Higher pass in any Social Subject

### **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 every week (at least 90 minutes each week)
- 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.

## NPA Criminology Level 5/6

### **Recommended Entry**

Level 5: N4 in any Social Subjects, Level 6: N5 Criminology/N5 Modern Studies/Any other relevant Higher

**What is it:** This National Progression Award (NPA) introduces learners to criminology, including its history, the role of the media and crime prevention. It develops knowledge and understanding of the way crime and criminal justice operates. Level 5 is equivalent to National 5 and Level 6 is equivalent to Higher – however all work is internally assessed.

Level 5 can be taken as an elective slot on Friday afternoons.

Level 6 can be taken as a full course choice in the options form.

### **Course Description**

The NPA covers a range of different topics including being able to describe and categorise crimes in the community, being able to identify different ways crime in the community is reported by the media and being able to describe measures in place to address crime in the community. It also looks at the wider causes of crime and the role of the Police, the Courts and Prison system play in responses to crime. The last unit looks at Crime Scene Investigation and crime scene protocol including the range of physical evidence which can be present at a crime scene.

**Progression:** Level 5 leads to NCSSS Level 5 in Social Science or Level 6 NPA Criminology, Level 6 Criminology leads to NCSS Level 6 or potential further choices at college/university.

## 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

## COURSE ASSESSMENT

Component	Requirements	Assessment
<p><b>PERFORMANCE OPTION</b> Performance on two instruments</p> <p><b>Marks</b> Instrument 1 30 (Scaled 25)</p> <p>Instrument 2 30 (Scaled 25)</p> <p><b>TOTAL 60</b> (Scaled 50)</p>	<p>You must perform on <b>TWO</b> selected instruments.</p> <p>All pieces for each instrument must be a minimum of <b>Grade 5 standard</b>. Your teacher will advise you on appropriate level pieces.</p> <p>You will perform a programme of <b>18 minutes</b> in total between the two instruments.</p> <p>Performance time on either of the two selected instruments <b>must be a minimum of 6 minutes</b> within the 18-minute programme.</p> <p>You must ensure that there is a minimum of <b>two contrasting styles</b> 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><b>PORTFOLIO OPTION</b> Performance on one Instrument and Portfolio</p> <p><b>Marks</b> Instrument 1 30 (Scaled 25)</p> <p>Portfolio 30 (Scaled 25)</p> <p><b>TOTAL 60</b> (Scaled 50)</p>	<p><b>Performance</b> You will perform on one selected instrument.</p> <p>All pieces for each instrument must be a minimum of <b>Grade 5 standard</b>.</p> <p>The total performance time must be a minimum of <b>6 minutes and must not exceed 8 minutes</b>.</p> <p>The programme of music must include a minimum of two contrasting pieces of music.</p> <p><b>Portfolio</b> 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 <b>minimum of 6 minutes and a maximum of 8 minutes</b>.</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"> <li>1. <b>Compose or arrange one piece of music. (10 marks)</b> The composition must last a minimum of 1 minute and a maximum of 4mins and 30 sec.</li> <li>2. <b>Review the process of your composition (5 marks)</b> Give clear details of: <ul style="list-style-type: none"> <li>• Main decisions</li> <li>• Exploration and development of ideas</li> <li>• Strengths and/ or areas for improvement</li> </ul> </li> <li>3. <b>Analyse the key musical features of a piece of music of your choice. (5 marks)</b> You will analyse the key musical features of a piece of music of your choice.</li> </ol>	<p>This assignment is carried out over the year.</p> <p>It will be submitted to SQA for external marking.</p>

## 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

<b>Performance</b>	<b>50%</b>
<b>Listening Question paper</b>	<b>35%</b>
<b>Composition</b>	<b>15%</b>

#### 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 some invaluable transferrable skills such as IT communication skills, calmness under pressure and the reflect critically.
- Solo performance is connected to self-esteem. Pupils for their very best. Children who study music are motivated and less intimidated by new things.
- Music enhances memory.
- Music helps students transfer study, cognitive and communication skills from subject to subject, Maths and Languages.
- Music increases problem solving, logic and thinking skills like analysis, evaluation and organisation of ideas.
- Music boosts independent and creative thinking.



have picked up proficiency, ability to

learn to reach usually more

particularly

## 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
  - Pupils **do not** need to be taking instrumental lessons in order
- National 4 level This course comprises of three mandatory units and one added value unit:



singing to achieve at

## 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
- Music Therapy
- Instrumental Teacher
- Sound Engineer

- Multimedia Developer
- Software Designer
- Music Journalist/Critic
- Performer

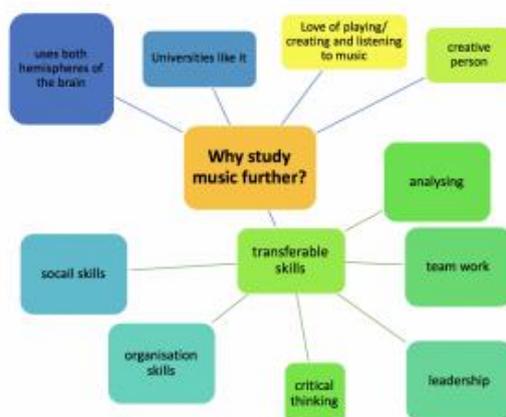
- Audio Engineer
- Professional

## 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.**

<b>Mandatory Units</b>	
Music: Live Performance	Level 6
Performing Music on One Instrument or Voice	Level 6

<b>Optional Units - Choose one from four</b>	
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**.

<b>Core Skill</b>	<b>Developed Through</b>
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
Working with Others	Music Live Performance Creative Project Music Promotion

<b>Transferable Skills</b>	<b>Developed through</b>
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.

## 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 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 20<sup>th</sup> and century music, and to engage in the development of technical and creative through practical learning. This course will provide opportunities for learners to develop their interest in music technology and to develop skills knowledge relevant to the needs of the music industry.



21<sup>st</sup>  
skills  
and

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 more of these mediums. There is great opportunity for course personalisation here and pupils have the chance to work on the type music which interests them the most.



one or  
of

- 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 people's music and protecting their own.



other

#### **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 20<sup>th</sup> and 21<sup>st</sup> 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 20<sup>th</sup> and 21<sup>st</sup> 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. I pads, 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 20<sup>th</sup> and 21<sup>st</sup> 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 20<sup>th</sup> and 21<sup>st</sup> 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 20<sup>th</sup> and 21<sup>st</sup> 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 20<sup>th</sup> and 21<sup>st</sup> 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

# 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, employability skills

### **Course assessment structure**

Component 1 — performance 50%

Component 2 — question paper 50%

**Total - 100 %**



## Fitness Industry Training Academy (FITA)

In S5/6 pupils can continue a pathway in PE through Fitness Industry Training Academy (FITA). The course is aimed at senior pupils, who have an interest in pursuing a career in the fitness industry or sports course at college or university. Pupils should have a genuine interest in health and fitness.

Pupils will achieve three different qualifications through the course:

**NPLQ Lifeguard** – 80% attendance is compulsory. Elements of assessment are question paper, water rescue and first aid.

**Level 2 Gym Instructor** – pupils are assessed through a written portfolio and must complete several practical observations with other classmates/ college students.

**SQA Level 6 Health and Exercise Leadership** – NPA group award completed at school where pupils cover circuit training, resistance training and free weight training.

Please note that you cannot opt in and out of individual courses. Pupils must be competent swimmer or at least willing to go in the water every week as attendance is compulsory.

This course is delivered at Dundee and Angus college, Gardyne Campus and is delivered over two semesters.



# 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 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 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



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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 – Dance

This course is suitable for all learners with a general interest in dance or for those hoping to progress onto higher levels of study.

The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice. This makes the qualification highly accessible, as it can be contextualised to suit a diverse range of learner needs and aspirations. The course is largely learner-centred, with practical and experiential learning opportunities.

### **Question paper 30 marks**

- Section 1: Evaluation of Own Work/Personal Performance (10 marks)
- Section 2: Knowledge and Understanding of a Chosen Dance Style (10 marks)
- Section 3: Evaluation of Professional Choreography (10 marks)

### **Practical activity 65 marks**

- Section 1: Choreography (35 marks)
- Section 2: Choreography review (30 marks)

Homework

Homework will be given to reinforce learning. This will be given out periodically throughout the year.

Progression

Higher PE – S5/6

Fitness Industry Training Academy

## 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**

## 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 three 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.

## NPA (level 4) Science and Technology

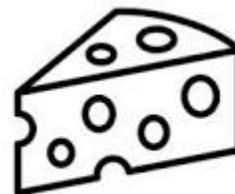
NPA (level 4) Science and Technology is suitable for S4 pupils who have studied Biology, Chemistry or Physics S3. This course is for learners who have an interest in science but do not want to specialise in one of the scientific disciplines. It is focused on real world applications of science and will include a significant amount of practical content.

It is internally assessed and is the most appropriate progression route for learners that would find assessment by one final exam to be a barrier to achievement. The course is divided into 4 units, including content from each of the three sciences and a practical unit. The units and their content are listed below.

### **Biology: Biotechnological Industries**

The key features that make up this unit are: the biotechnological facts, ideas and terminology

- in relation to the dairy industry.
- in relation to the yeast-based industry.
- in relation to the detergent industry.
- in relation to the pharmaceutical industry.



### **Chemistry: Chemistry in Society**

The key features that make up this unit are:

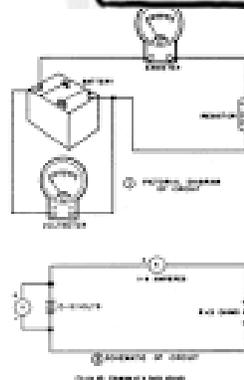
- Metals and alloys (including extraction and corrosion)
- Materials (including plastics and smart materials)
- Fertilisers
- Chemical basis of radioactivity
- Chemical analysis



### **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.



### **Science Practical and Investigation Skills**

On successful completion of the unit the learner will be able to:

- 1 Record observations and measurements from scientific apparatus.
- 2 Carry out practical scientific procedures.
- 3 Present and calculate scientific practical results.
- 4 Plan and carry out a scientific investigation on a given topic.

### **Attainment**

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

### **Progression**

Pupils who successfully complete the course can progress to NPA (level 5) in Applied Sciences in S5/6

## **Practical Electronics National 5 (S5/6 only)**

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

### **Course content**

The National 5 Practical Electronics course has three areas of study.

#### **Circuit design**

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

#### **Circuit simulation**

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

#### **Circuit construction**

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

### **The main aims of this course are for learners to develop:**

- knowledge and understanding of key concepts in electronics and apply these in a range of contexts
- a range of practical skills in electronics, including skills in analysis and problem-solving, design skills, skills in the safe use of tools and equipment, and skills in evaluating products and systems
- awareness of the importance of safe working practices in electronics
- an understanding of the role and impact of electronics in changing and influencing society and the environment

The course is mainly practical in nature. The aims of the course are developed through practical projects and investigative tasks in a range of contexts.

### **Course assessment**

Question paper: 60 marks scaled to 30 marks

Practical activity: 70 marks

Marks are awarded for:

- analysis and design
- simulating a solution
- construction using safe working practices
- testing the solution
- reporting on and evaluating the solution

## 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.

## Advanced Higher RMPS

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues relevant to the contemporary world and to develop skills of analysing and evaluating complex issues. It will provide learners with the opportunity to synthesise information and draw reasoned conclusions. Learners can apply the skills they have learned at Higher and elsewhere in the curriculum.

This course makes a distinctive contribution to the curriculum by helping learners gain an in-depth understanding of significant ethical, theological and philosophical themes, and of society's religious and social diversity.



### Aims

The Course aims to allow candidates to:

- develop a self-directed approach to learning and research
- analyse and evaluate evidence
- synthesise information in response to religious, moral and philosophical issues in the contemporary world
- develop in-depth knowledge and understanding of some key philosophical issues found within religion today, and the ways in which religions have responded
- develop in-depth knowledge and understanding of themes and debates in medical ethics
- develop in-depth knowledge and understanding of religious experience and responses
- experience an intellectually challenging opportunity to develop higher-order thinking skills by carrying out independent research into religious, moral or philosophical issues

### Recommended Entry

Candidates would normally be expected to have attained the following:

- Higher RMPS
- Higher Philosophy

### Course Description

Philosophy of Religion (AH)

8 SCQF credit point Researching Religious,

Moral and Philosophical Issues (AH)

8 SCQF credit points Religious Experience (AH)

8 SCQF credit points

# Philosophy of Religion (Advanced Higher)

Within this section all learners should be able to demonstrate in-depth knowledge and understanding of the philosophical principles and distinctions involved in the following a priori and a posteriori argument for the existence of God, and responses to these. They will critically evaluate the effectiveness of these types of argument. They will also evaluate the extent to which modern responses have challenged traditional arguments.

Learners should also demonstrate in-depth knowledge and understanding of the links between these ideas and new discoveries at the forefront of scientific understanding.

## 1 Cosmological Argument for the Existence of God

- The Unmoved Mover
- The Uncaused Causer
- Possibility and Necessity

## 2 The Design Argument for the Existence of God

- Analogy
- Evolution
- Anthropic Principle

## 3 Atheism

- What is Atheism?
- Presumption of atheism
- Coherence of the Concept of God

## Personal Research (Advanced Higher)

In this mandatory Unit, candidates will carry out independent research on an issue chosen from within the content of the Advanced Higher Course. They will develop the investigative skills of planning, organising, analysis, evaluation and presentation of complex concepts and issues. Candidates will submit a detailed proposal for a dissertation, based on their personal research.

## Religious Experience (Advanced Higher)

Within this section, all learners will critically evaluate the extent to which contemporary scientific or psychological causal explanations of religious experience have challenged traditional arguments about religious experience. This should include consideration of whether scientific or psychological explanations, including new developments where appropriate, can give a complete account of human experience.

All learners should also be able to demonstrate in-depth knowledge and understanding of the continuing impact and importance of religious experiences in shaping and defining religion and its place in the contemporary world.

### 1 Nature of Religious Experience

- Main features of religious experience
- Religious experience day

### 2 Religious Experience from a Faith Perspective

- Mystical experience
- Personal conversion

### **3 Secular Perspectives on Religious Experience**

- Psychological
- Sociological

### **Assessment**

To gain the award of the Course, the learner must the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

#### **Component 1 – Question paper**

The purpose of this question paper is to demonstrate depth of knowledge and understanding and application of skills. This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- in-depth knowledge and understanding of factual and theoretical aspects of religious, moral and philosophical issues
- explaining, analysing and critically evaluating arguments and evidence
- synthesizing information
- in-depth knowledge and understanding of the significance and impact of religious and non-religious responses to complex issues from the philosophy of religion and religious experience
- structuring and sustaining detailed, well-informed and well-reasoned arguments, expressed with clarity

The question paper will have 60 marks. The question paper has 3 Sections.

Section A: Philosophy of Religion will have 30 marks

Section B: Religious Experience will have 30 marks

Section C: Medical Ethics will have 30 marks

All learners should complete Section A and B

#### **Component 2 – Project: Dissertation**

The purpose of this project is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a project on a complex religious, moral or philosophical issue.

The Project dissertation will give learners an opportunity to undertake independent research in order to demonstrate the following skills, knowledge and understanding:

- identifying an appropriate complex religious, moral or philosophical issue for research
- using a wide range of sources of information
- drawing on in-depth knowledge and understanding
- explaining, analysing and critically evaluating arguments and evidence
- synthesising information
- structuring and sustaining a detailed, well-informed and well-reasoned conclusion on the issue, expressed with clarity
- organising, presenting and referencing findings using appropriate conventions

The project dissertation will have 40 marks

### **Progression**

This Course or its units may provide progression to:

- Degree courses in Theology, Religious Studies, Philosophy, Social Sciences and Social Subjects or related areas
- a diverse range of careers

## Higher RMPS

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This course helps candidates to understand society. They learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. By exploring how religion, morality and philosophy can help people find meaning and purpose in life, candidates develop their understanding of human beliefs, values and behaviour.



Throughout the course, there are opportunities for candidates to develop literacy, personal learning and thinking skills, and a sense of responsible citizenship.

The course allows candidates to:

- develop an understanding and respect for different beliefs, values and viewpoints
- learn how to express their values and beliefs
- put their values or beliefs into action in ways which benefit others
- make informed moral decisions

### Entry Requirements Required

- N5 English
- Preferred:
- N5 RMPS
  - N5 Social Subjects Course

### Course Description

The certificate Religious, Moral and Philosophical Studies course has three areas of study, world religion, morality & belief, religious & philosophical questions. At Grove we rotate the topics, so all pupils are studying the same content with more depth being required by pupils the higher the level of study. The range of contexts for study is flexible to allow for personalisation and choice. Each area offers opportunities for candidates to focus on particular skills.

### World Religion (Christianity or Judaism)

Pupils study religion and its impact, relevance and significance through studying some key beliefs and practices found in one major world religion, and the contribution these make to the lives of followers. In 2019/20 the religion will be Judaism and will be exploring:

#### Beliefs

- beliefs about God nature of human beings: yetzer tov; yetzer harah; free will; suffering
- beliefs about Covenant
- judgement; the Messiah; the Messianic Age; Olam Ha'ba

#### Practices

- living according to the Commandments
- Rosh Hashanah; Yom Kippur
- worship: Shabbat; synagogue

## **Morality and Belief (Morality, medicine and the human body or Morality and conflict)**

Pupils study moral issues and their background, implications and responses through studying one major moral issue, responses to it (religious and secular) and the dialogues between the different viewpoints. In 2019/20 the moral topic will be Conflict and War and will be exploring:

### **Use of embryos**

- reproductive
- therapeutic
- research

### **Organ donation**

- consent: informed; presumed
- beating heart donation
- living donors

### **End of life**

- assisted dying
- voluntary and non-voluntary euthanasia
- end-of-life care

## **Religious and Philosophical Questions (Existence of G-d or Origins)**

Pupils study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it. In 2019/20 the RPQ will be origins of the universe and life and will be exploring:

### **Does God exist?**

- What arguments/theories do religious people use to prove the existence of God?
- What evidence do religious people use to support these arguments/theories?
- What are the strengths and weaknesses of evidence/arguments/theories?
- What arguments/theories do non-religious people use to challenge the existence of God?
- What evidence do non-religious people use to support these arguments/theories?
- What are the strengths and weaknesses of evidence/arguments/theories?
- Can either religious or non-religious arguments/theories provide conclusive proof about the existence of God?

### **Assessment:**

Continuous assessment is an important part of the Higher RMPS course. Each unit in the course is divided into several parts and each of those parts has an assessment exercise which pupils complete when they are ready. Department staff use the 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.

The final exam consists of 2 papers, paper 1, world religion and morality & belief, and paper 2 religious and philosophical questions. The papers make up 80/110 marks.

The assignment makes up the remaining 30 marks.

## **Homework:**

In RMPS we look at homework not only for its traditional purpose i.e. have pupils practise material already presented in class so as to reinforce learning and facilitate mastery of specific skills but also in the following ways:

**Preparation assignments** introduce the material that will be presented in future lessons. These assignments aim to help students obtain the maximum benefit when the new material is covered in class.

**Extension homework** involves the transfer of previously learned skills to new situations. For example, students might learn in class about factors that led to a particular response in the lives of followers of a religion and then be asked as homework to consider the application to contemporary situations.

**Integration homework** requires the student to apply separately learned skills to produce a single product, such as reports, projects, or creative writing.

## **Progression:**

### **Higher Religious, Moral and Philosophical Studies Course**

Advanced Higher Religious, Moral and Philosophical Studies Course, Higher Philosophy or its Units

Higher Philosophy Course, Higher Philosophy or its Units

The skills and attitudes fostered by RMPS make it useful in many areas of employment such as, medicine, broadcasting, nursing, personnel, social work, law, police service, teaching, journalism.

# National 5 RMPS

The course develops knowledge and understanding of religious, moral and philosophical issues that affect the world. The course explores the questions they raise and the solutions or approaches they offer. It includes both religious and non-religious perspectives. Candidates have opportunities to reflect on these and on their own experience and views.



Candidates are required to study a world religion, contemporary moral issues and responses, and key aspects of answers to religious and philosophical questions.

Candidates develop a range of skills at a straightforward level, including the ability to:

- give accurate accounts of factual information relating to aspects of religion, morality and philosophy
- demonstrate an understanding of aspects of religion, morality and philosophy
- analyse beliefs and practices related to world religions, moral issues and philosophical questions
- evaluate beliefs and practices related to world religions, moral issues and philosophical questions

## Course Description

The certificate Religious, Moral and Philosophical Studies course has three areas of study, World Religion, Morality and Belief, Religious and Philosophical Questions. At Grove we rotate the topics, so all pupils are studying the same content with more depth being required by pupils the higher the level of study. The range of contexts for study is flexible to allow for personalisation and choice. Each area offers opportunities for candidates to focus on particular skills.

### World Religion (Christianity or Judaism)

Pupils study religion and its impact, relevance and significance through studying some key beliefs and practices found in one major world religion, and the contribution these make to the lives of followers. In 2019/20 the religion will be Christianity and will be exploring:

- Nature of G-d
- Humans created in G-d's likeness
- Free will
- Sin
- Jesus as an incarnation of G-d
- Death and resurrection of Jesus
- Judgement
- Heaven and Hell
- Following Jesus' teachings and example
- Worship

### Morality and Belief (Morality, Medicine and the Human Body or Morality and Conflict)

Pupils study moral issues and their background, implications and responses through studying one major moral issue, responses to it (religious and secular) and the dialogues between the different viewpoints. In 2019/20 the moral topic will be Conflict and War and will be exploring:

- conflict: causes of war, types of war, Geneva conventions, justifications
- consequences of war: human cost, environment, economic
- modern armaments: weapons of mass destruction, smart weapons, conventional weapons

- alternatives to war: sanctions, diplomacy, pacifism

### **Religious and Philosophical Questions (Existence of G-d or Origins)**

Pupils study the issues raised by religious and philosophical questions, their implications and responses by studying one question and responses to it. In 2019/20 the RPQ will be origins of the universe and life and will be exploring:

- **role of creator**
- **origins of the universe**
  - big bang
  - literal and non-literal interpretation of creation stories
  - view that sees a role for religious explanations only
  - view that sees a role for scientific explanations only
  - view that sees a role for both religious and scientific explanations
- **origins of life**
  - evolution
  - interpretation of creation stories
  - literal and non-literal interpretation of creation stories
  - view that sees a role for religious explanations only
  - view that sees a role for scientific explanations only
  - view that sees a role for both religious and scientific explanations

### **Assessment:**

Continuous assessment is an important part of the National 4/5 RMPS course. Each unit in the course is divided into several parts and each of those parts has an assessment exercise which pupils complete when they are ready.

Department staff use the 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.

The final exam consists of 1 paper, world religion, morality & belief, and religious and philosophical questions. The papers make up 80/100 marks. The assignment makes up the remaining 20 marks.

National 4/5 RMPS also includes an Added Value unit which the pupils will need to complete.

### **Homework:**

In RMPS we look at homework not only for its traditional purpose i.e. have pupils practise material already presented in class so as to reinforce learning and facilitate mastery of specific skills but also in the following ways:

**Preparation assignments** introduce the material that will be presented in future lessons. These assignments aim to help students obtain the maximum benefit when the new material is covered in class.

**Extension homework** involves the transfer of previously learned skills to new situations. For example, students might learn in class about factors that led to a particular response in the lives of followers of a religion and then be asked as homework to consider the application to contemporary situations.

**Integration homework** requires the student to apply separately learned skills to produce a single product, such as reports, projects, or creative writing.

### **Progression:**

#### **National 5 Religious, Moral and Philosophical Studies Course**

Higher Religious, Moral and Philosophical Studies Course The skills and attitudes fostered by RME make it useful in many areas of employment such as, medicine, broadcasting, nursing, personnel, social work, law, police service, teaching, journalism.

## National 4 RMPS

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The purpose of all RMPS Courses are to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. Courses explore the questions raised and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views.



### **The main aims of the N4 Course are to enable learners to develop:**

- the ability to understand and reflect on, religious, moral and philosophical questions and their impact
- a range of skills including investigating and describing religious, moral and philosophical questions and responses, making comparisons, and the ability to express reasoned views
- straightforward knowledge and understanding of beliefs, practices and sources related to world religions
- straightforward knowledge and understanding of religious, moral and philosophical questions and responses to them

## **Course Description**

### **World Religion (National 4)**

The learner will be required to provide evidence of:

- the ability to describe and comment on the meaning and context of a source related to the religion selected for study and its impact on the lives of followers, in straightforward terms
- straightforward factual knowledge and understanding of the impact and significance of religious beliefs, practices and sources

### **Morality and Belief (National 4)**

The learner will be required to provide evidence of:

- the ability to express straightforward views about contemporary moral questions and some strengths and weaknesses of responses
- straightforward factual knowledge and understanding of contemporary moral questions and responses

### **Religious and Philosophical Questions (National 4)**

The learner will be required to provide evidence of:

- the ability to describe a religious and philosophical question and responses to it, in straightforward terms
- straightforward knowledge and understanding of a religious and philosophical question, and responses to it

### **Added Value Unit (National 4)**

Courses from National 4 to Advanced Higher include assessment of added value. At National 4, added value will be assessed in an Added Value Unit. In the National 4 Religious, Moral and Philosophical Studies Course, the Added Value Unit will focus on challenge and application. The learner will research and use information relating to a religious, moral or philosophical topic or issue, by choosing a topic, collecting and organising relevant evidence, drawing on factual knowledge and understanding and providing a straightforward description of the topic. The learner will present the findings in a creative manner.

## Homework

In RMPE we look at homework not only for its traditional purpose i.e. have students practise material already presented in class so as to reinforce learning and facilitate mastery of specific skills but also in the following ways:

**Preparation assignments** introduce the material that will be presented in future lessons. These assignments aim to help students obtain the maximum benefit when the new material is covered in class.

**Extension homework** involves the transfer of previously learned skills to new situations. For example, students might learn in class about factors that led to a particular response in the lives of followers of a religion and then be asked as homework to consider the application to contemporary situations.

**Integration homework** requires the student to apply separately learned skills to produce a single product, such as reports, projects, or creative writing.

## Progression

National 5 Religious, Moral and Philosophical Studies Course

## Careers

**The skills and attitudes fostered by RMPS make it useful in many areas of employment such as:**

Medicine, Broadcasting, Nursing, Personnel, Social Work, Law, Police Service, Primary teaching, Journalism.

# Higher Philosophy (S6 pupils only)



This course builds on candidates' existing knowledge and curiosity about philosophy. Candidates explore questions related to knowledge and morality and they become more aware of the complexity of everyday and philosophical arguments. The course encourages candidates to develop their own ideas and viewpoints and teaches them to analyse and evaluate the philosophical positions of others.

Studying philosophy develops candidates' ability to think logically, to evaluate arguments critically, and to challenge their own ideas and those of other people. Candidates study central philosophical principles, concepts, problems, texts and key figures.

## Aims

The course develops candidates' reasoning skills by focusing on complex abstract concepts and philosophical problems.

Candidates learn to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. They develop critical thinking and analytical and evaluative skills, which are important in education and employment. The broad aims of the course are to develop:

- knowledge and understanding of some key philosophical concepts and questions concerning arguments in action, epistemology and moral philosophy
- critical thinking, analytical and evaluative skills appropriate to philosophy
- the ability to engage with abstract ideas
- the ability to develop and express reasoned arguments and conclusions
- skills of analysis, evaluation and expressing a coherent line of argument

## Entry Requirements

### Required

- Higher (N6) English

### Preferred

- Higher (N6) Religious Studies
- Higher (N6) Social Subjects Course

## Description of the Course Units

### Philosophy: Arguments in Action (Higher)

This unit develops learners' ability to analyse and evaluate arguments. Learners will develop knowledge and understanding of argument structure, philosophical techniques and errors in reasoning.

### Philosophy: Knowledge and Doubt (Higher)

This unit is based on two philosophical texts. Candidates gain in-depth knowledge and understanding of the following rationalist and empiricist works: René Descartes' Meditations on First Philosophy and David Hume's An Enquiry Concerning Human Understanding. Candidates analyse the arguments of Descartes and Hume. They evaluate the arguments by commenting on their strengths and weaknesses.

## **Philosophy: Moral Philosophy (Higher)**

This unit develops learners' ability to analyse and evaluate moral theories. Candidates demonstrate an in-depth knowledge and understanding of utilitarianism and Kantian ethics and their application to given situations or issues, and respond to quotations

### **Assessment**

To gain the award of the Course the learner must pass the question paper only, there is no longer an assignment for this course. This will require demonstration of a breadth of skills, knowledge and understanding from across the Course.

- Component 1 – Question paper 1 (60 marks)
- Component 2 – Question paper 2 (50 marks)

### **Homework**

In RMPE we look at homework not only for its traditional purpose i.e. have students practise material already presented in class so as to reinforce learning and facilitate mastery of specific skills but also in the following ways:

**Preparation assignments** introduce the material that will be presented in future lessons. These assignments aim to help students obtain the maximum benefit when the new material is covered in class.

**Extension homework** involves the transfer of previously learned skills to new situations. For example, students might learn in class about factors that led to a particular response in the lives of followers of a religion and then be asked as homework to consider the application to contemporary situations.

**Integration homework** requires the student to apply separately learned skills to produce a single product, such as reports, projects, or creative writing.

### **Progression**

An understanding of philosophy also provides a useful background for study or employment in a number of areas such as the media, politics, social policy, health professions and law.

### **Careers**

The skills and attitudes fostered by RMPS make it useful in many areas of employment such as: Medicine, Broadcasting, Nursing, Personnel, Social Work, Law, Police Service, Primary teaching, Journalism.

# Employability Pathways-

## 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.

### Work Experience

Work experience relevant to a career path is an option for pupils entering the Senior Phase. Pupils entering S6 may wish to enhance their portfolio through work experience related to their expected career path. Increasingly university or college applications to areas such as education, medicines/sciences, politics etc. can be enhanced by such additional experience.

Work experience may be suitable for some pupils entering S5, but this would be in consultation with their Guidance Teacher.

Work experience at this level should be arranged directly by the pupil though the Guidance teacher may sometimes be involved, particularly in S5. Details of work experience arranged during the school day must be shared with the school.

### Peer Support

This option may be suitable for some pupils in S6. Peer support at this level should be arranged directly through the Guidance teacher.

## 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 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 as vocational skills and industry understanding that will significantly enhance a pupil's opportunities to progress in careers in the relevant industry.

Pupils will choose 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 2018-19.

## **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

### **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.



# COURSES FOR SCHOOL PUPILS

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## 2023/24

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# COURSES FOR SCHOOL PUPILS

Full information about all courses is also available at:  
<https://dundeeandangus.ac.uk/advice-support/options-for-senior-school-pupils/>

## Timetable

### Programmes at SCQF Level 4, 5 and 6 (except Foundation Apprenticeships at SCQF Level 6)

- **Angus – Arbroath Campus** – Friday 9am-1pm
- **Dundee – Kingsway/Gardyne Campus** – Monday and Wednesday 2pm-4pm
- **Dundee – Kingsway Campus** – Tuesday 2pm-4pm and Thursday 1.15pm-3.15pm – the following seven courses only:
  - Preparation for Electrical Programme National 4
  - Preparation for Plumbing Programme National 4
  - Foundation Apprenticeship: Automotive Skills National 4
  - Foundation Apprenticeship: Construction Crafts and Technician Level 4
  - National Progression Award: Built Environment Level 5
  - Skills for Work: Energy National 5
  - VTCT: Extended Award in Hair and Beauty Skills Level 1 (equivalent to SCQF level 4)
  - VTCT: Extended Certificate in Hair and Beauty Skills Level 2 (equivalent to SCQF level 5)

### Foundation Apprenticeships at SCQF Level 6

#### 2 Year model

- **Angus – Arbroath Campus** – Tuesday 9am-4pm (apart from Year 2 of the Accounting and Business Skills Foundation Apprenticeships which are on Friday 9am – 4pm)
- **Dundee – Kingsway/Gardyne Campus** – Monday and Wednesday 2pm-5pm

#### 1 Year model

- **Angus – Arbroath** - Tuesday and Friday 9am-4pm
- **Dundee –Gardyne Campus** – Monday, Tuesday and Wednesday 2pm-5pm, Thursday 1.15pm-4.15pm

### SCQF Level 7 Programmes

- **Angus – Arbroath Campus** – Tuesday 9am-4pm (Business courses) Tuesday 9am-1pm (Social Science courses)
- **Dundee –Gardyne Campus** – Monday and Wednesday 2pm-5pm (Business and Computing courses) or Monday and Wednesday 2pm-4pm (Social Science courses)

## Courses by Subject Area

### Administration and Leisure Industries

	Arbroath	Gardyne	Kingsway
National Progression Award: Events Level 6			
National Progression Award: Legal Studies Level 6			
National Progression Award: Travel and Tourism Level 6			
Professional Development Award: Information Technology in Business Level 7			

### Art and Design

	Arbroath	Gardyne	Kingsway
National Progression Award: Digital Media Level 5			
National Progression Award: Photography Level 5			

### Building Services and the Built Environment

Preparation for Plumbing and Preparation for Electrical now run for two afternoons a week – Monday and Wednesday **or** Tuesday and Thursday afternoons at Kingsway: pupils can choose the Monday and Wednesday slot **or** Tuesday and Thursday for these courses.

Our new course Built Environment also runs Monday and Wednesday **or** Tuesday and Thursday afternoons at Kingsway: pupils can choose the Monday and Wednesday slot **or** Tuesday and Thursday for this course.

	Arbroath	Gardyne	Kingsway
Preparation for Electrical Programme National 4			
Preparation for Plumbing Programme National 4			
National Progression Award: Built Environment Level 5			

### Business and Accounting

	Arbroath	Gardyne	Kingsway
National Progression Award: Business and Marketing Level 5			
Foundation Apprenticeship: Accountancy (One and two year programmes available) Level 6			
Foundation Apprenticeship: Business Skills (One and two year programmes available) Level 6			
Professional Development Award: Team Leadership and Management Level 7			

## Children and Young People

	Arbroath	Gardyne	Kingsway
Skills for Work: Early Learning and Childcare National 4			
Skills for Work: Early Learning and Childcare National 5			
Learning Outdoors – Working with Children & Young People Level 5			
Foundation Apprenticeship: Social Services, Children and Young People (One and two year programmes available) Level 6			

## Computing and Creative Media

	Arbroath	Gardyne	Kingsway
National Progression Award: Cybersecurity Level 5			
National Progression Award: Web Design Level 5			
Foundation Apprenticeship: Creative and Digital Media (One and two year programmes available) Level 6			
Foundation Apprenticeship: Networking and Cyber Security (One and two year programmes available) Level 6			
Foundation Apprenticeship: Software and Application Development (One and two year programmes available) Level 6			

## Construction

The Foundation Apprenticeship: Construction Crafts and Technician Level 4 course – Monday and Wednesday **or** Tuesday and Thursday afternoons at Kingsway: pupils can choose the Monday and Wednesday slot **or** Tuesday and Thursday for this course.

	Arbroath	Gardyne	Kingsway
Foundation Apprenticeship: Construction Crafts and Technician Level 4			
Foundation Apprenticeship: Construction Skills Level 5			

## Engineering

The Foundation Apprenticeship: Automotive Skills National 4 and Skills for Work: Energy National 5 courses - Monday and Wednesday **or** Tuesday and Thursday afternoons at Kingsway: pupils can choose the Monday and Wednesday slot **or** Tuesday and Thursday for these courses.

	Arbroath	Gardyne	Kingsway
Foundation Apprenticeship: Automotive Skills National 4			
Skills for Work: Energy National 5			
Skills for Work: Engineering Skills National 5			

## Hair, Beauty and Complementary Therapies

These courses will be offered on Monday and Wednesday **or** Tuesday and Thursday afternoons at Kingsway: pupils can choose the Monday and Wednesday **or** Tuesday and Thursday for these courses.

	Arbroath	Gardyne	Kingsway
VTCT: Extended Award in Hair and Beauty Skills (VRQ) Level 1 (equivalent to level 4)			
VTCT: Extended Certificate in Hair and Beauty Skills (VRQ) Level 2 (equivalent to level 5)			

## Health and Social Care

	Arbroath	Gardyne	Kingsway
Skills for Work: Health Sector National 5			
Foundation Apprenticeship: Social Services and Healthcare (One and two year programmes available) Level 6			

## Hospitality and Professional Cookery

	Arbroath	Gardyne	Kingsway
National Progression Award: Professional Cookery Level 4			
Foundation Apprenticeship: Hospitality Level 5			
National Progression Award: Hospitality Level 5			
National Progression Award: Hospitality Level 6			
Foundation Apprenticeship: Food and Drink Technologies (One and two year programmes available) Level 6			

## Animals, Land and Environment

	Arbroath	Gardyne	Kingsway
Introduction to Horticulture, Agriculture and Estates (Incorporating Skills for Work -Rural Skills) Level 4			
National Progression Award: Investigation of Modern Agriculture Level 5			
National Progression Award: Rural Skills – Animal Care Level 5			
National Progression Award: Rural Skills - Horticulture Level 5			

## Performing Arts

	Arbroath	Gardyne	Kingsway
National Progression Award: Dance Level 5			

## Science

	Arbroath	Gardyne	Kingsway
National Progression Award: Applied Science Level 5			
Professional Development Award: Modern Biological Techniques Level 7			

## Social Sciences

	Arbroath	Gardyne	Kingsway
National Progression Award: Criminology Level 5			
National Progression Award: Criminology Level 6			
National 5 Psychology			
National Progression Award: Psychology Level 5			
Psychology Higher Level 6			
National Progression Award: Psychology Level 6			
Professional Development Award: Criminology Level 7			
Professional Development Award: Psychology Level 7			

## Sport and Fitness

	Arbroath	Gardyne	Kingsway
Sports and Fitness NCFE Award (Level 4 equivalent)			
Sports and Fitness NCFE Diploma (Level 5 equivalent)			



# Senior Phase 2023/24 Booklet

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## Administration and Leisure Industries

### National Progression Award: Events Level 6

Course Title	NPA in Events
Level	SCQF 6
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 6 study.

#### Units to be Completed

<b>Mandatory Units</b>
Event Organisation
Events Costing: An Introduction
Corporate Events: An Introduction
Marketing: Basic Principles and Applications

#### Progression Pathways

On successful completion of the NPA, entry to HNC Events.

#### Course Description

The NPA Events is an ideal pathway to HNC Events. Dundee and Angus College work with many partners in an industry that's worth an estimated £3.7 billion to the Scottish economy.

Completing the NPA Events SCQF 6, will allow for progression to HNC Events at SCQF level 7. After completing the HNC, an opportunity to seamlessly articulate through the SCQF towards degree level qualifications. The award would also provide the pupil with a range of specific skills which would enhance their opportunities in pursuing an entry level employment opportunity in the events industry.

#### Unit Contents

Unit	Description
<b>Event Organisation</b>	<p>Develop knowledge and understanding of event organisation. In this practical Unit the pupil will develop an understanding of the requirements of event planning; the methods involved in implementation of events and will work with others to apply these concepts in the planning and organisation of, and participation in, a specific event.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"><li>• Produce an agreed plan for a specific event.</li><li>• Implement an agreed plan for a specific event.</li><li>• Evaluate the implementation of the event in relation to the agreed plan.</li></ul>

<b>Events Costing: An Introduction</b>	<p>To provide pupils with the knowledge and skills to carry out a range of costings and calculations, including breakeven point in relation to events, and to operate a petty cash system.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare a job cost statement for an event.</li> <li>• Calculate the break-even point for an event.</li> <li>• Operate a petty cash system.</li> </ul>
<b>Corporate Events: An Introduction</b>	<p>Provide pupils with an introduction to corporate events. It will provide pupils with the skills and knowledge required to organise a corporate event from a venue perspective, from initial enquiry through to the closedown of the event.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Describe different corporate events.</li> <li>• Explain the selection and use of different venues for corporate events.</li> <li>• Plan and organise the running of a corporate event at a selected venue.</li> </ul>
<b>Marketing: Basic Principles and Applications</b>	<p>Describe the basic principles of marketing in relation to a specific product or service. Apply basic marketing concepts to a new product or service.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the basic principles of marketing in relation to a specific product or service.</li> <li>• Apply basic marketing concepts to a new product or service.</li> </ul>

### Assessment Method

Each unit is assessed using the continuous assessment approach.

## National Progression Award: Legal Studies Level 6

Course Title	NPA in Legal Studies
Level	SCQF 6
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 6 study.

### Units to be completed

<b>Mandatory Units</b>
Crime in Society
Scots Law: An Introduction

### Progression Pathways

On successful completion of the NPA, pupils can apply for HNC Administration & IT which includes Business Contractual Relationships, Employment Relations and Business Law.

Successful completion of this NPA, plus one relevant Higher, can also secure progression to HNC Social Sciences or HNC Police Studies.

### Course Description

The National Progression Award (NPA) in Legal Studies has been developed with the purpose of providing candidates with the basic legal skills and knowledge required for further study and/or employment where a basic understanding of the law may enhance career prospects.

### Unit Contents

Unit	Description
<b>Crime in Society</b>	Pupils who complete this unit will be able to: <ul style="list-style-type: none"><li>• Explain the concepts of criminal behaviour in Scotland.</li><li>• Explain how criminal behaviour may affect the individual and the community.</li><li>• Explain the measures which may be taken to prevent crime.</li></ul>
<b>Scots Law: An Introduction</b>	Pupils who complete this unit will be able to: <ul style="list-style-type: none"><li>• Explain the legal problems typically encountered in society today.</li><li>• Explain the formal sources of Scots law.</li><li>• Explain the roles performed by key legal personnel.</li><li>• Explain the nature and role of a tribunal/lay-tribunal.</li><li>• Explain the system of the Scottish civil courts and the main principles of negligence.</li><li>• Explain the system of the Scottish criminal courts and the system of criminal prosecution in Scotland.</li></ul>

### Assessment Method

Each unit is assessed using the continuous assessment approach.

## National Progression Award: Travel and Tourism Level 6

Course Title	NPA in Travel and Tourism
Level	SCQF 6
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 6 study.

### Units to be completed

<b>Mandatory Units</b>
Travel and Tourism in the UK
Tour Guiding: An Introduction
Travel Products and Services
Working as Air Cabin Crew: An Introduction

### Progression Pathways

On successful completion of the NPA, entry to the HNC in Travel and Tourism.

### Course Description

The NPA Travel and Tourism is an ideal pathway to HNC Travel and Tourism. Dundee and Angus College have strong employment pathways with the airline industry and the local tourism sector. Other employment after HNC is:

◆ airports ◆ airlines ◆ shipping, ferry and cruise companies ◆ car rental firms, coach companies ◆ tourist boards, tourist information centres ◆ visitor attractions ◆ guiding ◆ accommodation providers ◆ travel agencies ◆ tour operating firms (domestic, inbound and outbound)

### Unit Contents

Unit	Description
<b>Travel and Tourism in the UK</b>	<p>Knowledge and understanding of the concept and terminology of the travel and tourism industry.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the concept of travel and tourism and associated industry terms.</li> <li>• Describe the role of organisations involved in the regulation and promotion of the UK Travel and Tourism industry.</li> <li>• Demonstrate knowledge of the scale of the UK Travel and Tourism industry.</li> </ul>

<b>Tour Guiding: An Introduction</b>	<p>Introduce pupils to the basic knowledge and skills involved in tour guiding. Whilst being given an insight into the nature of different types of tour work, the pupil will also plan and produce a coach or walking tour itinerary.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the types of tour guides and their roles.</li> <li>• Plan an itinerary for a short, guided tour.</li> <li>• Conduct a short tour</li> </ul>
<b>Travel Products and Services</b>	<p>Introduce basic knowledge and skills required to identify and select appropriate travel products and services to meet customer requirements.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Process customer requirements for dynamic package travel arrangements and recommend ancillary products and/or services for a Mass Market European destination.</li> <li>• Process customer requirements for flight-only seat arrangements and recommend ancillary products and/or services suitable for a popular long-haul destination.</li> <li>• Process customer requirements for sea travel arrangements and recommend ancillary products and/or services.</li> </ul>
<b>Working as Air Cabin Crew: An Introduction</b>	<p>To enable pupils to develop knowledge of the aviation industry relating to a career as air cabin crew.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the aviation industry relevant to the role of air cabin crew.</li> <li>• Communicate effectively with passengers in a simulated aircraft environment.</li> <li>• Contribute effectively to the service of meals or light refreshments in a simulated aircraft environment.</li> </ul>

### Assessment Method

Each unit is assessed using the continuous assessment approach.

## Professional Development Award: Information Technology in Business Level 7

Course Title	PDA Information Technology in Business
Level	SCQF 7
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Tuesday 9-4pm <b>Gardyne:</b> Monday and Wednesday 2-5pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 7 study.

### Units to be completed

<b>Mandatory Units</b>
IT in Business — Word Processing and Presentation Applications
IT in Business — Databases
IT in Business — Spreadsheets

### Progression Pathways

Pupils who successfully complete this award may also complete further units from the HNC Business award and build their qualification into a full HNC.

### Course Description

The PDA in Information Technology in Business at SCQF level 7 offers you the opportunity to develop knowledge and skills for employment within an administration role. The award will provide you with the skills required to undertake a variety of administration functions using IT in an organisation.

Pupils will develop their knowledge and skills in the use of office and information technology to carry out administrative tasks.

- You will produce a variety of documents using word processing and presentation software. The production of accurate, well-laid documents aids business communication.
- You will develop skills in the use and manipulation of databases in order to present information for use in decision making.
- You will use your skills in the use of spreadsheets to help solve business problems.

### Unit Contents

Unit	Description
<b>IT in Business — Word Processing and Presentation Applications</b>	<p>This unit is designed to develop skills and knowledge in word processing and presentation packages to aid business communication. This unit will be relevant to pupils who are interested in a career in administration with a particular focus on document production and presentation.</p> <p>On successful completion of the unit the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Produce business documents using word processing software.</li> <li>2. Perform a mail merge.</li> <li>3. Evaluate the impact of current legislation in relation to information and equipment.</li> <li>4. Create a business presentation using presentation software.</li> </ol>

<b>IT in Business — Databases</b>	<p>This unit introduces the fundamental principles of database design and the use of database management software to aid decision-making in business.</p> <p>On completion of the unit pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Design a relational database structure from source documents.</li> <li>2. Modify and store data using a relational database.</li> <li>3. Query and present information to aid decision-making.</li> </ol>
<b>IT in Business — Spreadsheets</b>	<p>This unit is designed to allow pupils to develop an understanding of spreadsheet design and how to use spreadsheet features and functions for practical and effective use in a business environment.</p> <p>Pupils will develop knowledge and skills to allow them to create customised solutions to common business problems and scenarios.</p> <p>On completion of the unit pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Design and create a spreadsheet to meet the needs of a business.</li> <li>2. Apply statistical functions and present information in an appropriate format.</li> <li>3. Present spreadsheet data in graphical format and evaluate information.</li> </ol>

### Assessment Method

There is no final exam. Each unit is assessed using the continuous assessment approach.

## Art and Design

### National Progression Award: Digital Media Level 5

Course Title	NPA: Digital Media
Level	SCQF 5
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

#### Units to be Completed

<b>Mandatory Units</b>
Art and Design: Web Content
Art and Design: Digital Video Skills
Art and Design: Animation Skills

#### Progression Pathways

The destination and progression route for pupils completing this award is the Certificate Computer Art and Design.

#### Course Description

These National Progression Awards are designed for individuals who are currently working in or desire to work in the art and design based creative industries sector or pupils who want to develop applied skills in the contemporary uses and applications of digital media in art and design.

#### Unit Contents

Unit	Description
<b>Art and Design: Web Content</b>	Pupils begin studying the Art and Design: Animation Skills unit to provide them with an overview of the development of animation in the production of basic animation sequences using traditional and computer techniques.
<b>Art and Design: Digital Video Skills</b>	The next unit to be delivered is Art and Design: Digital Video Skills that requires the pupils to research the use, storage and creative process behind the development of digital video content for art and design. Pupils can plan and create a video sequence, developing applied understanding of camera and filming techniques and basic editing and storage processes.
<b>Art and Design: Animation Skills</b>	Finally, pupils undertake the Art and Design: Web Content unit that allows pupils to develop and extend their applied understanding of creating web content for art and/or design contexts. This provides them with the chance to reinforce earlier research skills in the identification of a variety of web-based content usage.

#### Assessment Method

Continuous internal/external assessment with the focus on portfolio production and submission.

## National Progression Award: Photography Level 5

Course Title	NPA: Photography
Level	SCQF 5
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

<b>Mandatory Units</b>
J4GA45 Understanding Photography
J4GB45 Photographing People
J4GC45 Photographing Places
J4GD45 Working with Photographs

### Progression Pathways

On successful completion of the NPA Photography course, and through the production of a strong portfolio of work, students may progress on to full time study on the level 6 – Certificate in Photography course at the Gardyne Campus.

### Course Description

This course is aimed at pupils with an interest in photography but no formal qualification or portfolio of work. The course will allow students to explore hands on photography and gain introductory knowledge in this field before progression on to full time study.

### Unit Contents

Unit	Description
<b>Understanding Photography</b>	This unit provides pupils with the knowledge and skills to develop their understanding of different aspects of photography. The unit includes photographic terminology, simple evaluation of technical and creative aspects and prepares pupils for further study. This is a mandatory unit in the National Progression Award in Photography at SCQF level 5 but is also suitable for use as a free-standing Unit.
<b>Photographing People</b>	The purpose of this unit is to broaden the pupils' skills and experience in photography, specifically developing understanding of how to photograph people. Pupils will review a range of photographs of people and different styles and approaches. Building on this, they will then plan a series of sessions where they can develop their skills in directing and posing people for photographic assignments. Pupils will select the best images from their work and present them. The unit has been developed as part of the National Progression Award in Photography at SCQF level 5 and is a mandatory unit but may be delivered as a free-standing unit. No previous experience of photography is required, and it may facilitate progression to further photographic studies.

<b>Photographing Places</b>	This unit develops and broadens skills in photography/creative media. Pupils will select examples of photographs of places/locations both interior and location photographs. Based on this research they will plan a series of sessions where they can develop their skills in framing and creating interesting and dynamic viewpoints for photographic images. Pupils will select the best images from their work and present them. This is a mandatory unit and has been developed as part of the National Progression Award in Photography at SCQF level 5 but may also be delivered as a free-standing unit. No previous experience of photography is required, and it may facilitate progression to further photographic studies.
<b>Working with Photographs</b>	This unit develops understanding of what makes a good image. Pupils will initially gather and select images to enhance. They will decide how best to enhance them, and the images will be named, filed and stored for easy retrieval. Pupils will then present the images for a given purpose. This unit has been developed as part of the National Progression Award in Photography at SCQF level 5. It is a mandatory unit within the NPA but may also be delivered as a free-standing unit. No previous experience of photography is required, and it may facilitate progression to further photographic studies.

### Assessment Method

Ongoing assessment of work throughout the year with final submission of completed work and portfolio images.

## Building Services and the Built Environment

### Preparation for Electrical Programme National 4

Course Title	Preparation for Electrical Programme
Level	National 4
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

#### Entry Requirements

Pupils should be looking to complete minimum Level 4 Maths during year of studying this programme and should be capable of achieving Level 5 Maths for progression through to further studies.

#### Units to be Completed

Mandatory Units	
J13L 74	Building Services Engineering: Employability Skills
D374 09	Practical Electricity
J14E 74	Construction Crafts: Electrical Installation
J16G 74	Engineering Skills: Electrical/Electronic

#### Progression Pathways

- Pre-Apprenticeship - NPA Electrical Skills (Level 5)
- NC Electrical Engineering (Level 6)
- Building Trades Fast Track (Incorporating NPA in Construction Craft & Technician)

#### Course Description

The National 4 Skills for Work Building Services Engineering course has been designed as the starting point of a Building Services Engineering (BSE) career pathway. The course can lead directly on to the National Progression Award: Building Services Engineering at SCQF level 5 (Pre-Apprenticeship - NPA Electrical Skills), and then to the NC Electrical Engineering at SCQF level 6, which will be delivered in the college environment. Successful completion of the course would allow pupils to apply for employment within the sector, as appropriate.

The course includes practical electrical units where pupils will learn a variety of skills required for the electrical industry through these specific units. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally. In the mandatory section, the Employability Skills unit addresses a number of practical and employability skills, these can be practised and developed across all the units in the course.

#### Unit Contents

Unit	Description
Introduction to Safe Working Practices	Pupils will identify the fundamental Health and Safety requirements of the electrical industry, and how to recognise and respond appropriately to common hazards and accidents. Pupils will also learn how to apply safe working practices relevant to the electrical industry.

Building Services Engineering: Employability Skills	Pupils are required to develop work practices and attitudes that enhance their employability. They will have opportunities to review the skills they have developed.
Practical Electricity	This unit seeks to develop the pupil's knowledge and understanding of simple concepts and facts related to electricity. It also provides an opportunity for developing the ability to apply this knowledge and understanding in the handling and analysis of information related to electricity.
Construction Crafts: Electrical Installation	Pupils will become familiar with a range of basic hand -tools and accessories commonly used in the installation of electrical systems and will work with an introductory range of cable types and sizes. The unit is based on practical workshop activities and pupils will develop the skills to complete a range of activities, including connecting a range of lighting and power fitting
Engineering Skills: Electrical/Electronic	Pupils will select and safely use the correct tools and components required to construct a basic extra low voltage functional circuit.
Additional Skill: Electrical	Providing opportunities to candidates to experience further learning to aid progression within the curriculum are or to industry.

### Assessment Method

Assessment in this course will be based on a range of practical workshop activities, supported by assessor observation checklists and pupil self-checking of quality. Closed book supervised assessments will be carried out for the electrical theoretical work. In the Employability Skills unit, pupils will carry out self-evaluation on a range of skills, review their progress and identify action points. They will also demonstrate that they can put action points into practice.

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

### Preparation for Plumbing Programme National 4

Course Title	Preparation for Plumbing Programme
Level	National 4
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

### Entry Requirements

Pupils should be looking to complete minimum Level 4 Maths during year of studying this programme and should be capable of achieving Level 5 Maths for progression through to further studies.

### Units to be Completed

Mandatory Units	
J13G 74	Building Services Engineering: Introduction to Safe Working Practices
J13L 74	Building Services Engineering: Employability Skills
F1L6 10	Plumbing Services: An Introduction

J14F 74	Construction Crafts: Practical Copper Pipework
J148 74	Construction Crafts: Plumbing

### Progression Pathways

- Pre-Apprenticeship - NPA Plumbing Skills (Level 5)
- Certificate Renewable Technologies (Level 6)
- Building Trades Fast Track (Incorporating NPA in Construction Craft & Technician)

### Course Description

The National 4 Skills for Work Building Services Engineering course has been designed as the starting point of a Building Services Engineering (BSE) career pathway. The course can lead directly on to the National Progression Award: Building Services Engineering at SCQF level 5 (Pre-Apprenticeship - NPA Plumbing Skills), and then to the Certificate Renewable Technologies at SCQF level 6, which will be delivered in the college environment. Successful completion of the course would allow pupils to apply for employment within the sector, as appropriate.

The course includes practical plumbing units where pupils will learn a variety of skills required for the plumbing industry through these specific units. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally. In the mandatory section, the Employability Skills unit addresses several practical and employability skills, these can be practised and developed across all the units in the course.

### Unit Contents

Unit	Description
Building Services Engineering: Introduction to Safe Working Practices	Pupils will identify the fundamental Health and Safety requirements of the Building Services Engineering (BSE) sector, and how to recognise and respond appropriately to common hazards and accidents in the BSE environment. Pupils will also learn how to apply safe working practices relevant to the BSE sector.
Building Services Engineering: Employability Skills	Pupils are required to develop work practices and attitudes that enhance their employability. They will have opportunities to review the skills they have developed
Plumbing Services: An Introduction	This unit requires pupils to select the correct tools and materials used within the plumbing industry.
Construction Crafts: Practical Copper Pipework	The unit is based on practical workshop activities in plumbing work such as cutting, fitting and connecting and assembling copper pipework. Learners will also develop safe working practices and general skills which will enhance employability.
Construction Crafts: Plumbing	The unit is based on practical workshop activities which involve the selection and use of a range of relevant tools and materials in plumbing work. The unit involves cutting, fitting and connecting plastic pipework
Practical Skills: Plumbing Skills	This unit will build on the skills learned in other practical units and help them see the practical applications of these skills.

### Assessment Method

Assessment in this course will be based on a range of practical workshop activities, supported by assessor observation checklists and pupil self-checking of quality. Closed book supervised assessments will be carried out for the electrical theoretical work. In the Employability Skills unit,

pupils will carry out self-evaluation on a range of skills, review their progress and identify action points. They will also demonstrate that they can put action points into practice.

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

## National Progression Award: Built Environment Level 5

Course Title	NPA in Built Environment
Level	National 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

### Entry Requirements

Learners are likely to benefit more readily from study of the award if they enter with a general and broad academic ability showing an aptitude at SCQF level 4 or above for English, Mathematics and other related Technical, Graphical, Engineering and Science subjects.

### Units to be Completed

Mandatory Units	
J1P7 45	The Construction Industry and Principles of Building Design
J1P8 45	Built Environment Design Project
J1PB 45	3D Modelling for the Built Environment
J1P9 45	Sustainability in the Built Environment
Z02441	Practical Skills: Site Surveying

### Progression Pathways

This award will provide an opportunity for progression to higher level 'technician' courses. For example, the National Certificate (NC) Built Environment at SCQF level 6. Learners who successfully complete this award may seek employment in the Built Environment sector, as a trainee technician working towards a Modern Apprenticeship, or another relevant professional accreditation.

### Course Description

The NPA in the Built Environment at SCQF level 5 introduces learners to techniques that are important in the construction sector. It develops knowledge and understanding through project-based learning and introduces transferable skills — such as planning, communication and employability. The areas covered include principles of building design, 3D modelling for the built environment, construction methods, and sustainability.

This qualification is designed to inspire and enthuse learners to consider a career in the Built Environment, Architecture, Construction Management and Civil Engineering. The project design and content reflect a real-life design brief encouraging the learner to consider design concepts and planning and presentation requirements, whilst also developing the general skills, technical knowledge and understanding and employability skills needed within the sector.

## Unit Contents

Unit	Description
<b>The Construction Industry and Principles of Building Design</b>	This unit provides learners with a basic knowledge of different types of work carried out in the construction industry, including who is involved and how they contribute to sustainable building design.
<b>Built Environment Design Project</b>	This unit looks at how designs are influenced by a client's requirements and external constraints. It introduces a variety of digital tools and processes to enable the learner to produce a final design solution, using straightforward planning
<b>3D Modelling for the Built Environment</b>	This unit aims to introduce simple conceptual structural behaviour and provides some basic knowledge and skills required to create a simple 3D model. This can be achieved via a suitable digital format and/or by using a more practical approach. By creating a data rich model, the learner should also be able to connect technical, pictorial and functional information and recognise the significance of this within current industry practices.
<b>Sustainability in the Built Environment</b>	This unit provides some simple ideas covering the concept of sustainability in the Built Environment. It also describes the basic techniques and methods that are commonly adopted in the design and construction of buildings to work towards ensuring sustainability
<b>Practical Skills: Site Surveying</b>	This unit aims to develop a basic understanding and Practical Skills associated with methods of site surveying.

## Assessment Method

Project based Portfolio of work with clearly defined performance criteria: A contextualised approach to assessment, where many areas of the curriculum are connected and integrated within a context. This form of assessment enables coursework to be presented as evidence and judged collectively against holistic assessment performance criteria, underpinning the learning outcomes for each unit in the award.

## Business and Accounting

### National Progression Award: Business and Marketing Level 5

Course Title	NPA Business and Marketing
Level	SCQF 5
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

#### Units to be completed

<b>Mandatory Units</b>
Management of Marketing and Operations
Marketing: Basic Principles
Understanding Business
Skills for Customer Care
Promoting a Business

#### Progression Pathways

On successful completion of the NPA, it is envisaged that employment could be gained in the business sector in one of the following areas:

- Marketing Assistant
- Customer Service Assistant
- Sales Assistant

#### ***In addition, D&A offers the following progression routes:***

- Foundation Apprenticeship in Business Skills
- Advanced Certificate in Business

#### Course Description

The NPA in Business and Marketing at SCQF level 5 has been designed to give you the practical skills and theoretical knowledge required to work in a modern Business environment.

In order to gain this award, you must successfully complete all five credits. There are no specific entry requirements. However, it is beneficial if you have completed National Qualifications or relevant SCQF level 4 Units.

The units in the NPA will equip you with skills such as:

- practical ICT skills
- working with internal and external customers
- employability skills
- adaptability/flexibility
- working with others
- customer care skills
- communication

## Unit Contents

Unit	Description
<p><b>Management of Marketing and Operations</b></p>	<p>The general aim of this unit is to develop pupils' understanding of the management of marketing and operations for small and medium businesses.</p> <p>The unit will develop the skills, knowledge and understanding required to make decisions about how to manage these activities effectively.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge and understanding of how the marketing function contributes to the success of small and medium sized organisations</li> <li>2. Apply knowledge and understanding of how the operations function contributes to the success of small and medium sized organisations</li> </ol>
<p><b>Marketing: Basic Principles</b></p>	<p>This is an introductory unit designed to enable pupils to develop a practical knowledge and understanding of the application of marketing concepts and techniques. Pupils will be introduced to the fundamental marketing concepts of the marketing mix, market segmentation and market research.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply the marketing mix to the marketing of a specific product or service.</li> <li>2. Apply the concept of market segmentation to the marketing of a specific product or service.</li> <li>3. Apply methods of market research to a specific product or service.</li> </ol>
<p><b>Understanding Business</b></p>	<p>The general aim of this unit is to develop pupils' understanding of the business environment. The unit will develop skills, knowledge and understanding by carrying out activities relating to the role of business organisations and entrepreneurship in society.</p> <p>It introduces pupils to the main roles, activities and functions associated with businesses and other organisations. The unit will allow pupils to explore issues relating to the external environment in which organisations operate and the effect this can have on organisational activity.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Give an account of the key objectives and activities of small and medium-sized business organisations.</li> <li>2. Apply knowledge and understanding of factors that impact on the activities of small and medium-sized business organisations.</li> </ol>

<p><b>Skills for Customer Care</b></p>	<p>The unit is intended to develop knowledge and understanding of customer care. Pupils will consider the key principles of good customer care and how this affects the success of an organisation.</p> <p>The importance of developing relationships with customers, various communication techniques and ways of establishing a rapport with customers are considered. The unit also allows pupils to consider the importance of gathering, recording and acting upon customer feedback.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the key principles of customer care in an organisation.</li> <li>2. Demonstrate customer care skills in routine interactions.</li> <li>3. Demonstrate customer care skills when dealing with dissatisfied customers.</li> <li>4. Explain the importance of feedback from customers to improving customer care in an organisation.</li> </ol>
<p><b>Promoting a Business</b></p>	<p>The purpose of this unit is to introduce the promotional element of the marketing mix and how this is used in business. Pupils will develop their knowledge of the promotional mix elements. On completion of this unit pupils will be able to explain the purpose of promotion in business, identify the key aspects of the promotional mix and put together a campaign for a promotional business campaign.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the role of promotion in business.</li> <li>2. Describe the key elements of the promotional mix.</li> <li>3. Plan a promotional campaign for a business.</li> </ol>

### Assessment Method

There is no final exam. Each unit is assessed using the continuous assessment approach.

## Foundation Apprenticeship: Accountancy Level 6

Course Title	FA in Accountancy
Level	SCQF 6
Campus	Arbroath and Gardyne
Days	<p><b>Arbroath:</b>            Year 1 of 2 – Tuesday 9-4pm            Year 2 of 2 – Friday 9-4pm            Year 1 of 1 – Tuesday and Friday 9-4 pm</p> <p><b>Gardyne:</b>            Year 1 of 2 – Monday and Wednesday 2-5pm            Year 2 of 2 – Monday and Wednesday 2-5pm            Year 1 of 1 – Monday, Tuesday, Wednesday 2-5 pm and Thursday 1.15-4.15 pm (<i>S6 only</i>)</p>

### Entry Requirements

- Mathematics at National 5 level

### Units to be completed

<b>Mandatory Units – Year 1</b>
Preparing Management Accounting Information
Analysing Accounting Information
Preparing Financial Accounting Information
Recording Transactions in the Ledger
Professional Ethics for Accountants

<b>Mandatory Units – Year 2</b>
Work Based Challenge
Association of Accounting Technicians (AAT) Introduction to Book-Keeping
Association of Accounting Technicians (AAT) Principles of Book-Keeping Control

### Progression Pathways

On successful completion of the FA, it is envisaged that employment could be gained in the accountancy sector in one of the following areas:

- Accounts Assistant
- Purchase/Sales Ledger Assistant
- Trainee Accountant
- Financial Services (Banking/Insurance)

***In addition, D&A offers the following progression routes:***

- Accounting Academy
- Association of Accounting Technicians (AAT) Certificate in Accounting
- Association of Accounting Technicians (AAT) Diploma in Accounting
- HNC Accounting
- Modern Apprenticeship (MA) in Accounting

## Course Description

The Foundation Apprenticeship in Accountancy is designed to provide Senior Year 5 (S5) and Senior Year 6 (S6) pupils opportunities to develop skills and knowledge for entry into a career in the Accountancy sector.

In order to gain this award, you must successfully complete all five credits. There are no specific entry requirements. However, it is beneficial if you have completed National Qualifications or relevant SCQF level 5 Units.

The units in the FA will equip you with skills such as:

- employability skills
- adaptability/flexibility
- working with others
- time management skills
- communication
- decision making
- interpersonal skills
- skills and competencies within an accountancy environment.

2<sup>nd</sup> year of FA or if studying this qualification over 1 year, this is the second part of your qualification.

By studying both bookkeeping units you will gain an AAT Level 2 Certificate in Bookkeeping qualification.

The purpose of this qualification is to ensure that students have the solid bookkeeping skills necessary for most finance roles. Students wishing to progress to the AAT Level 2 Certificate in Accounting will be able to directly transfer their results to the Certificate qualification for the 2 bookkeeping units.

## Unit Contents

Unit	Description
<b>Preparing Management Accounting Information</b>	The purpose of this unit is to allow pupils to develop the knowledge and understanding of internal accounting information and the ability to prepare such information using a range of routine and complex accounting techniques. Pupils will carry out learning activities that extend their understanding of the significant impact that management accounting information has on making decisions about the future planning, control and success of the organisation.
<b>Analysing Accounting Information</b>	The purpose of this unit is to allow pupils to develop the knowledge and understanding of the interpretation and analysis of accounting information, and the ability to interpret and analyse such information using a range of routine and complex techniques. They will carry out learning activities that allow them to investigate, analyse and report on an organisation's current financial position and performance, and to offer financial solutions that can assist in future planning and decision-making. This will provide pupils with an understanding of financial analysis.
<b>Preparing Financial Accounting Information</b>	The general aim of this unit is to allow pupils to develop skills, knowledge and understanding relating to the preparation of routine

	and complex financial accounting information. Pupils will explore a range of business structures and gain understanding of the application of a range of current financial accounting regulations associated with these structures. This will provide pupils with an understanding of accounting standards and practices. The information will be used to establish the historical and current financial position and performance of the organisation.
<b>Recording Transactions in the Ledger</b>	The purpose of this unit is to provide pupils with basic knowledge and skills to record transactions from day books into a double-entry bookkeeping system, to extract a trial balance and complete a VAT return for one month.
<b>Professional Ethics for Accountants</b>	This unit is designed to give pupils an opportunity to develop skills to understand the ethical responsibilities of an accountant working within the profession. It will allow learners an opportunity to analyse problems in order to form judgements about appropriate and inappropriate behaviour in an accounting environment.

Unit	Description
<b>Work Based Challenge</b>	This unit requires learners to undertake a work-based challenge project on their own or working as part of a team to develop, apply and reflect on their Innovation, Self-management and Social Intelligence meta-skills.
<b>Introduction to Bookkeeping</b>	<p>This unit provides students with an understanding of manual and digital bookkeeping systems, including the associated documents and processes. Students will learn the basic principles that underpin the double-entry bookkeeping system and will learn that digital accounting systems are automating some of the stages in the process. Students will learn how to check the accuracy of invoices, credit notes, remittance advices, statements of account and petty cash vouchers.</p> <p>They will know how to use these documents to make entries in sales and purchases daybooks, sales and purchases returns daybooks, and discounts allowed and received daybooks using account codes, as well as how to transfer those totals to the sales, purchases and general ledgers. They will learn that entering these into a digital bookkeeping system is the same process as entering the transactions manually, although the way they are entered will vary from system to system.</p>
<b>Principles of Bookkeeping Controls</b>	<p>This unit builds on the knowledge and skills acquired from studying Introduction to Bookkeeping and explores control accounts, journals and reconciliations. It takes students through several processes used in bookkeeping that help verify and validate the entries made.</p> <p>These processes enable the student to understand the purpose of control accounts and associated reconciliations. Students will also understand the use of the journal, to the stage of redrafting the trial balance following initial adjustments. This unit covers procedures that are required to ensure bookkeeping is completed beyond purely entering or processing initial transactions, which will enable students</p>

	to develop their understanding of the relationship between the various accounting records and consolidate their knowledge of double-entry bookkeeping.
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### Assessment Method

These units are assessed by externally marked assessment. The assessments in this qualification are computer based, with a time restriction.

## Foundation Apprenticeship: Business Skills Level 6

Course Title	FA in Business Skills
Level	SCQF 6
Campus	Arbroath and Gardyne
Days	<p><b>Arbroath:</b>  Year 1 of 2 – Tuesday 9-4pm  Year 2 of 2 – Friday 9-4pm  Year 1 of 1 – Tuesday and Friday 9-4 pm (<i>S6 option only</i>)</p> <p><b>Gardyne:</b>  Year 1 of 2 – Monday and Wednesday 2-5pm  Year 2 of 2 –Monday and Wednesday 2-5pm  Year 1 of 1 – Monday, Tuesday, Wednesday 2-5pm, Thursday 1.15-4.15 pm (<i>S6 only</i>)</p>

### Entry Requirements

**Entry requirements over 2 years (5th & 6th year):**

- English and Mathematics at National 5 level
- A Business subject would be advantageous

**Entry requirements over 1 year (6th year):**

- English and Mathematics at National 5 level
- Higher Business

### Units to be completed

<b>Mandatory Units – Year 1</b>
Understanding Business
Management of People and Finance
Web Apps: Word Processing
Web Apps: Spreadsheets
Contemporary Business Issues
Work Based Challenge

<b>Mandatory Units – Year 2</b>
Work Placement

## Progression Pathways

- HNC/D Business
- Modern Apprenticeship
- Graduate Apprenticeship
- Progression to employment, non-apprenticeship route

## Course Description

### **(Work placement & SVQ in Business & Administration)**

The work placement component in S6 will provide the young person with the opportunity to have significant input to a long-term engagement with a business issue and gain valuable work-based learning. The tasks include:

- Producing business documents
- Contributing to the organisation of events
- Developing and delivering presentations
- Providing reception services
- Using and maintaining office equipment
- Taking responsibility for logistics e.g. travel and accommodation
- Providing administrative support for meetings
- Using a variety of software packages
- Presenting business documents and managing projects
- Applying problem-solving skills to resolve challenging or complex complaints

The young person will participate in job shadowing enabling interaction with customers or service users so they can further develop their skills. In addition, they will develop skills in personal reflection so that connections are made to previously gained knowledge.

The young person will gain experience of working with older adults, employability skills of timekeeping, attendance, team working, communication and demonstrating value-based practice including respect for self and others and equality and diversity principles. Certificate of work readiness may also be offered to the young people on this Foundation Apprenticeship where appropriate.

During the work placement, the young person will complete four SVQ units at SCQF level 6, which are assessed against work-based activities. The four SVQ units are:

- Plan to manage and improve own performance in a business environment
- Communicate in a business environment
- Support other people to work in a business environment
- Design and produce documents in a business environment

On successful completion of all the components of the Foundation Apprenticeship, the young person will achieve a Joint Qualification Certificate for the FA in Business Skills. They will also receive certification for the NPA in Business Skills and part of SVQ level 3 in Business Administration.

## Unit Contents

Unit	Description
<b>Understanding Business</b>	<p>The general aim of this unit is to develop pupils' understanding of the business environment. The unit will develop skills, knowledge and understanding by carrying out activities relating to the role of business organisations and entrepreneurship in society.</p> <p>It introduces pupils to the main roles, activities and functions associated with businesses and other organisations. The unit will allow pupils to explore issues relating to the external environment in which organisations operate and the effect this can have on organisational activity.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Give an account of the key objectives and activities of small and medium-sized business organisations.</li> <li>2. Apply knowledge and understanding of factors that impact on the activities of small and medium-sized business organisations.</li> </ol>
<b>Management of People and Finance</b>	<p>The general aim of this Unit is to enhance learners' understanding of the management of people and finance within large organisations. The Unit will develop the skills, knowledge and understanding required to make decisions about how to manage these resources effectively. In doing so, the Unit is designed to enhance the employability of learners by enabling them to carry out activities that will contribute to organisational success.</p> <p>Learners who complete this Unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge and understanding of how the management of people can meet the objectives of large organisations</li> <li>2. Analyse how the management of finance contributes to the effectiveness of large organisations</li> </ol>
<b>Web Apps: Word Processing</b>	<p>This Unit is designed to enable learners to develop complex word processing skills and use web applications to create, share and work collaboratively on documents.</p> <p>Learners will gain practical experience in the use of the complex features of web and desktop word processing applications. The learners will be able to use complex word processing application features to format and present documents for a given brief. They will also gain skills in using the collaborative and cloud features of contemporary word processing packages. The Unit has a particular emphasis on using web applications, although this is not exclusive and desktop apps can be used so long as learners can collaborate on documents within a cloud-based service.</p> <p>On successful completion of the Unit the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Use complex features of a word processing application to a given brief.</li> <li>2. Create a complex document.</li> </ol>

	3. Collaborate on a complex document
<b>Web Apps: Spreadsheets</b>	<p>The purpose of this Unit is to enhance learners' knowledge, understanding and practical problem-solving skills in using spreadsheet applications, through a range of complex practical and knowledge-based tasks. The Unit has a particular emphasis on using web applications, although this is not exclusive and desktop apps can be used so long as learners can collaborate on spreadsheets within a cloud-based service.</p> <p>On successful completion of the Unit the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the complex functions and features of a spreadsheet application.</li> <li>2. Create a complex spreadsheet to a given brief.</li> <li>3. Collaborate on the production of a complex spreadsheet.</li> </ol>
<b>Contemporary Business Issues</b>	<p>The purpose of this Unit is to develop learners' understanding of contemporary business issues through investigation of Small and Medium Enterprises (SMEs) and the business strategies appropriate for SMEs at different stages of the business life cycle. All businesses journey through a life cycle but may deal differently with the stages of the life cycle.</p> <p>This Unit will therefore examine the increasing complexity facing businesses at different stages of the life cycle and how priorities, objectives and functional activity may affect their operation</p> <p>On successful completion of the Unit the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the features and characteristics of Small and Medium Enterprises.</li> <li>2. Analyse business strategies of Small and Medium Enterprises.</li> </ol>
<b>Work Based Challenge</b>	This unit requires learners to undertake a work-based challenge project on their own or working as part of a team to develop, apply and reflect on their Innovation, Self-management and Social Intelligence meta-skills.

### Assessment Method

There is no final exam. Each unit is assessed using the continuous assessment approach.

## Professional Development Award: Team Leadership and Management Level 7

Course Title	PDA Team Leadership and Management
Level	SCQF 7
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-5pm

### Entry Requirements

National 5 Business Management.

### Units to be completed

<b>Mandatory Units</b>
Marketing: An Introduction
Management: Leadership at Work

### Progression Pathways

Pupils who successfully complete this award may also complete further units from the HNC Business award and build their qualification into a full HNC, progression to SVQs management and other PDA awards.

### Course Description

The PDA consists of two units so that learners can develop management and leadership skills and achieve certification in a relatively short period of time.

### Unit Contents

Unit	Description
<b>Marketing: An Introduction</b>	This Unit is designed to provide candidates with a knowledge and understanding of marketing and its importance in organisations. This Unit is also designed to develop candidates' understanding of the marketing mix in the context of both products and services. This is an introductory Unit which can be used by candidates who may wish to progress to more specialised marketing units.
<b>Management: Leadership at Work</b>	The purpose of this Unit is to enable candidates to analyse approaches to leadership and apply them to leading a team within a functional area or department of an organisation. It emphasises the need to ensure that the leadership approach can motivate, support and direct people to achieve the vision and objectives for a team in each work area.

### Assessment Method

Each unit is assessed using the continuous assessment approach.

## Children and Young People

### Skills for Work: Early Learning and Childcare National 4

Course Title	SfW Early Learning and Childcare
Level	National 4
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4 pm

#### Entry Requirements

There are no entry requirements for this course. However, as this course is a combination of practical activities and written assignments, school staff should ensure pupils are suitable for level 4 study and have an interest in studying childcare.

#### Units to be Completed

Mandatory Units	Optional Units
Child Development	Care of Children
Play in Early Learning and Childcare	
Working in Early Learning and Childcare	

#### Progression Pathways

- Early Learning and Childcare Course at National 5
- Further Education
- Training/Employment

#### Course Description

The primary target group for this course is school pupils in S4 and above.

The emphasis of this course is to help pupils begin to prepare for working in the early education and childcare sector and to develop employability skills. They will develop the knowledge and skills required in this vocational area. The course is designed as an introduction to early education and childcare at National 4 level and helps pupils begin to understand some of the demands and responsibilities of working in this sector.

Since the National 4 course is designed with progression to National 5 in mind, most of the units at the two levels have common titles and address similar content areas. At National 4 pupils will cover issues in each area and begin to develop relevant skills such as team working skills, helping to plan play experiences and self-evaluation skills.

The National 4 Course in Early Learning and Childcare offers a broad link to the care, learning and development of children aged 0–12 years.

#### Unit Contents

Unit	Description
<b>Child Development</b>	This unit is designed to introduce pupils to aspects of child development and the key milestones of development from pre-birth to 12 years. An investigation will build upon this knowledge through research of one particular aspect of child development. Presentation of

	these findings will be supported by an evaluation which will develop this skill as well as the skill of reflection.
<b>Play in Early Learning and Childcare</b>	This unit allows pupils to develop a basic understanding of a variety of types of play and how play contributes to the development of the child. It allows pupils to explore a variety of play types and describe a range of play experiences within different types of play. Pupils will demonstrate an understanding of the appropriateness and value of play opportunities for the learning and development of children. Pupils have the opportunity to plan practical play experiences.
<b>Working in Early Learning and Childcare</b>	This unit allows pupils to develop a basic understanding of different types of provision in the Early Learning and Childcare sector and to describe how the sector supports children and families. Pupils will discuss some of the main skills and qualities required to work with children aged 0–12 years.
<b>Care of Children</b>	This unit is designed to allow pupils to gain a basic understanding of how the needs of children can be met. Pupils are required to plan, demonstrate and review caring skills that meet these needs.

### Assessment Method

Pupils are expected to engage in written work to investigate resources and to work in teams to produce presentations. Pupils will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas of improvement, taking account of the feedback received and reviewing their progress throughout the course. Some practical elements are demonstrated later in the course in order for the pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

### Skills for Work: Early Learning and Childcare National 5

<b>Course Title</b>	<b>SfW Early Learning and Childcare</b>
<b>Level</b>	<b>National 5</b>
<b>Campus</b>	<b>Arbroath and Gardyne</b>
<b>Days</b>	<b>Arbroath: 9-1pm</b> <b>Gardyne: Monday and Wednesday 2-4 pm</b>

### Entry Requirements

There are no entry requirements for this course. However, as this course is a combination of practical activities and written assignments, school staff should ensure pupils are suitable for level 5 study and have an interest in studying childcare.

### Units to be Completed

<b>Mandatory Units</b>	<b>Optional Units</b>
Working in Early Learning and Childcare	Care and Feeding of Children and Young People
Play in Early Learning and Childcare	
Development and Well-being of Children and People	

### Progression Pathways

- National Certificate Group Award in Early Education and Childcare
- PDA, Education Support Assistance

- FA Social Services Children and Young People
- Further Education
- Training/Employment

### Course Description

The primary target group for this course is school pupils in S4 and above who have completed the National 4 Course in Early Learning and Childcare.

The emphasis of this course is to help pupils prepare for working in the early learning and childcare sector and to develop employability skills. They will develop a range of knowledge and skills required for this vocational area. The course is designed as an introduction to Early Learning and Childcare at National 5 level and gives pupils an understanding of the demands and responsibilities of working in the sector. It also provides suitable progression for pupils who have studied the National 4 Early Learning and Childcare course.

Since the National 5 course is designed with progression from National 4 in mind, most of the units at the two levels have common titles and address similar content areas. At National 5 pupils will cover a broader range of issues in each area and study these issues in more depth.

They will also develop a wider range of skills including research skills, the ability to evaluate their planning and preparation of play experiences and the ability to set realistic and achievable goals for personal development. Pupils will be expected to build on skills from National 4 and work proactively and independently.

The National 5 Course in Early Learning and Childcare offers a broad link to the care, learning and development of children aged 0–18 years.

### Unit Contents

Unit	Description
<b>Working in Early Learning and Childcare</b>	This unit allows pupils to develop an understanding of the Early Learning and Childcare sector and to explain ways in which the sector meets the care, learning and development needs of children and young people. Pupils will consider career options within the sector and the skills, values, knowledge and qualifications required to fulfil these roles. They will reflect on their own skills, qualities, attitudes and achievements in relation to these.
<b>Play in Early Learning and Childcare</b>	This unit allows pupils to develop an understanding of the benefits of play for children and young people. The pupils will demonstrate how children and young people benefit from a range of play experiences through planning, preparing and reviewing play experiences in a simulated context.
<b>Development and Well-being of Children and Young People</b>	This unit is designed to introduce pupils to the principles of development and wellbeing of children and young people. Pupils will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development. Pupils will also learn about the wellbeing of children and young people and how a variety of factors may affect their development.
<b>Care and Feeding of Children and Young People</b>	This unit enables pupils to examine the specific needs of a baby and continuing needs of a child, and how meeting these needs contributes to the holistic development of the child. The unit also provides pupils with the opportunity to examine issues in relation to feeding of babies

	and the provision of food and drink to children and young people within Early Learning and Childcare settings. Pupils will also develop an awareness of appropriate practice in relation to provision of hygiene for children.
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### Assessment Method

Pupils are expected to engage in written work to investigate resources and to work in teams to produce presentations. Pupils will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas of improvement, taking account of the feedback received and reviewing their progress throughout the course. Some practical elements are demonstrated later in the course in order for pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

## Learning Outdoors – Working with Children & Young People Level 5

Course Title	Learning Outdoors – Working with Children & Young People
Level	5
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-4 pm

### Entry Requirements

There are no entry requirements for this course. However, as this course is a combination of practical activities and written assignments, school staff should ensure pupils are suitable for level 5 study and have an interest in **working outdoors** with children

### Units to be Completed

<b>Mandatory Units</b>
NCFE Outdoor and Adventurous Activities
NCFE Working with Children
NCFE Confidence Building for the Young Child Through Play

### Progression Pathways

- Foundation Apprenticeship Children & Young People (SCQF Level 6)
- Certificate in Coaching Sport & Fitness (SCQF Level 5-6)
- Child Care Academy (SCQF Level 6)

### Course Description

This course will be delivered jointly between the Children & Young People team and the Sports & Fitness team. The course is aimed at young people who are interested in the great outdoors and may be keen to pursue a career in outdoor education or in a childcare setting working with children aged 3-18 years. The delivery of the curriculum will be mainly outdoors focusing on den building, fire building, mini beast hunting, orienteering, playing with loose parts, strength and conditioning. Although this is a very practical course learners must be aware that there are also written assignments which will be completed at SCQF level 5.

## Unit Contents

Unit	Description
<b>NCFE Outdoor and Adventurous Activities</b>	In this unit learners will consider the range of outdoor provision available to participate in and consider the health and safety requirements, environmental impact and risks associated with particular activities. Learners will be given the opportunity to participate in outdoor and adventurous activities, reviewing their own performance and the performance of others in a particular activity
<b>NCFE Working with Children</b>	This module supports learners to gain basic knowledge and understanding of the needs of children. It also helps learners understand their role in supporting children's development. The module covers: <ul style="list-style-type: none"> <li>• Healthy eating for children</li> <li>• Providing a safe learning environment for children</li> <li>• Designing a range of play activities for children</li> </ul>
<b>NCFE Confidence Building for the Young Child Through Play</b>	The aim of this unit is to enable the learner to understand how play can build a child's confidence, self-esteem and communication skills.

## Assessment Method

Pupils are expected to engage in written work to investigate resources and to work in teams to produce presentations. Pupils will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas of improvement, taking account of the feedback received and reviewing their progress throughout the course. Some practical elements are demonstrated later in the course in order for pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

## Foundation Apprenticeship: Social Services, Children and Young People Level 6

<b>Course Title</b>	<b>FA in Social Services, Children and Young People</b>
<b>Level</b>	SCQF 6
<b>Campus</b>	Arbroath and Gardyne
<b>Days</b>	<p><b>Arbroath:</b>  Year 1 of 2 – Tuesday 9-4pm  Year 2 of 2 – Tuesday 9-4pm  1 Year of 1 – Tuesday and Friday 9-4pm</p> <p><b>Gardyne:</b>  Year 1 of 2 – Monday and Wednesday 2-5pm  Year 2 of 2 – Monday and Wednesday 2-5pm  1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm</p>

This apprenticeship can be undertaken as either a 1 year programme (6<sup>th</sup> Year) or a 2 year programme (across 5<sup>th</sup> and 6<sup>th</sup> year).

**1 year programme (6<sup>th</sup> Year)** – pupils in Angus will attend college one day a week and attend a childcare placement one day a week. Pupils in Dundee will attend college two afternoons a week and attend placement two afternoons a week.

### Entry Requirements

A good level of English (National 5) is required. You must also demonstrate a genuine interest in working with children.

### Units to be Completed

Mandatory Units
Play for Children & Young People
Promoting the Wellbeing of Children & Young People
Communication
Development of Children & Young People
Safeguarding of Children & Young People

### Progression Pathways

- Modern Apprenticeship in Social Services (Children and Young People) at SCQF Level 7
- Employment: Support Work in a Childcare setting; - Out of School Care Assistant
- Further Study: National Certificate (NC) in Early Education and Childcare

### Course Description

While in college, pupils will study childcare SQA units, which make up a National Progression Award at SCQF Level 6. Pupils will learn about different childcare topics such as: Safeguarding, Play, Communicating with Children and Development and Wellbeing of Children. These childcare theory units provide underpinning knowledge required for completing 4 Scottish Vocational Qualifications (SVQ) units linked to their practice and experience while on placement. Therefore, in total, over the year, pupils will complete 8 SQA units which complete the full Foundation Apprenticeship award.

**2 year programme (5<sup>th</sup> & 6<sup>th</sup> Year)** – in 5<sup>th</sup> year pupils in Angus will attend college one day a week. In Dundee pupils will attend college two afternoons a week. Pupils will study childcare SQA units, which make up a National Progression Award at SCQF Level 6. Pupils will learn about different childcare topics such as: Safeguarding, Play, Communicating with Children and Development and Wellbeing of Children.

Then in 6<sup>th</sup> year pupils in Angus will undertake a placement in a childcare setting one day a week. Pupils in Dundee will undertake a placement two afternoons a week. While there, they will complete 4 Scottish Vocational Qualifications (SVQ) units linked to their practice and experience while on placement. Therefore, in total, over the two years, pupils will complete 8 SQA units which complete the full Foundation Apprenticeship award.

### Unit Contents

Unit	Description
<b>Play for Children &amp; Young People</b>	This unit supports pupils to gain an understanding of different types of play and the benefits of play to children’s development. Pupils will also work on developing different play opportunities for children and reflect on the role of the adult in supporting play activities

<b>Promoting the Wellbeing of Children &amp; Young People</b>	In this unit pupils will explore the influences and circumstances that may have an impact on children’s wellbeing, explore risks to children’s wellbeing in an early years setting and explore the role of different adults in supporting children’s wellbeing.
<b>Communication</b>	In this unit pupils will explore different methods of communicating with children, investigate how children use play to communicate, explore how we can reduce barriers to communicating with children; Investigate ways to work with children and young people whose home language is different from the language of the setting and consider the importance of confidentiality.
<b>Development of Children &amp; Young People</b>	In this unit pupils will explore what is meant by “development” and investigate ways in which development is individual to each child (considering different theories); and investigate how a variety of influences and circumstances relate to the development of children and young people.
<b>Safeguarding of Children &amp; Young People</b>	In this unit pupils will explore the concept of “safeguarding” and the indicators of abuse, exploitation and neglect; investigate the concept of risk in terms of child protection; and investigate the legislation and policy which safeguards children and young people in Scotland

### Assessment Method

Pupils are expected to carry out research and plan, implement and evaluate age-appropriate play experiences showing knowledge of children and young people’s growth and development. Assessments will also consist of case studies, written reports, and producing presentations.

During the second year of the Foundation Apprenticeship pupils will produce work-based evidence, writing reflectively about their practice, demonstrating knowledge and understanding of their roles within their placement experience.

## Computing and Creative Media

### National Progression Award: Cybersecurity Level 5

Course Title	NPA: Cybersecurity
Level	SCQF 5
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

Computing Science at SCQF level 4 may be helpful for completion of this course.

#### Units to be Completed

Mandatory Units
Data Security
Digital Forensics
Ethical Hacking

#### Progression Pathways

- HNC in Cyber Security
- HNC Computing
- Foundation Apprenticeship in Hardware and Technical Support
- Certificate in Computing, Games and Technology
- Modern Apprenticeship in IT

#### Course Description

Cybersecurity is the protection of internet-connected systems, including hardware, software and data, from cyberattacks. This course is designed for young people who wish to gain the knowledge and skills required in the field of cyber security and ethical hacking. Pupils will learn techniques on how to perform information gathering, network & vulnerability scanning, and methods on how to recover hidden data. Pupils will be introduced to the creation of exploits and the steps performed during a penetration test, while also learning the basic skills needed to work in a computing role or to progress to study in the areas of cyber security and ethical hacking.

#### Unit Contents

Unit	Description
<b>Data Security</b>	Pupils will explore corporate data security and data security breaches and learn techniques for the development of a business security strategy.
<b>Digital Forensics</b>	Pupils will learn about the digital forensics process gaining knowledge of data acquisition, data analysis and the reporting of forensics examinations. Pupils will learn practical skills enabling them to report digital evidence and analyse and interpret data which is required to an enquiry under investigation.
<b>Ethical Hacking</b>	With this unit pupils will learn about the knowledge and skills used by ethical and malicious hackers. Pupils will be able to distinguish between methods used by ethical and malicious hackers to compromise individuals' and organisations' computer systems, as well as applying these skills to identify vulnerabilities.

## Assessment Method

Within all units' pupils will undertake a mixture of closed book assessment questions to demonstrate they understand the key theory and concepts of the unit and practical based assessment in which pupils will need to demonstrate the technical skills in the form of a small project.

## National Progression Award: Web Design Level 5

Course Title	NPA: Web Design
Level	SCQF 5
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

## Entry Requirements

Computing Science at SCQF level 4, NPA Software Development at SCQF level 4 or Experience of writing HTML, CSS and programming may be helpful for this course.

## Units to be Completed

<b>Mandatory Units</b>
Computing: Website Graphics
Computing: Website Design and Development
Computing: Interactive Multimedia

## Progression Pathways

- Foundation Apprenticeship in Creative & Digital Media
- Certificate in Computing, Games and Technology
- Modern Apprenticeship in Web Development/Digital Marketing/Creative & Digital Media

## Course Description

Web design is a process of planning and developing the colours, text styles, structure, graphics, images, and use of a website. This course is designed for pupils' who wish to gain the knowledge and skills required in the field of web design and development. Pupils will learn how to build their own website through HTML and CSS programming and use graphic design to create their own images. This course will provide pupils with the basic skills needed to work in the web or digital design industry or to study further in these areas.

## Unit Contents

Unit	Description
<b>Computing: Website Design and Development</b>	Pupils will learn the process of building a website using HTML and CSS by gathering requirements through a client brief. Pupils will learn to plan, design and test their own website.
<b>Computing: Website Graphics</b>	This unit focuses on website graphics. Pupils will capture, create and optimise their own graphics and develop an understanding of the usability and legal issues associated with using graphics on websites. Pupils will build a web page to incorporate their optimised images and graphics.

<b>Computing: Interactive Multimedia</b>	This unit will teach pupils how to add interactive elements to the website that they have designed and created. Elements such as Drop-down/fly-out menu — Photo gallery — News ticker or video file can be included and incorporated into their design.
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### Assessment Method

Within all units, pupils will undertake a mixture of closed book assessments to demonstrate they understand the key theory and concepts of the unit and practical based assessment in which pupils will need to demonstrate the technical skills in the form of a small project.

## Foundation Apprenticeship: Creative and Digital Media Level 6

<b>Course Title</b>	<b>FA in Creative and Digital Media</b>
<b>Level</b>	SCQF 6
<b>Campus</b>	Arbroath And Gardyne
<b>Days</b>	<p><b>Arbroath:</b>  Year 1 of 2 – Tuesday 9-4pm  Year 2 of 2 – Tuesday 9-4pm  1 Year of 1 – Tuesday and Friday 9-4pm</p> <p><b>Gardyne:</b>  Year 1 of 2 – Monday and Wednesday 2-5pm  Year 2 of 2 – Monday and Wednesday 2-5pm  1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm</p>

### Entry Requirements

A good level of English (National 5) or completion of Web/Graphic Design and Development Skills for Work class. Other relevant knowledge and experience will be considered and will be discussed with course leader.

### Units to be Completed

<b>Mandatory Units</b>
Creative Industries: An Introduction
Creative Industries: Understanding a Creative Brief
Scotland Media: Understanding the creative process
Work effectively with others in the Creative Industries
Ensure their Own Actions Reduce Risks to Health and Safety
Communicating Using Digital Marketing/Sales Channels
Use Digital and Social Media in Marketing Campaigns
Industry Challenge Project
Media Project

### Progression Pathways

- **A Modern Apprenticeship:** On completing the Foundation Apprenticeship, pupils will have already achieved core units of the Modern Apprenticeship in Creative and Digital Media. Pupils will have the right skills and experience to choose to

progress to a related Modern Apprenticeship, such as Creative and Cultural or Digital Applications.

- **Further Education:** Continue their studies at college, with an HNC or HND in a creative or digital subject. The pupil’s workplace experience will support their college application.
- **University:** Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. Pupils will already have quality experience in the industry – this will make their UCAS stand out from the crowd. This apprenticeship also provides pupils with 42 UCAS tariff points. Find out more about points on the [UCAS website](#).
- **Straight to a job:** Use their qualification and work experience to find a job in the creative industries.

### Course Description

This is a Foundation Apprenticeship that lets pupils bring their ideas to life. There is a career for pupils in Scotland’s thriving creative industry – whatever their interests. It’s one of Scotland’s most diverse sectors, covering architecture, TV, radio, film, fashion and textiles, cultural heritage, design, journalism, publishing, music, visual arts, gaming and more.

Pupils could do roles such as:

- Broadcast journalist
- TV or film producer
- Lighting technician
- Dance teacher
- Actor
- Fashion designer
- Graphic designer
- Photographer

### Unit Contents

Unit	Description
<b>Creative Industries: An Introduction</b>	Creative Industries: An Introduction – Scotland is crucial in providing pupils with an understanding of the industry and allowing them to make informed choices of the sector in which they would like to pursue a career. The unit is intended to provide a basic introduction to the Creative Industries and the opportunities that exist within it. Pupils will carry out some research into a minimum of four different sectors, before selecting a sector of personal interest to focus on.
<b>Creative Industries: Understanding a Creative Brief</b>	This unit will allow pupils to investigate, analyse and evaluate the purpose, language and structure of creative briefs. Pupils will gain experience of ways in which they might interpret a brief in order to effectively and efficiently respond to its demands. Pupils will consider the range of interdependencies, the completion milestones, the impact of the process on the end product and how to respond to the client’s needs. Pupils will consolidate their understanding of a brief through a range of activities and will identify their strengths and interests individually and/or collaboratively
<b>Scotland Media: Understanding the creative process</b>	The purpose of this Unit is to introduce pupils to the creative nature of working in the area of media. Pupils will learn about the ‘creative process’ in media, which refers to the process of generating creative

	<p>concepts and ideas and selecting appropriate media platforms to implement these ideas. Pupils will be introduced to the key elements within the creative process — media platforms, media commissioning, audience research and legal controls — and will learn about the key features of each. Pupils will have the opportunity to work individually or as part of a group to generate and develop their own creative concept</p>
<b>Work effectively with others in the Creative Industries</b>	<p>This unit assesses the ability to work professionally and effectively with others in the pupil’s own and partner organisations, and to work towards common business functions, goals and visions.</p>
<b>Ensure Pupils Own Actions Reduce Risks to Health and Safety</b>	<p>This unit is designed to demonstrate competence in following the health and safety duties required in the workplace within the scope of the relevant Health and Safety legislation and organisational requirements. The unit requires pupils to have an appreciation of perceived risks in the workplace and know how to respond appropriately</p>
<b>Communicating Using Digital Marketing/Sales Channels</b>	<p>This unit assesses the ability to use digital media for marketing and communications. Pupils need to understand target audiences and best methods of reaching them, and how to use relevant software and systems, in line with the organisational objectives.</p>
<b>Use Digital and Social Media in Marketing Campaigns</b>	<p>This unit assesses understanding of planning requirements for the use of digital and social media, and how to market to targeted customers, using digital and social media.</p>
<b>Media Project</b>	<p>In this unit, pupils will learn how to prepare for, plan and produce a media production. Pupils will generate and develop media ideas to satisfy a project brief. They will produce a portfolio of all their research materials, a detailed project plan and a risk assessment. They will then produce a finished piece of media content and evaluate their experience throughout the process</p>

### Assessment Method

Within all units, pupils will be required to gather a portfolio of evidence of the skills that they have learned in both the classroom and the workplace. They will also undertake a mixture of closed book assessment questions to demonstrate they understand the key theory and concepts of the unit and practical based assessment in which pupils will need to demonstrate the technical skills in the form of a small project.

## Foundation Apprenticeship: Networking and Cyber Security Level 6

Course Title	FA: Networking and Cybersecurity
Level	SCQF 6
Campus	Arbroath and Gardyne
Days	<p><b>Arbroath:</b>            Year 1 of 2 – Tuesday 9-4pm            Year 2 of 2 – Tuesday 9-4pm            1 Year of 1 – Tuesday and Friday 9-4pm</p> <p><b>Gardyne:</b>            Year 1 of 2 – Monday and Wednesday 2-5pm            Year 2 of 2 – Monday and Wednesday 2-5pm            1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm</p>

### Entry Requirements

A good level of English and some background in Computing or similar at SCQF level 5. Other relevant knowledge or experience will be considered and will be discussed with the D&A College course leader.

### Units to be Completed

<b>Mandatory Units</b>
Security Fundamentals
Network Fundamentals
Server Administration Fundamentals
Personal Effectiveness 2
Health and Safety in IT & Telecom
IT & Telecom System Operation 2
Testing IT & Telecom Systems 2
Working with IT & Telecoms Hardware and Equipment 1 Data Security

### Progression Pathways

- A Modern Apprenticeship: On completing pupils Foundation Apprenticeship, pupils will have already achieved core units of the Modern Apprenticeship in IT and Telecoms, giving pupils a head start.
- A Graduate Apprenticeship: Pupils will have the right skills and experience to progress to a Graduate Apprenticeship in IT.
- Further Education: Continue studies at college, with an HNC or HND in an ICT and digital subject. Pupils' workplace experience will support their college application.
- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. Pupils will already have quality experience in the industry – this will make pupils UCAS stand out from the crowd. This apprenticeship also provides pupils with 42 UCAS tariff points. Find out more about points on the UCAS website.
- Straight to a job: Use their qualification and work experience to find a job in the ICT and digital technologies industry.

### Course Description

ICT and digital technologies play a part in everything we do. In Scotland, over 90,000 people work in digital technology roles and the current average full-time salary for digital technology roles is £37,500, over 30% higher than the Scottish average.

There has never been a better time to start an ICT career.

**Hardware and System Support could lead to jobs like:**

- Cyber security analyst
- IT support technician
- Security administrator
- Network manager

As well as opportunities with technology employers, pupils will find ICT and digital technology jobs in many other sectors such as healthcare, financial services and the creative industries. Even if pupils haven't considered or studied digital technologies before, these jobs could offer pupils an alternative way to use maths, science and problem-solving skills.

**Unit Contents**

Unit	Description
<b>Security Fundamentals</b>	This unit introduces pupils to fundamental approaches to security in modern computing environments. The unit looks at layers of security and how to secure operating systems. The Unit also looks at methods of applying security in computer networks and using software to secure systems.
<b>Network Fundamentals</b>	This unit introduces pupils to the theory of modern computer networks. Pupils are introduced to the basic concepts of computer networking such as the different types of networks, network devices and network media. The unit also covers the theory which underpins the way data is transferred over a computer network and the use of the network protocols and network utilities in that data transfer
<b>Server Administration Fundamentals</b>	This unit introduces fundamental approaches to server administration in modern computing environments. It covers the role of servers and how they support users and computer management, server installations, storage solutions and performance and maintenance.
<b>Personal Effectiveness 2</b>	This unit allows pupils to develop their own personal and professional skills, looking at working as a member of a team to achieve defined goals, understand what is meant by professional practice, understand the ethical and legislative environment relating to IT activities, and improve organisational effectiveness.
<b>Health and Safety in IT &amp; Telecom</b>	This unit is designed to ensure pupils are aware of and follow the Health and Safety procedures that are in place within their workplace and applicable to their job role. Pupils will explore the various sources of information on Health and Safety available to them.
<b>IT &amp; Telecom System Operation 2</b>	This unit introduces the pupils to the technical architecture of an IT or Telecom system, how to operate the system and how to carry out maintenance.
<b>Testing IT &amp; Telecom Systems 2</b>	This unit introduces pupils to the principles of IT & Telecoms testing to plan and carry out the testing of system Components and interpret test results.
<b>Working With IT &amp; Telecoms Hardware</b>	This unit introduces pupils to know how to work with IT and Telecoms hardware and equipment and to carry out work activities on IT and Telecoms hardware and equipment.

## Assessment Method

Within all units, pupils will be required to gather a portfolio of evidence of the skills that they have learned in both the classroom and the workplace. They will also undertake a mixture of closed book assessment questions to demonstrate they understand the key theory and concepts of the unit and practical based assessment in which pupils will need to demonstrate the technical skills in the form of a small project.

## Foundation Apprenticeship: Software and Application Development Level 6

Course Title	FA in Software Development
Level	SCQF 6
Campus	Arbroath And Gardyne
Days	<b>Arbroath:</b> Year 1 of 2 – Tuesday 9-4pm Year 2 of 2 – Tuesday 9-4pm 1 Year of 1 – Tuesday and Friday 9-4pm  <b>Gardyne:</b> Year 1 of 2 – Monday and Wednesday 2-5pm Year 2 of 2 – Monday and Wednesday 2-5pm 1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm

## Entry Requirements

A good level of English and Mathematics (National 5) or completion of Web/Graphic Design and Development Skills for Work class. Other relevant knowledge and experience will be considered and will be discussed with course leader.

## Units to be Completed

<b>Mandatory Units</b>
Computing: Applications Development
Computing: Authoring a Website
Software Design and Development
Health and Safety in IT & Telecom 4
Personal Effectiveness 2
Investigating and Defining Customer Requirements for IT & Telecoms Systems 2
Data Modelling 1
Event Driven Computer Programming 2

## Progression Pathways

- A Modern Apprenticeship: On completing their Foundation Apprenticeship, pupils will have already achieved core units of the Modern Apprenticeship in IT and Telecoms, giving pupils a head start.
- A Graduate Apprenticeship: Pupils will have the right skills and experience to progress to a Graduate Apprenticeship in IT.
- Further Education: Continue their studies at college, with an HNC or HND in an ICT and digital subject. Their workplace experience will support their college application.

- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. Pupils will already have quality experience in the industry – this will make their UCAS stand out from the crowd. This apprenticeship also provides pupils with 42 UCAS tariff points. Find out more about points on the UCAS website.
- Straight to a job: Use their qualification and work experience to find a job in the ICT and digital technologies industry.

### Course Description

Gaming, virtual reality, cyber security – the digital world is changing fast. Pupils could help decide where it goes next.

In Scotland, over 90,000 people work in digital technology roles. The current average full-time salary for digital technology roles is £37,500, which is over 30% higher than the Scottish average of £28,000. With this Foundation Apprenticeship, pupils will be setting their self-up for roles that are in demand not just now, but in the future too. As a software or web developer, pupils can use their skills to create programs, robotic systems, apps and websites.

### Unit Contents

Unit	Description
<b>Computing: Applications Development</b>	The purpose of this unit is to enable pupils to develop skills in applications development. Pupils will learn how to design and create applications using their chosen development environment, before developing an application. In the process they will develop their programming, problem solving and computational thinking skills, as well as a knowledge and understanding of design concepts. Pupils will also develop knowledge and understanding of the different methodologies and approaches for testing and evaluation as they test their application and critically evaluate the process, their application and their own performance
<b>Computing: Authoring a Website</b>	This Unit is designed to give pupils experience in the planning and development of a small website to meet a client requirement. Pupils will be introduced to the main factors that can affect both the website performance and viewing experience for the website user. Pupils will gain the knowledge and skills required to take forward a brief for a website by planning and designing before producing the website. They will be introduced to HTML and CSS and learn how to use web authoring tools to produce a website. Finally, pupils will upload the website and perform functional and performance testing.
<b>Software Design and Development</b>	The general aim of this unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development through appropriate software development environments. Pupils will develop their programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work. They will also develop an understanding of computer architecture and the concepts that underpin how programs work. Pupils will also gain an awareness of the impact of contemporary computing technologies.
<b>Health and Safety in IT &amp; Telecom 4</b>	This unit is designed to ensure pupils are aware of and follow the Health and Safety procedures that are in place within their workplace

	and applicable to their job role. Pupils will explore the various sources of information on Health and Safety available to them.
<b>Personal Effectiveness 2</b>	This unit allows pupils to develop their own personal and professional skills, looking at working as a member of a team to achieve defined goals, understand what is meant by professional practice, understand the ethical and legislative environment relating to IT activities, and improve organisational effectiveness.
<b>Investigating and Defining Customer Requirements for IT &amp; Telecoms Systems 2</b>	This unit will introduce pupils to how to investigate and define system requirements looking at functionality in terms of inputs, processes and outputs and capacity including numbers of users, throughput, and data storage.
<b>Data Modelling 1</b>	This unit will explore the concepts of logical data modelling and introduce pupils to use data modelling techniques to create logical data models.
<b>Event Driven Computer Programming 2</b>	This unit will introduce pupils how to implement refine and test a software design using event driven programming.

### Assessment Method

Within all units, pupils will be required to gather a portfolio of evidence of the skills that they have learned in both the classroom and the workplace. They will also undertake a mixture of closed book assessment questions to demonstrate they understand the key theory and concepts of the unit and practical based assessment in which pupils will need to demonstrate the technical skills in the form of a small project.

## Construction

### Foundation Apprenticeship: Construction Crafts and Technician Level 4

Course Title	FA in Construction Crafts and Technician
Level	National 4
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 4 study.

#### Units to be Completed

Mandatory Units	Optional Units
Work Based Skills Challenge	Half Brick Walling
Understanding Industry	Carpentry and Bench Joinery: An Introduction
Personal Development: Self and Work	Carpentry and Joinery Techniques
	Site Carpentry and Bench Joinery
	Decorative Painting
	Decorative Finishing Using Water-borne Paints
	Brickwork: An Introduction
	Brickwork Techniques
	Employability Skills
	Roof Tiling: An Introduction

*Units are chosen to align with the practical project they will complete and/or pupil interest*

#### Progression Pathways

- National Progression Award in Construction Skills (Arbroath and Kingsway Campus)
- National Progression Award in Painting and Decorating (Arbroath and Kingsway Campus)
- National Progression Award in Carpentry and Joinery (Arbroath and Kingsway Campus)
- National Progression Award in Brickwork (Arbroath Campus)
- National Progression Award Multi-Trade (Kingsway Campus)
- NC Built Environment (Kingsway Campus)
- Modern Apprenticeship in the Construction Industry
- Building Trades Fast Track (Incorporating NPA in Construction Craft & Technician)

#### Course Description

The course contains practical Construction Crafts Units and a work-based skills project challenge within the delivery. It is especially suitable for pupils with an aptitude for and an interest in practical crafts work. Pupils will learn a variety of skills in the trades-specific units. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.

In the mandatory section, the Understanding Industry and Personal Development: Self and Work are knowledge and understanding units which covers all trades the construction industry has to offer, pupils individual journey/plan and understanding what is expected from people in the construction industry. These units are delivered through both classroom and workshop activities.

The optional section offers pupils the opportunity to learn skills in different crafts. They represent skills areas which are readily resourced within D&A construction courses. These craft-specific units are in trades with high levels of identified skill shortages and further develop pupil skills in these specific trades. Furthermore, they represent skills areas which are readily resourced at a higher level within D&A construction courses to further develop skills in these specific trades.

### Unit Contents

Unit	Description
<b>Understanding Industry</b>	Pupils are required to understand all trades within the construction industry.
<b>Personal Development: Self and Work</b>	Pupils are required to write a personal development plan based on their goals and what industry/trade they see themselves working for in the future.
<b>Decorative Painting</b>	Pupils will carry out work with decorative finishes involving the use of brushes and rollers as well as stencilling.
<b>Site Carpentry and Bench Joinery</b>	Pupils are required to carry out small-scale tasks in both first fix and second-fix joinery. They will learn skills in measurement, cutting and fixing of timbers and sheet materials.
<b>Brickwork Techniques</b>	Pupils are required to set out and build extended sections of half -brick thick wall. This extended work will require the use of builders' line. Once again, the work will be carried out in accordance with given drawings and to prescribed tolerances.
<b>Employability Skills</b>	Pupils are required to develop work practices and attitudes that enhance their employability. They will have opportunities to review the skills they have developed. They will also develop skills in measurement and interpretation of drawings.
<b>Decorative Finishing Using Water-borne Paints</b>	Pupils are required to carry out additional paintwork tasks with purely water-borne paints. This will include a proprietary two-coat system.
<b>Roof Tiling: An Introduction</b>	Pupils are required to carry out introductory work in setting out a roofing area to incorporate single lap tiles with components.
<b>Carpentry and Joinery Techniques</b>	Pupils are required to erect a small-scale framed and panelled assembly and to fabricate and replace one panel to carefully match existing.
<b>Half Brick Walling</b>	Pupils are required to set out and build short sections of half-brick thick wall in accordance with given drawings and to prescribed tolerances.
<b>Brickwork: An Introduction</b>	Pupils are required to work on the basic fundamentals of brickwork. This will include setting out, measuring, and understanding brickwork terminology.
<b>Carpentry and Bench Joinery: An Introduction</b>	The unit is practical activities based and learners will produce carpentry and joinery items. Learners will be required to select, use and maintain a range of tools, materials and equipment.

	On successful completion of the unit the learner will be able to: Select, use and maintain tools, materials and equipment for carpentry and joinery, carry out tasks involving site carpentry and carry out tasks involving bench joinery.
<b>Work-Based Skills Challenge</b>	Pupils are set a challenge about working as part of a team on a real or simulated project for a real employer.

### Assessment Method

Assessment in this course is continuous and carried through the delivery of craft units and project work. Pupils will also have the opportunity to create a personal portfolio as they progress on the course. The assessment of pupils' work is a combination of self-review, peer review and assessor review which are recorded by observation checklists and review sheets.

## Foundation Apprenticeship: Construction Skills Level 5

<b>Course Title</b>	<b>FA in Construction Skills</b>
<b>Level</b>	National 5
<b>Campus</b>	Arbroath and Kingsway
<b>Days</b>	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

<b>Mandatory Units: Technician section: Maximum 2 if required</b>
Employability and Behavioural Skills
The construction Industry and principles of design
Built Environment Design Project
3D modelling for the built environment
Work-Based Skills Challenge

<b>Mandatory Units: Craft section: minimum of 1, maximum of 3 required.</b>
Develop Bench Joinery Skills
Manufacture Joinery components
Develop Constructional Carpentry Skills
Develop Site Joinery Skills
Colour Practice: Painting and Decorating
Decorative Treatments
Decorative Painting
One Brick Walling: An Introduction
Construction Crafts: One Brick Walling
Block Walling: An Introduction
Single Lap Roofing Skills
Roofing: Regular Sized Natural Slates with Random Widths

Fixing Plasterboard and Applying Plastering Materials: An Introduction
Applying External Cement Work: An Introduction
Work-Based Skills Challenge

*'Units are chosen to align with the practical project they will complete and/or pupil interest'*

### Progression Pathways

- National Progression Award in Painting and Decorating (Arbroath and Kingsway Campus)
- National Progression Award in Carpentry and Joinery (Arbroath and Kingsway Campus)
- National Progression Award in Brickwork (Arbroath Campus)
- National Progression Award Multi-Trade (Kingsway Campus)
- Modern Apprenticeship in the Construction Industry
- NC Built Environment (Kingsway Campus)
- Building Trades Fast Track (Incorporating NPA in Construction Craft & Technician)

### Course Description

The course includes Built Environment Technician knowledge and understanding units and practical construction craft units covering the main construction trades. Pupils will learn and develop a variety of skills within the construction industry. All pupils will play a part in the challenge project, from designing and constructing, to painting them. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.

In the mandatory section, there are the Work-Based Skills challenge unit, Employability, Behavioural Skills, Design Projects, & 3D Modelling knowledge and understanding units which addresses several practical and employability skills which can be practised, developed and integrated across all the units within the course. All other units cover specific construction crafts in trades and technician routes with high levels of identified skill shortages. Furthermore, they represent skills areas which are readily resourced at a higher level within D&A construction courses to further develop skills in these specific trades.

Throughout the whole course every pupil will work through the meta-skills needed to be successful in the world of work

### Unit Contents

Unit	Description
<b>Employability and Behavioural Skills</b>	Pupils are required to develop work practices and attitudes that enhance employability. They will review the skills they have developed and adapt their performance in subsequent activities. Pupils will carry out basic risk assessments and record their findings. They will also develop Skills in interpretation of drawings and in preparing basic materials schedules from drawing and specification information.
<b>The construction Industry and principles of design</b>	Pupils are required to explore the 6 basic principles of building design and the variety of work sectors and career opportunities in the construction industry
<b>Built Environment Design Project</b>	Pupils are required to produce a project plan and present a design influenced by a client's requirements.
<b>3D modelling for the built environment</b>	Pupils are required to produce a simple 3D model of a building.

<b>Develop Bench Joinery Skills</b>	Pupils will learn several joinery jointing techniques. They will learn skills in measurement as well as how to cut, assemble and fix timbers into a frame from a given drawing.
<b>Manufacture Joinery components</b>	Pupils are required to produce a workshop rod, compile a cutting list and manufacture a panel door.
<b>Develop Constructional Carpentry Skills</b>	Pupils will carry out work on a hollow ground floor and erect a timber stud partition.
<b>Develop Site Joinery Skills</b>	Pupils will carry out work to fix a door frame, hang a door and fix a range of finishes to the frame.
<b>Colour Practice: Painting and Decorating</b>	Pupils are required to select, mix, match and apply colours using secondary and primary colours.
<b>Decorative Treatments</b>	Pupils are required to select and prepare tools and materials, produce bands and lines and enlarge and paint given design using free brush techniques.
<b>Decorative Painting</b>	Pupils will carry out work in forming decorative bands and lines. They will work with moulded panels and gain skills in replicating given designs in freehand brushwork. Finally, pupils will learn how to mix different colours to match given paint samples.
<b>One Brick Walling: An Introduction</b>	Pupils will learn the knowledge and understanding required to build one brick wall thickness and erect a one brick wall to given specifications.
<b>Construction Crafts: One Brick Walling</b>	Pupils are required to set out and build short sections of one-brick wall in accordance with given drawings and to prescribed tolerances. This will give them experience of brick bonding techniques significantly beyond simple half-brick walls.
<b>Block Walling: An Introduction</b>	Pupils will learn knowledge and understanding on how to build block wall and how to build block wall to given specifications.
<b>Single Lap Roofing Skills</b>	Pupils are required to prepare a roof surface prior to tiling. Lay and fix tiles to roof surface with a wet verge and ridge finish.
<b>Roofing: Regular Sized Natural Slates with Random Widths</b>	Pupils will prepare a roof surface to install a slate finish.
<b>Fixing Plasterboard and Applying Plastering Materials: An Introduction</b>	Pupils are required to fix plasterboard to timber backgrounds and prepare surface for plastering materials.
<b>Applying External Cement Work: An Introduction</b>	Pupils will learn how to prepare the backgrounds and set out metal trims/beads for the application of external cement work. Pupils will apply cement work in two coats.
<b>Work-Based Skills Challenge</b>	Pupils are set a challenge about working as part of a team on a real or simulated project for a real employer.

### Assessment Method

Assessment in this course will be based on a range of practical workshop activities, supported by assessor observation checklists and pupil self-checking of quality. In the Employability Skills unit, pupils will carry out self-evaluation on a range of skills, review their progress and identify action points. They will also demonstrate that they can put action points into practice.

Pupils must successfully complete each unit to achieve the course.

## Engineering

### Foundation Apprenticeship: Automotive Skills National 4

Course Title	FA in Automotive Skills National 4
Level	National 4
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 4 study.

#### Units to be Completed

Mandatory Units
The Garage
The Technician
The Car
The Vehicle Modification Project
Work based skills challenge

#### Progression Pathways

- SVQs and Modern Apprenticeships in Motor Vehicle Engineering – Day release
- Motor Vehicle Engineering – Full time course - Kingsway
- Scottish Progression Award in Engineering (National 5)
- Full time SVQ programmes and Modern Apprenticeships in Engineering areas such as Welding Fabrication, Mechanical Fitting, Machining, Motor Vehicle.
- National Certificate programmes such as Engineering Practice, Engineering Systems.
- Suitable Training/Employment

#### Course Description

The Automotive FA course has been designed to provide an introduction to the automotive industry and a progression route into further education or for moving directly into training or employment within the automotive industry. The overall purpose of the course is to ensure that pupils develop practical skills, knowledge and understanding and employability skills needed within the automotive industry as well as developing generic transferable employability skills.

#### Unit Contents

Unit	Description
<b>The Garage</b>	This unit introduces pupils to the structure and organisation of the retail automotive industry and the range of job roles and responsibilities within it. Pupils will use a range of research sources and activities to help develop their knowledge and understanding of the automotive industry, the businesses within it, and the diversity of job roles it offers. The Unit also provides a basic introduction to some of

	the health and safety legislation applicable to vehicle service and repair workshops.
<b>The Technician</b>	This unit has a practical focus and introduces pupils to some of the tools and techniques used by technicians in the automotive industry. Pupils will use a range of common hand tools as well as more specialised tools and equipment such as the torque wrench and trolley jack. Pupils will also learn the names, functions and serviceability of automotive components while engaging in practical activities and gain basic knowledge of working safely in an automotive engineering environment.
<b>The Car</b>	This unit introduces pupils to basic safety checks, wheel changing and valeting as carried out by technicians in the automotive industry. The pupil will use a range of common hand tools, as well as more specialised tools and equipment. To enrich the pupils understanding and range of associated skills, they will carry out engineering processes such as removing and refitting vehicle service items.
<b>The Vehicle Modification Project</b>	This unit comprises a practical project and is designed to be completed after the Units <i>Automotive Skills: The Technician</i> and <i>Automotive Skills: The Car</i> , consolidating the previous practical skills developed. Pupils select a modification project to carry out on a vehicle enabling them to put into practice and further develop some of the basic hand skills and problem-solving abilities that an Automotive Technician requires.
<b>Work Based Skills Challenge</b>	This Unit is designed to enable learners to develop their meta-skills through planning, completing and evaluating a work-based project which is designed and delivered with sector-specific employer involvement or simulation. It will incorporate technical skills that the learner is gaining from the linked Skills for Work/NPA course and will provide them with opportunities to reflect throughout on the meta-skills they are developing, and to set and review goals in relation to their performance and development. The meta-skills developed through the work-based skills challenge will support learners in their preparation for their working life, as well as their future work-based learning or study choices, by helping them to become more self-aware and continuous learners able to adapt more easily to change and challenge.

### Assessment Method

Assessment is by producing a practical component or assembly to a given standard and testing and documenting functionality as described in the unit contents. As well as this, pupils will be required to complete documentation which will demonstrate their awareness of the underlying employability skills that they have gained on the module. In order for the documentation to be accepted, pupils need to evaluate their own performance and identify the skills acquired. Tutor's will also contribute to this documentation and offer their own feedback on pupil work performance.

## Skills for Work: Energy National 5

Course Title	SfW Energy National 5
Level	National 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 4 study.

### Units to be Completed

<b>Mandatory Units</b>
J12W 75 Energy: An Introduction 6 SCQF credit points
J12Y 75 Energy: Domestic Wind Turbine Systems 6 SCQF credit points
J130 75 Energy: Domestic Solar Hot Water Systems 6 SCQF credit points
J12X 75 Energy: Employability and Careers
J131 75 Energy and the Individual

### Progression Pathways

- Full time SVQ programmes and Modern Apprenticeships in Engineering areas such as Welding Fabrication, Mechanical Fitting, Machining, Motor Vehicle
- National Certificate programmes such as Engineering Practice, Engineering Systems.
- HNC in Engineering Systems (dependent on core skills level)
- Suitable Training/Employment

### Course Description

Learners will explore a variety and range of industries and career opportunities which exist within the energy sector. Learners will become familiar with key words and terms used in the sector and will develop an awareness of the impact of the energy sector on the environment and individual lives. Personal development of employability skills will be the main focus across the course with each unit aiming to enhance such skills. The development of teamwork and practical skills and carrying out test procedures are also given high profile.

The mandatory units in this course introduce the various energy industries based in the UK; develop practical skills by building a small scale solar hot water system and wind turbine and learners will also review their employability skills and evaluate their strengths and weaknesses. There is an opportunity to specialise in one subject area by selecting one of the three optional units, i.e., analyse their own carbon footprint or develop a deeper knowledge of oil and gas production in the North Sea or develop further knowledge on the conventional energy generation systems used in the UK

## Unit Contents

Unit	Description
Energy: An Introduction J12W 75	The aim of the unit is to provide learners with an overview of where we get our energy from, the engineering systems that convert it into a more convenient form, and the energy conversion processes that take place from fuel being input to energy being generated. It gives a broad overview of traditional and renewable energy systems, energy conservation and includes an evaluation of an industrial or domestic energy generation facility. Investigation and presentation skills are developed in this unit.
Energy: Domestic Solar Hot Water Systems J12Y 75	The unit introduces a microgeneration system which generates heat from solar energy and transfers this heat energy to a heat exchanger and on to other appliances, e.g. hot water tank or under-floor heating system suitable for use in a domestic or small scale industrial building. This is a practical skills-based unit which gives students the practical skills to manufacture some of the parts and assemble a small solar hot water panel through team working which is seen as an essential element in this unit.
Energy: Domestic Wind Turbine Systems J12Y 75	This unit introduces residential or microgeneration wind turbine systems which generate electrical energy. This is a practical skills-based unit which will give students the ability to wire up an electrical circuit, manufacture parts, assemble, and test a small-scale wind turbine. The learners will use prepared components to build the turbine. Team working is seen as an essential element in this unit.
Energy: Employability and Careers J12X 75	Learners will review their performance in the employability skills undertaken in significant practical activities in the units throughout the course and evaluate their own strengths and weaknesses. It will also involve students investigating careers and job roles within the energy sector.
Energy and the Individual J131 75	Learners will investigate the energy they use over an average year. This will include producing their own carbon footprint. From the data gained, they will review and evaluate their lifestyles to try and reduce the energy they consume and thereby reduce the size of their carbon emissions/footprint. Presentation skills will also be developed in this unit.

## Assessment Method

The aim of the assessment in this course is to provide opportunities to gather evidence of development in:

- practical skills
- review and evaluation skills
- investigation skills
- knowledge and understanding

## Skills for Work: Engineering Skills National 5

Course Title	SfW Engineering Skills
Level	National 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

<b>Mandatory Units</b>
Mechanical and Fabrication
Electrical and Electronic
Maintenance
Design and Manufacture

### Progression Pathways

- Full time SVQ programmes and Modern Apprenticeships in Engineering areas such as Welding Fabrication, Mechanical Fitting, Machining, Motor Vehicle
- National Certificate programmes such as Engineering Practice, Engineering Systems.
- HNC in Engineering Systems (dependent on core skills level)
- Suitable Training/Employment

### Course Description

The National 5 Engineering Skills course has been designed to provide a basis for progression into further education or for moving directly into training or employment within an engineering sector. The overall purpose of the course is to ensure that pupils start to develop the generic and practical skills, knowledge and understanding and employability skills needed within an engineering sector. This course focuses on the broad areas of Mechanical, Fabrication, Electrical, Electronic, Maintenance and an element of Design and Manufacture. This will allow the pupils to gain basic transferable skills which can be applied to any of the above engineering area.

### Unit Contents

Unit	Description
<b>Mechanical and Fabrication</b>	In this unit pupils will learn to select and use the correct tools, equipment, and materials required to manufacture an artefact. During the manufacture, pupils will read simple engineering drawings, measure and mark, select appropriate materials, and work to specified tolerances.  The pupil will also develop and use basic engineering skills of cutting, shaping, drilling, tapping, forming, and joining. Embedded into the practical activities of this unit are the employability skills that

	employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
<b>Electrical and Electronic</b>	In this unit pupils will select the correct tools and components required to construct a basic functional electrical circuit and an electronic circuit from a given diagram and specification. The unit is suitable for pupils with no previous electrical, electronic, or employment experience. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
<b>Maintenance</b>	In this unit pupils will select the correct tools, materials and equipment required to test, disassemble, repair, and assemble an engineering part. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
<b>Design and Manufacture</b>	In this unit pupils will develop Computer Aided Draughting (CAD) skills and select and use the correct tools and materials required to design, manufacture/construct, test, evaluate, and report their findings on the manufacture/construction of a project. This unit is designed to be attempted only after successful completion of the other mandatory skills units. Pupils will select and safely use the correct tools and materials to design, manufacture/construct, assemble and complete functionality tests on one project. Pupils will evaluate and report their findings on the design, manufacture/construction, assembly, and functionality tests of the selected project. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.

### Assessment Method

Assessment is by producing a practical component or assembly to a given standard and testing and documenting functionality as described in the unit contents. As well as this, pupils will be required to complete documentation which will demonstrate their awareness of the underlying employability skills gained on the module. In order for the documentation to be accepted, pupils will evaluate their own performance and identify skills acquired. Tutor's will also contribute to this documentation and offer feedback on pupil's work performance.

## Hair, Beauty and Complementary Therapies

### VTCT: Extended Award in Hair and Beauty Skills (VRQ) Level 1

Course Title	VTCT: Extended Award in Hair and Beauty Skills
Level	Level 1 - equivalent to SCQF Level 4
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

#### Entry Requirements

We are looking for people who have a genuine keen interest in hair and beauty industries and those who may see themselves following this as a chosen career path. There are no entry requirements for this course, it is designed to give you an introduction to most aspects of the hair and beauty industry and can allow you to progress into our diverse range of full-time courses or employment.

#### Units to be Completed

<b>Mandatory Units</b>
Create a Hair and Beauty image using colour
Hand and Nail Care
Make-up Application
Shampoo and Condition hair
Blow Dry Hair
Winding Skills
Colour hair using temporary hair colour

#### Progression Pathways

- VTCT Level 2 Extended Certificate in Hair and Beauty skills – Senior Phase programme
- VTCT Level 1 Diploma in Beauty Therapy
- Make Up Artistry
- VTCT Level 1 Diploma in Hairdressing
- VTCT Level 2 Diploma in Beauty Therapy Studies
- VTCT Level 2 Diploma in Barbering
- Employment in the industry, as a Salon Assistant or Modern Apprenticeship in Hairdressing

#### Course Description

By joining this industry recognised course, you are taking your first steps as a hairdresser or beauty therapist to learn and experience basic skills and knowledge that will prepare you well for the hair and beauty industry. This course will allow you to gain a VTCT Level 1 qualification in hair and beauty skills and will cover mandatory units listed along with practical experience in most aspects of hairdressing, beauty, make up and barbering.

All units in this qualification directly prepare you for further study in the hair and beauty industry and includes all the required elements to develop your practical hair and beauty skills including a mandatory unit in 'Create a Hair and Beauty image using colour' where you undertake a

photographic session to start to build a portfolio of your work. You can develop your knowledge and understanding of the importance of health and safety including skincare, eye treatments, hair removal, long hair work, cutting and Clipping hair within a salon environment.

## Unit Contents

Unit	Description
<b>Create a Hair and Beauty image using colour</b>	Through this unit you will create an image using colour. To achieve this, you will be using makeup, nail polish, temporary hair colour and accessories. You will design an image using a mood board to collect ideas. You will state the skills and techniques that are used to create the image and present your finished design.
<b>Hand and Nail Care</b>	Through this unit you will learn how to carry out a nail and hand treatment on a model whom they know. You will learn how to prepare yourselves, the model and your work area for the hand and nail care treatment. You will learn about the basic structure of the nail and will learn how to identify the reasons why the application may be stopped or changed. You will learn about the different products and skills used to apply nail and skin products to provide a professional finish.
<b>Make-up Application</b>	Through this unit you will learn how to apply make-up on a mask or model. You will learn how to prepare yourselves, your area and mask or model for the treatment. You will learn about the different products used during the make-up application and how to apply them. You will learn how to identify your model's skin type and face shape, which will help you to decide which products to use. You will learn how to apply the products to provide a professional finish.
<b>Blow Dry Hair</b>	Through this unit you will learn how to blow-dry one length hair sections, creating a smooth finish. You will identify the condition and the thickness of hair they are working on to be able to choose a product that will support the blow-dry. You will know what hair problems may occur and how to deal with them.
<b>Winding Skills</b>	Through this unit you will learn how to wind hair in a channel setting pattern using rollers and pins to secure. You will know how to select the correct tools and equipment to wind the hair, and how to achieve sections for the size of the roller. You will learn how to achieve a smooth and even curl result from root to tip and how to avoid buckled ends.
<b>Shampoo and Condition Hair</b>	Through this unit you will learn how to shampoo and apply a surface conditioner to hair. You will know what shampoo and conditioner to choose for the hair type you are working on and how to deal with any problems that may arise during or after the process. You will be able to provide aftercare advice for shampoo and conditioning hair.
<b>Colour hair using temporary hair colour</b>	Through this unit you will learn how to apply a temporary colour. You will learn which products are available as temporary colours and how they affect the hair. You will learn how to identify factors that help to choose temporary colour and the aftercare advice to give following the colouring process.

## Assessment Method

You will be taught practical skills and given underpinning knowledge for all the above units. Assessment opportunities will be given in a realistic salon environment where your performance of skills will be assessed. Research and short quizzes to assess your knowledge will be undertaken.

## VTCT: Extended Certificate in Hair and Beauty Skills (VRQ) Level 2

Course Title	VTCT: Extended Certificate in Hair and Beauty Skills
Level	Level 2 - equivalent to SCQF Level 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

## Entry Requirements

You may have already studied and successfully completed the VTCT: Extended Award in Hair and Beauty Skills (VRQ) Level 1 course before taking the next level 2 course. You can also have a direct entry into this industry recognised Level 2 programme. We are looking for those who have a keen interest in the hair and beauty industry and those who may see themselves following this as a chosen career path. There are no entry requirements for this course however, it is designed to give you an introduction to most aspects of the hair and beauty industry and will allow you to progress into our diverse range of full-time courses

## Units to be Completed

<b>Mandatory Units</b>
Create an image based on a theme
Basic photographic make-up
Basic Face painting
Shampoo and treat hair
Blow dry and finish hair
Basic plaiting and twisting

## Progression Pathways

- VTCT Level 1 Diploma in Beauty Therapy
- Make Up Artistry
- VTCT Level 1 Diploma in Hairdressing at SCQF Level 4
- VTCT Level 2 Diploma in Beauty Therapy Studies
- VTCT Level 2 Diploma in Barbering
- Employment in the industry, as a salon assistant or Modern apprenticeship in hairdressing

## Course Description

By joining this industry recognised course, you are taking your first or next steps as a hairdresser or beauty therapist to learn and experience skills and knowledge that will prepare you well for the hair and beauty industry. This course will allow you to gain a VTCT Level 2 qualification in hair and beauty skills and will cover mandatory units along with practical experience in most aspects of hairdressing, beauty, make up and barbering.

All the units listed for this qualification directly prepares you for further study in the hair and beauty industry and includes all the required elements to develop your practical hair and beauty skills including a mandatory unit in 'Create a Hair and Beauty image based on a theme' where you can undertake a photographic session to start to or continue to build a portfolio of your work. You will also have the opportunity to develop your understanding and skills further including skincare, eye treatments, hair removal, creative long hair work, cutting and Barber skills with Clipping hair. You will develop your knowledge and understanding of personal care and appearance and the importance of health and safety within a salon environment.

## Unit Contents

Unit	Description
<b>Create an image based on a theme</b>	Through this unit, you will create a total look including hair, make-up and nails based on a theme. You will know how to research themes for their idea and create an action plan and mood board detailing all your ideas for the total look. You will have an understanding of why creating a mood board is important for developing your final look and you will be able to evaluate your finished image.
<b>Z01522 Basic Day Make Up</b>	Through this unit you will learn about being able to prepare for and carry out basic make-up application using foundation, concealers, powder, eye, cheek and lip products. You will be able to plan and prepare for make-up application by carrying out skin analysis and use consultation techniques for selecting suitable products and skills for a successful basic make up application. Practice and assessment can be achieved on yourselves and each other.
<b>Basic photographic make-up</b>	Through this unit, you will learn how to apply basic photographic make-up. you will learn how to carry out research using different media to create a mood board. You will learn how to identify the condition of a client's skin and their face shape, which will help them decide which products and tools to use. You will learn about a variety of products used during the treatment, as well as how to use tools to make shapes and designs. You will learn how to apply photographic make-up using precision techniques to achieve a professional finish.
<b>Z01523 Practical Skills: Personal care and Appearance</b>	Through this unit you will investigate factors which contribute to personal appearance for employment, develop skills and techniques for personal care and appearance and review your own personal care and presentation. You will evaluate and review your own personal care and appearance working through self- hairstyling, skincare, hand and nail care and make- up. In each of these areas you will identify your needs and make improvements to reach your personal goals
<b>Shampoo and treat hair</b>	Through this unit, you will learn how to shampoo and treat the hair. You will learn about a variety of products that are used during the service and how and when to use different massage techniques. You will learn how to identify the condition of a client's hair, which will help you to decide which products and massage techniques to use. You will learn how to avoid tangling the hair when shampooing and treating the hair, how to give your client advice on products to use at home and how to massage and comb your own hair correctly.
<b>Blow dry and finish hair</b>	Throughout this unit, you will learn how to blow-dry and finish hair below shoulder length hair, create root lift and curl the ends under. You will learn how to choose which products, tools and equipment to

	use to complete the look. You will learn how to use straighteners to finish the service. Part of this service is to provide your client with good aftercare advice on how to maintain the style at home or recreate it.
<b>Basic plaiting and twisting</b>	Through this unit, you will learn how to create a look using twists and a fishtail plait by using neat even sections and an even tension throughout. You will work hygienically and safely, identifying any problems that may affect or prevent the service being carried out. You will know how to use products to complete the look, give clients aftercare advice for the maintenance of the twist and plait and how to remove it.
<b>Basic Face Painting</b>	Through this unit you will learn how to perform basic face painting treatments. You will learn how to carry out research using different media to create a mood board. You will learn how to identify the condition of your client's skin, which will help you to decide which products and tools to use. You will learn about a variety of products used during the treatment, as well as how to use tools to make shapes and designs. You will learn how to apply face paint using precision techniques to achieve a professional finish.

### Assessment Method

You will be taught practical skills and given underpinning knowledge for all the above units.

Assessment opportunities will be given in a realistic salon where your performance of skills will be assessed. Research and short quizzes to assess your knowledge will be undertaken.

## Health and Social Care

### Skills for Work: Health Sector National 5

Course Title	SfW Health Sector
Level	National 5
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4 pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study and have a genuine interest in the health and social care sector.

#### Units to be Completed

<b>Mandatory Units</b>
Health Sector: Working in the Health Sector
Health Sector: Life Sciences Industry and the Health Sector
Health Sector: Improving Health and Well-being
Health Sector: Physiology of the Cardio-Vascular System
Health Sector: Working in Non-Clinical Roles

#### Progression Pathways

- SVQs in Health and Social Care
- National Courses or Units in Care
- Higher Level Courses in Health and Social Care
- NPA in Social Services and Health Care
- Employment

#### Course Description

The primary target group for this course is school pupils in S4 and above. The National 5 course provides a progression route for pupils who have successfully completed the Skills for Work: Health Sector National 4 course, although this is not a pre-requisite before entry to the National 5 course. The National 5 course will build on the skills and knowledge developed in the National 4 course and will introduce pupils to a range of more advanced skills.

In this course, it is important that pupils demonstrate their skills and knowledge by accessing real or simulated health sector environments and having visiting industry speakers or visits in the health sector. It is anticipated that the course will rely upon and build on partnerships between schools, further education colleges, higher education institutions, employers and other training organisations to demonstrate to the pupils the roles of health and social care in these settings: NHS, Social Work, Social Care, Life Sciences Industry, Complementary Therapies, Retail Pharmaceutical Industry, Independent Healthcare and Voluntary Sector.

The emphasis of this course is to prepare pupils for working in the health sector and develop employability skills valued by employers. Pupils will have the opportunity to investigate a range of job roles and career opportunities as well as participate in a job interview.

Since the National 5 course is designed with progression from National 4 in mind, the units of the National 5 course develop and expand on content introduced in the National 4. The National 5 course

covers a broader range of issues and studies these in more depth. Pupils will also develop a wide range of skills, including research and self-evaluation skills. Emphasis throughout all units is on the employability skills and attitudes which will help prepare pupils for the workplace. In National 5, pupils will build on the work in National 4 and demonstrate they can work proactively and independently towards assessment.

## Unit Contents

Unit	Description
<b>Working in the Health Sector</b>	This unit introduces pupils to the range of provision and the services provided by the Health Sector in their local area. Pupils will participate in an interview for a specific job role, which will help to develop knowledge and understanding of the world of work. The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the Health Sector. Pupils will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit.
<b>Life Sciences Industry and the Health Sector</b>	This unit is designed to introduce pupils to the contribution of the life sciences industry in the diagnosis and treatment of illness. Pupils will investigate the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry. Pupils will also undertake a risk assessment in relation to production, storage or use of products made by the life sciences industry.
<b>Improving Health and Well-being</b>	This unit is designed to introduce pupils to the wide range of options available in the Health Sector that help tackle current health and lifestyle issues. It introduces pupils to the health and safety risks to workers in the Health Sector and the importance of a healthy lifestyle. Also, through team working, pupils will give advice in relation to the promotion of health.
<b>Physiology of the Cardio-Vascular System</b>	This unit will provide pupils with an introduction to the structure and function of the cardiovascular system. Pupils will apply this knowledge to investigate the effect of a specific disorder on the structure and function of the cardiovascular system. Pupils will participate in a practical activity which will help to develop knowledge and skills in taking physiological measurements at different activity levels. Pupils will also participate in a practical activity to demonstrate current first aid procedures to provide emergency life support.
<b>Working in Non-Clinical Roles</b>	This unit introduces pupils to the range and diversity of careers in non-clinical roles in the health sector. Pupils will undertake an investigation into the roles and responsibilities of non-clinical roles and the diversity of career opportunities available. Pupils will also participate in a practical activity which will enable them to demonstrate customer care skills in a non-clinical role.

## Assessment Method

Pupils are expected to engage in written work to investigate resources and to work in teams to produce presentations. Pupils will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas of improvement, taking account of the feedback received and reviewing their progress throughout the course. Some practical elements are demonstrated later in the course

in order for pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

## Foundation Apprenticeship: Social Services and Healthcare Level 6

Course Title	FA in Social Services and Health Care
Level	SCQF 6
Campus	Arbroath and Gardyne
Days	<p><b>Arbroath:</b>  Year 1 of 2 – Tuesday 9-4pm  Year 2 of 2 – Tuesday 9-4pm  1 Year of 1 – Tuesday and Friday 9-4pm</p> <p><b>Gardyne:</b>  Year 1 of 2 – Monday and Wednesday 2-5pm  Year 2 of 2 – Monday and Wednesday 2-5pm  1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm</p>

### Entry Requirements

A good level of English (National 5) is required. Must demonstrate a genuine interest in this vocational area.

### Progression Pathways

- Modern Apprenticeship in Social Services and Health at SCQF Level 7
- Employment: Health Care Assistant; Support Worker in a Care Setting
- Further Study: Access to Nursing, HNC Health Care

### Course Description

This apprenticeship can be undertaken as either a 1-year programme (6<sup>th</sup> Year) or a 2-year programme (across 5<sup>th</sup> and 6<sup>th</sup> year).

**1-year programme (6<sup>th</sup> Year)** – pupils in Angus will attend college one day a week and attend a placement one day a week. Pupils in Dundee will attend college two afternoons a week and attend placement two afternoons a week.

While in college, pupils will study health and social care SQA units, which make up a National Progression Award at SCQF Level 6. Pupils will learn about different topics such as: Effective Communication, Safeguarding, Human Development, Services for People. These theory units provide underpinning knowledge required for completing 4 Scottish Vocational Qualifications (SVQ) units linked to their practice and experience while on placement. Therefore, in total, over the year, pupils will complete 8 SQA units which complete the full Foundation Apprenticeship award.

**2-year programme (5<sup>th</sup> & 6<sup>th</sup> Year)** – in 5<sup>th</sup> year pupils in Angus will attend college one day a week. In Dundee, pupils will attend college two afternoons a week. Pupils will study health and social care SQA units, which make up a National Progression Award at SCQF Level 6. Pupils will learn about different topics such as, Effective Communication, Safeguarding, Human Development, Services for People.

Then in 6<sup>th</sup> year, pupils in Angus will undertake a placement one day a week. Pupils in Dundee will undertake a placement two afternoons a week. While there they will complete 4 Scottish Vocational Qualifications (SVQ) units linked to their practice and experience while on placement. Therefore, in total, over the two years, pupils will complete 8 SQA units which complete the full Foundation Apprenticeship award.

## Hospitality

### National Progression Award: Professional Cookery Level 4

Course Title	NPA: Professional Cookery
Level	SCQF 4
Campus	Arbroath
Days	<b>Arbroath:</b> Friday: 9-1pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 4 study with an interest in Hospitality.

#### Units to be Completed

Pupils are required to successfully complete 4 credits including 3 mandatory units and 1 optional unit.

Mandatory Units	Optional Units
Food Preparation Techniques – An Introduction	Craft Baking: An Introduction
Food Hygiene for the Hospitality Industry	
Cookery Processes: An Introduction	

#### Progression Pathways

Upon successful completion of this course pupils can choose to progress with their studies to complete a Skills for Work in Hospitality at level 5 as part of the Senior Phase programme.

On successful completion of the Senior Phase programme, pupils will be able to apply for a full-time course to study National Certificate in Hospitality Operations (Level 5) or Professional Cookery at Level 5 at college.

#### Course Description

This National Progression Award (NPA) at level 4 introduces pupils to techniques that are important in professional cookery. It develops practical, technical and transferable skills in food preparation and cooking, and provides bite-sized chunks of learning that are straightforward for learners to study.

#### Unit Contents

Unit	Description
<b>Food Preparation Techniques: An Introduction</b>	This unit will allow pupils to develop basic techniques utilising a range of preparation equipment.
<b>Food Hygiene for the Hospitality Industry</b>	Pupils will develop the knowledge, understanding and practical skills required to comply with food safety legislation in a professional work environment.
<b>Cookery Processes: An Introduction</b>	This unit will enable pupils to demonstrate underpinning knowledge associated with a range of cookery processes and carry out the cookery processes in a safe and hygienic manner.
<b>Craft Baking: An Introduction</b>	This unit will introduce pupils to craft baking. Pupils will learn about ingredient storage, equipment and terminology, while preparing, baking and finishing a range of bakery goods.

## Assessment Method

Ongoing practical observation, portfolio of evidence and online tests.

## Foundation Apprenticeship: Hospitality Level 5

Course Title	FA in Hospitality Level 5
Level	National 5
Campus	Arbroath
Days	<b>Arbroath:</b> Friday: 9-1pm

## Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study with an interest in Hospitality.

## Units to be Completed

<b>Mandatory Units</b>
Skills for Work: Developing Skills for Working in Hospitality
Skills for Work: Front of House Operations
Skills for Work: Hospitality Events
Skills for Work: Developing Skills for Working in the Professional
Work Based Skills Challenge

## Progression Pathways

- NPA Hospitality Level 6 (Senior Phase)
- NC Hospitality Operations (Full time)
- Modern Apprenticeship Hospitality Services Level 5
- Professional cookery SVQ Level 2 (Full time)

## Course Description

Pupils will gain a Foundation Apprenticeship in Hospitality at SCQF 5.

This includes:

- A Skills for Work award (SfW) in Hospitality at SCQF level 5
- A Work Based Skills Challenge unit at SCQF Level 5

The course provides an introduction to the different commercial and non-commercial sectors of the hospitality industry and the types of provision they offer. Pupils will also learn about the organisational aims of hospitality establishments and the products and services they provide.

Pupils will develop vocational skills and knowledge and gain practical experience in menu planning; preparing, cooking and presenting a range of foods in a professional kitchen; serving food and drinks; undertaking reception duties and customer care; and planning, organising and running a small hospitality event.

This Foundation Apprenticeship will also help pupils to develop meta-skills. These skills are highly valued by employers. Meta-skills include:

- Self-management
- Social intelligence
- Innovation

These meta-skills are necessary and highly desirable for working in a range of other related jobs.

## Unit Contents

Unit	Description
<b>Developing Skills for Working in Hospitality</b>	In this unit pupils will investigate a range of hospitality provisions. They will identify the organisational aims of hospitality establishments, the products and services provided and the job roles of staff. Pupils will be involved in identifying the employability skills and attitudes relevant for employees in the hospitality industry. They will also demonstrate the skills involved in preparing for and participating in a simulated job interview. Pupils will review and evaluate their own employability skills. On completion of the unit they should be able to demonstrate a positive approach in a range of these skills.
<b>Developing Skills for Working in the Professional Kitchen</b>	In this unit pupils will learn about menu planning, food preparation techniques and cookery processes, food hygiene, health and safety procedures, equipment, terminology, safe knife handling and appropriate storage of finished dishes prior to service. Pupils will also prepare, cook, and present a range of commodities and evaluate finished dishes. Pupils will work as a team member and participate in a number of activities which will help them to develop the skills identified within this unit.
<b>Front of House Operations</b>	In this unit pupils will learn about the work undertaken by front of house staff, specifically reception and the associated customer care skills. They will also experience the skills needed to undertake food and drink service in a variety of styles and establishments. Pupils will participate in a number of activities which will help them to develop the skills identified within this unit.
<b>Hospitality Events</b>	In this unit pupils will be involved in planning, organising, running and evaluating a small-scale hospitality event. Pupils will work as part of a team and participate in all the activities involved. Pupils will have the opportunity to use existing skills such as contributing constructively to group discussions, contributing to the provision of food and food service, and following food hygiene and health and safety procedures. They will also develop new skills such as planning and publicising hospitality events.
<b>Work Based Skills Challenge</b>	Pupils will use the skills and knowledge developed in the Skills for Work award to design and deliver a project. Pupils will: <ul style="list-style-type: none"> <li>• Work closely with an employer</li> <li>• Deliver the project to a real-life client</li> <li>• Develop an understanding of the hospitality sector</li> </ul>

## Assessment Method

To achieve the course pupils must successfully complete all the units which make up the group award. Ongoing practical observation, short answer questions and portfolio of evidence will be used to assess competency.

## National Progression Award: Hospitality Level 5

Course Title	NPA Hospitality
Level	SCQF 5
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study with an interest in Hospitality.

### Units to be Completed

<b>Mandatory Units</b>
Working in the Hospitality Industry – 2 credits
Food and Beverage Operations – 2 credits

### Progression Pathways

- NPA Level 6 in Hospitality (Senior Phase)

### Course Description

The NPA in Hospitality at Level 5 introduces pupils to the hospitality industry and explores the scope of the industry, the career paths, job roles within it and the employability skills that underpin them. It involves a period of work experience. Pupils who successfully complete this course can progress to the NPA Level 6 in Hospitality as part of the Senior Phase programme or progress to NC Hospitality Level 5 on a fulltime basis at College.

### Unit Contents

Unit	Description
<b>Working in the Hospitality Industry</b>	This unit introduces pupils to the scope and breadth of the hospitality industry, including the wide variety of job roles and career pathways available. Pupils will research and explore a hospitality business in detail in order gain an appreciation of the diversity within the industry. Pupils will also undertake a work placement, which will help to develop both vocational and employability skills.
<b>Food and Beverage Operations</b>	This unit is designed to give pupils an understanding of food and beverage service operations in a variety of hospitality organisations. Pupils will develop the knowledge and practical skills needed to serve food and beverages in a casual dining environment. This will cover all aspects of a food and beverage service, from preparing for and delivering a professional food and beverage service, through to clearing and reinstating the service area.

### Assessment Method

Ongoing practical observation, portfolio of evidence and online tests.

## National Progression Award: Hospitality Level 6

Course Title	NPA Hospitality
Level	SCQF 6
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 6 study with an interest in Hospitality.

### Units to be Completed

Mandatory Units	Optional Units
Customer Care Excellence in Hospitality – 1 credit	Leading a Team – 1 credit
	Food and Beverage Operations – 2 credits

### Progression Pathways

Upon successful completion of this course pupils can choose to progress with their studies to a full-time course to study Certificate in Hospitality Operations (Level 6) at college or apply for first line entry level employment within the Hospitality Industry.

### Course Description

This National Progression Award (NPA) at level 6 provides a more advanced study of the topics in the NPA at SCQF level 5. The key mandatory unit is about developing excellence in customer care, which lies at the heart of all successful hospitality businesses, it introduces pupils to the role of the team leader in hospitality and offers optional units covering specialist areas such as food and beverage service, reception and accommodation servicing. It provides a foundation for those interested in progressing to college programmes.

### Unit Contents

Unit	Description
<b>Customer Care Excellence in Hospitality</b>	This unit is designed to enable pupils to develop the knowledge and understanding of leading a team to provide excellent customer care and how this contributes to the success of hospitality organisations.
<b>Leading a Team</b>	This unit is designed to enable learners to develop knowledge and understanding of the interpersonal skills required to lead a team in the hospitality industry. It focuses on the need to provide direction, motivation and support to team members in order to achieve both team and personal work objectives. The unit is aimed at learners who are interested in pursuing a career in the hospitality industry and aspire to a leadership role in the future.
<b>Food and Beverage Operations</b>	This unit is designed to give learners an in-depth understanding of advanced food and beverage service operations. This unit will enable learners to develop the product knowledge and practical skills needed to lead a small team in the delivery of a variety of complex service styles. This will include preparing for and delivering a professional food and beverage service, providing excellence in customer care,

	processing payments, clearing and reinstating the service area, reconciling cash and closing a restaurant at the end of service.
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### Assessment Method

Ongoing practical observation, portfolio of evidence and online tests.

## Foundation Apprenticeship: Food and Drink Technologies Level 6

Course Title	FA in Food and Drink Technologies
Level	SCQF 6
Campus	Arbroath and Kingsway
Days	<p><b>Arbroath:</b> Year 1 of 2 – Tuesday 9-4pm Year 2 of 2 – Tuesday 9-4pm</p> <p><b>Kingsway:</b> Year 1 of 2 – Monday and Wednesday 2-5pm Year 2 of 2 – Monday and Wednesday 2-5pm</p>

### Entry Requirements

A good level of English (National 5). Taking a Science or Food Technology subject would be an advantage. **Year 2 of 2 requires successful completion of Year 1.**

### Units to be Completed

#### Year 1

<b>Mandatory Units</b>
Food Manufacture: Fundamentals of Food Science – 1 credit
Food Manufacturing: Food Production – 1 credit
Food Manufacturing: Commercial and Social Drivers – 1 credit
Food Manufacturing Sustainability – 1 credit
Elementary Food Hygiene – 1 credit
REHIS Elementary Health and Safety – 1 credit

#### Year 2

<b>Mandatory Units</b>
Develop a New Product in a Food Business – 1 credit
Develop Productive Working Relationships with Colleagues – 1 credit
Interpret and Communicate Information and Data in Food and Drink Operations – 1 credit
Promote and Support Creative Thinking in a Food Business – 1 credit

### Progression Pathways

Successful pupils can choose to progress with their studies, these may include the following:

- A Modern Apprenticeship - Food and Drink Operations at SCQF Level 6
- Higher National Certificate/Diploma - Food Science and Technology
- PDA Food Science and Technology at SCQF Level 7
- Higher Education Studies at University

## Course Description

Pupils complete the National Progression Award (NPA) in Food Manufacture at SCQF Level 6 and the Awards in Health and Safety and Food Hygiene at SCQF Level 5. They also complete 5 units from the SVQ in Food and Drink Operations at SCQF Level 6 and a work placement.

## Unit Contents

Unit	Description
<b>Food Manufacture: Fundamentals of Food Science</b>	The purpose of this unit is to give pupils an overview of the science and associated legislation underpinning the food and drink manufacturing industry. Pupils will develop a knowledge and understanding of the chemical composition and nutritional properties of various foods. Pupils will investigate the legislation that is associated with the food and drink manufacturing industry, including the relevant microbiology and food safety aspects.
<b>Food Manufacturing: Food Production</b>	The purpose of this unit is to give pupils an overview of the structure of the food and drink manufacturing industry, from field or sea to table. The content will introduce pupils to food production that is undertaken in a range of sectors.
<b>Food Manufacturing: Commercial and Social Drivers</b>	This unit is to give pupils an overview of the influence of the economic climate and social attitudes of the food and drink manufacturing industry. Pupils will develop knowledge and understanding of how consumers and retailers affect the economic and social trends in the food and drink manufacturing industry.
<b>Food Manufacturing Sustainability</b>	This unit is to enable pupils to research and make an informed evaluation of the sustainability of the agricultural procedures, primary processing and manufacturing processes involved in the food and drink industry. Pupils will research procedures for a specific food or drink product in order to evaluate whether the production processing and distribution is sustainable.
<b>Elementary Food Hygiene</b>	The Elementary course, offered by REHIS, is designed for all food workers in the food industry. The course provides pupils with knowledge and understanding of the need for high levels of hygiene in the preparation, storage and service of food in commercial environments to prevent contamination and food poisoning.
<b>REHIS Elementary Health and Safety</b>	The Elementary course, offered by REHIS, is designed for all workers. The course provides pupils with practical information and advice that will help them and employers (or those undertaking duties in a voluntary capacity) ensure that their work activities are carried out safely reducing any risk to themselves or others.

## Assessment Method

Reports, ongoing observation, portfolio of evidence, short answer questions and multiple-choice questions.

## Animals, Land and Environment

### Introduction to Horticulture, Agriculture and Estates (Incorporating Skills for Work -Rural Skills) Level 4

Course Title	Introduction to Horticulture, Agriculture and Estates (Incorporating Skills for Work -Rural Skills)
Level	SCQF level 4
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 4 study.

#### Units to be Completed

Mandatory Units
Estate Maintenance: An Introduction (National 4)
Land-based Industries: An Introduction (National 4)
Crop Production: An Introduction (National 4)
Soft Landscaping: An Introduction (National 4)

#### Progression Pathways

- Level 5 Landscaping and Horticulture or Level 4 Agriculture and Estates courses at Dundee and Angus College
- SVQs in Appropriate Land-based sector vocational areas
- Programmes in Further Education Colleges
- Other suitable Training or Employment

#### Course Description

National 4 Skills for Work: Rural Skills is an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in the land-based industries.

This Rural Skills Course allows candidates to begin to develop some of the basic practical skills necessary to work in most of the land-based disciplines — areas such as horticulture, landscaping and agricultural crops. The Course also provides the opportunity to explore the very diverse employment prospects that exist in land-based industries.

#### Unit Contents

Unit	Description
<b>Estate Maintenance: An Introduction</b>	This unit will be suitable for learners who have limited or no knowledge of the craft practices in estate maintenance. The outcomes require the learner to identify and describe the use of a range of tools and equipment and then use these to undertake a range of estate maintenance tasks. The learner will have the opportunity to develop manual dexterity that will be useful for progression to higher levels of manual and machinery skills required in specific land-based industries. It should be noted that the word 'estate' can be interpreted in any

	manner referring to lands and this unit may be delivered in the context of any land relating to land-based industries including crofts, farms, town parks, etc.
<b>Land-based Industries: An Introduction</b>	This unit is designed to be integrated into practical tasks undertaken as part of this course. It is suitable for learners with no previous land-based or employment experience. The learner will have the opportunity to develop some of the employability skills that are valued by the land-based sector including good timekeeping, attendance, safe working and team working. They will have the opportunity to review and evaluate their progress in developing these skills. The third outcome allows learners to consider the examination of risk in a specific task allowing them to develop a greater understanding of the need to consider safety in all land-based industries.
<b>Crop Production: An Introduction</b>	This unit allows learners to develop some of the basic skills and knowledge required to contribute towards the production of plants in a work setting. Learners will have the opportunity to develop some of the basic skills relating to preparing the growing medium, establishing and maintaining the plant. Plants may be agricultural, forestry, within the context of a horticultural, edible or non-edible.
<b>Soft Landscaping: An Introduction</b>	This unit allows learners to develop some of the basic knowledge and skills required for soft landscaping. Learners will develop the basic skills and knowledge required to establish and maintain soft landscaping. The unit is appropriate for a range of contexts including agriculture, countryside management, and landscape horticulture.

### Assessment Method

Assessment is aimed at addressing the technical knowledge, skills and understanding associated with a range of land-based industries at National 4 level. Assessment will focus on practical vocational skills, skills for employment in a land-based industry context and safe working practice

### National Progression Award: Investigation of Modern Agriculture Level 5

Course Title	NPA Investigation of Modern Agriculture
Level	SCQF 5
Campus	Arbroath
Days	<b>Arbroath:</b> Friday 9-1pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

<b>Mandatory Units</b>
Investigation of Local Agriculture
Introduction to Agri-Tech and Precision Farming
Introduction to Agri-Tourism

## Progression Pathways

- Full time Introduction to Agriculture and Estates at Dundee and Angus College
- Programmes in Further Education Colleges
- Other suitable Training or Employment

## Course Description

This Agricultural programme is designed by Dundee & Angus College and validated by SQA. Much of the learning will be by experience gained from practical tasks, investigations and contact with partners from the agricultural sector.

Successful completion of this qualification can provide pupils with an opportunity to progress to a full-time course in the agricultural sector.

## Unit Contents

Unit	Description
<b>Investigation of Local Agriculture</b>	<p>This unit is designed to increase awareness of local agricultural provision and opportunities for employment. Completion of the unit will allow pupils to understand why local agriculture has developed in the way it has and, upon identifying potential areas of interest, will allow pupils to identify potential areas for development in order to embark on a career in agriculture.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• establish the relevance of climate, soil types and local infrastructure in the formation of local agricultural businesses.</li> <li>• make contact with a local agricultural business and understand its role in local provision.</li> <li>• understand the business model and employee structure of a local agricultural business.</li> <li>• identify skills, knowledge, qualifications and experience required for a desired role in a local agricultural business.</li> </ul>
<b>Introduction to Agri-Tech &amp; Precision Farming</b>	<p>This unit is designed to increase awareness of the use of agricultural technology and its role in precision farming. Completion of the unit will allow pupils to understand why gathering of quality data and meta-data is vital to success, how data are collected, interpreted and how data can be used to influence management decisions on farms. Pupils will gain an understanding of fundamental skills, knowledge, experience and necessary development to gain employment in agri-tech and precision farming.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Investigate uses of agri-tech both nationally and locally</li> <li>• Understand methods of data collection for precision farming</li> <li>• Understand how collected data is analysed and, ultimately, put to use</li> </ul>
<b>Introduction to Agri-Tourism</b>	<p>Agri-tourism is a broad description for businesses that provide services and products to tourists and visitors to rural areas. An Agri-tourism business has its roots in an agricultural or farm business. Pupils will:</p> <ul style="list-style-type: none"> <li>• investigate and make contact with a local Agri-tourism business</li> <li>• develop knowledge about the structure and strategy of a business</li> <li>• develop skills in entrepreneurship and sustainable Agri-tourism business models</li> </ul>

	<ul style="list-style-type: none"> <li>• investigate local Agri-tourism opportunities</li> <li>• develop Core Skills in communication, problem solving and working with others.</li> <li>• Create a portfolio on a local agritourism business and on agritourism opportunities locally.</li> <li>• be able to work in a group or individual capacity</li> </ul>
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### Assessment Method

The units offer diverse methods of assessment including production of flow charts, academic posters, PowerPoint (or other) presentations or recorded interviews. The Agri-Tourism unit will be assessed by completion of an open-book portfolio.

### National Progression Award: Rural Skills – Animal Care Level 5

Course Title	NPA Rural Skills – Animal Care
Level	SCQF 5
Campus	Arbroath
Days	<b>Arbroath:</b> Friday 9-1pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

<b>Mandatory Units</b>
Rural Business Investigation
Animal Care: Accommodation and Handling
Animal Care: Small Animal Feeding

### Progression Pathways

- Animal Care at Dundee and Angus College – courses from Access (SCQF 3) thru HND (SCQF 8)
- SVQs/ NVQs in Appropriate Land-based sector vocational areas
- Programmes in Further Education Colleges
- Other suitable Training or Employment

### Course Description

The qualification allows pupils the opportunity to develop skills and knowledge relating to one area of the land-based sector (Animal Care) and to develop knowledge and understanding of how a rural business operates.

Much of the learning will be by experience gained from undertaking practical tasks in an animal care setting although there will be some theoretical classroom sessions as well.

Successful completion of this qualification can provide pupils with an opportunity to progress to a full-time course in their chosen specialism.

## Unit Contents

Unit	Description
<b>Rural Business Investigation</b>	This unit allows pupils to develop some of the basic knowledge and understanding of the skills and operations in relation to a specific local rural business. The unit provides an opportunity for pupils to focus in on a specific enterprise of a local land-based business as well as considering the sustainability of the business and alternative enterprises available to it.
<b>Animal Care: Accommodation and Handling</b>	This unit will be suitable for pupils who have some basic knowledge of animal care. The aim is to provide appropriate theory and performance work that will allow the pupils to confidently care for and handle small animals.
<b>Care: Small Animal Feeding</b>	This unit may be suitable for pupils who have a basic knowledge of feeding small animals and wish to expand this knowledge to include the underpinning reasons for variations of diet for particular groups of small animals. The aim is to introduce the concepts of lifestage feeding and feeding according to the particular digestive ability of that animal.

## Assessment Method

The units require pupils to develop a portfolio of evidence and this unit may lend itself to the development of an e-portfolio which could be combined with some of the theoretical assessment components of the pupil's option specialist choice. In some of the option choices, there is scope for e-learning and e-assessment of theoretical components. However, in the case of practical activities, e-assessment is not appropriate.

## National Progression Award: Rural Skills - Horticulture Level 5

Course Title	NPA Rural Skills - Horticulture
Level	SCQF 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm

## Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

## Units to be Completed

<b>Mandatory Units</b>
Rural Business Investigation
Soft Landscaping: General Plantings
Horticultural Skills

## Progression Pathways

- Level 5 Horticulture courses at Dundee and Angus College
- SVQs/ NVQs in Appropriate Land-based sector vocational areas
- Programmes in Further Education Colleges
- Other suitable Training or Employment

## Course Description

The qualification allows pupils the opportunity to develop skills and knowledge relating to Horticulture and to develop knowledge and understanding of how a rural business operates.

Much of the learning will be by experience gained from undertaking practical tasks in an outdoor environment although there will be some theoretical classroom sessions as well.

Successful completion of this qualification can provide pupils with an opportunity to progress to a full-time course in their chosen specialism.

## Unit Contents

Unit	Description
<b>Rural Business Investigation</b>	This unit allows pupils to develop some of the basic knowledge and understanding of the skills and operations in relation to a specific local rural business. The unit provides an opportunity for pupils to focus in on a specific enterprise of a local land-based business as well as considering the sustainability of the business and alternative enterprises available to it.
<b>Soft Landscaping: General Plantings</b>	This unit will enable the pupil to select, use, establish and maintain a range of plants. The plant groups include ground cover plants; bulbs; annuals; seasonal bedding; wall shrubs and climbers; and mixed border plantings. The unit can be delivered in a variety of settings including parks, gardens and estates. The unit is designed to provide the pupil with a range of practical skills in planting and maintaining an area and to provide the knowledge and understanding which underpins these horticultural practices.
<b>Horticulture Skills</b>	This unit is designed to provide pupils with a range of practical skills in horticulture and to provide the knowledge and understanding which underpins these horticultural practices. Pupils will have an opportunity to carry out a range of garden maintenance tasks, plant propagation practices and turf maintenance operations.

## Assessment Method

The units require pupils to develop a portfolio of evidence and this unit may lend itself to the development of an e-portfolio which could be combined with some of the theoretical assessment components of the pupil's option specialist choice. In some of the option choices, there is scope for e-learning and e-assessment of theoretical components. However, in the case of practical activities, e-assessment is not appropriate.

## Performing Arts

### National Progression Award: Dance Level 5

Course Title	NPA Dance
Level	SCQF 5
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

#### Units to be Completed

<b>Mandatory Units</b>
Dance: Choreography
Dance: Alternative
Dance: Contemporary

#### Progression Pathways

Pupils who successfully complete the course can audition for the one-year NC Dance programme or HNC Dance Artist at The Scottish School of Contemporary Dance based in The Space at Dundee and Angus College, Kingsway Campus. Upon completion there is potential to progress onto further training at HNC/HND and BA(Hons) level.

#### Course Description

The National Progression Award (NPA) in Dance at SCQF level 5 (Intermediate 2) is an introductory qualification in Dance in which pupils explore choreography and gain an appreciation of dance skills and techniques. It allows pupils to develop knowledge, understanding and skills in choreography and two different styles: Contemporary and alternative techniques such as Hip Hop and Street Dance. Pupils will also research and analyse dance styles and practitioners, putting their learning into context.

#### Unit Contents

Unit	Description
<b>Dance: Choreography</b>	This is a mandatory unit in which pupils will develop choreographic skills which will allow them to create movement, use stimuli and analyse a dance piece by an established choreographer. They will be introduced to choreographic devices and stimuli for creating movement and put these skills into practice through tutor-led tasks and workshops. Pupils will also have the opportunity to develop critical thinking skills within the context of analysing an established dance piece.
<b>Dance: Alternative</b>	This Unit is designed to introduce pupils to an alternative dance form and its particular technique (Hip hop/street dance) Pupils will have the opportunity to research and describe a chosen dance form. They will develop an understanding of the dance form and learn to develop and demonstrate relevant skills before performing in the chosen style.

	This unit is suitable for pupils who would like to develop general dance technique skills and for those who wish to continue to study at Higher level.
<b>Dance: Contemporary</b>	<p>In this unit pupils will be introduced to skills and techniques in the style of contemporary dance. They will develop the fundamentals of the technique, which will incorporate warm up, floor work, travelling and sequences. Pupils will also have the opportunity to contextualise their learning by recreating movement in the style of a choreographer. They will also undertake some research into the choreographer and dance repertoire.</p> <p>This unit is suitable for pupils who are interested in developing contemporary dance technique and for those who wish to continue to study contemporary dance at Higher level.</p>

### Assessment Method

Assessments are on-going throughout the course. Some will conclude in a short practical presentation along with short written reports/logbooks and or oral presentations.

## Science

### National Progression Award: Applied Science Level 5

Course Title	NPA Applied Science
Level	SCQF 5
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study. Previous Chemistry and Maths would be advantageous.

#### Units to be Completed

Mandatory Units
HT8P 45 Introductory Biology
HT6P 45 Chemistry Fundamentals 1
HT8R 45 Introductory Physics
J45V 45 Forensic Science: Applications

#### Progression Pathways

Completion of these units will allow progression onto our Certificate in Applied Sciences course.

#### Course Description

This course provides a National Progression Award at Level 5 and allows you to develop good knowledge and understanding of biology, chemistry and physics. You will carry out a number of practical techniques in each unit and develop skills in good laboratory practice.

#### Unit Contents

Unit	Description
J45V45 Forensic Science: Applications	This unit is designed to introduce you to fundamental techniques of forensic science to develop your skills in biology, chemistry and physics in this context. The unit also enables you to develop basic research and information handling skills through case studies of real-life criminal cases.
HT8P 45 Introductory Biology	In this unit you will learn about the structure and function of living cells and be able to describe cellular biochemical processes such as enzyme activity, respiration and photosynthesis. You will also cover the structure and function of the digestive and cardiovascular systems and look at how they can impact health. Finally, you will cover the evolution of life on earth and how mutations and other factors can give rise to new adaptations.
HT6P 45 Chemistry Fundamentals 1	In this unit, you will look at the structure of an atom and how this relates to their position in the periodic table. You will then look at chemical reactions and how bonding affects how compounds react.
HT8R 45 Introductory Physics	This unit is designed to enable you to understand key aspects of physics and will introduce you to five areas of physics: principles of waves and lenses laws, radiation, heat, kinetics and electricity.

### Assessment Method

All units are assessed through the completion of practical work and a closed book assessment. The Forensic Science unit also requires the submission of a case report on the forensic science used in real life cases.

## Professional Development Award: Modern Biological Techniques Level 7

Course Title	PDA in Modern Biological Techniques
Level	7
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

Pupil should have a National 5 qualification in Biology **and** also be working towards a Higher in Biology or Human Biology.

### Units to be Completed

Mandatory Units
Microbiology: Theory and Laboratory Skills
Biotechnology: An Introduction
Cell Biology; Theory and Laboratory Skills

### Progression Pathways

Successful completion would allow progression to HNC Applied Science.

### Course Description

Our PDA in Modern Biological Techniques provides an opportunity for you to learn more in depth knowledge about cell biology, microbiology and biotechnology, providing an excellent opportunity for those who want to extend their knowledge in preparation for further study at university or college. These units also have a practical element and you will become competent in microbial techniques used in research laboratories and look at the applications of biotechnology in research through cloning, PCR and gel electrophoresis.

### Unit Contents

Unit	Description
Microbiology: Theory and Laboratory Skills	The Microbiology unit is designed to enable you to understand key aspects of micro-organisms, the different habitats they are found in, and their beneficial and detrimental effects. You will also develop practical skills in microbiological techniques and how different species can be studied in the laboratory.
Biotechnology: An Introduction	On completion of this unit you will be able to explain key aspects of biotechnology, including how genetically modified organisms are produced, the large scale synthesis of biotechnology products, and the traditional and novel applications of biotechnology. You will also develop awareness of ethical issues relevant to biotechnology while developing your practical skills in biotech techniques.
Cell Biology; Theory and Laboratory Skills	The cell biology unit will give you an in depth understanding of how cellular processes work. You will study the cell membrane structure

	and function, fate of proteins within the cell, how cellular communication works and the cell cycle. You will also complete some molecular biology practical's such as gel electrophoresis and cell staining.
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### Assessment Method

Each unit will be assessed through a closed book assessment. The practical element will be assessed through a checklist and the completion of a lab report or lab diary.

## Social Sciences

### National Progression Award: Criminology Level 5

Course Title	NPA Criminology
Level	Level 5
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

Communication and Numeracy at Level 4 and a proven interest in the subject area.

#### Units to be Completed

<b>Mandatory Units</b>
Criminology: Crime in the Community
The History and Development of Criminology
Criminology: Crime Scenes

#### Progression Pathways

- Higher/NPA Sociology (Level 6)
- Higher/NPA Psychology (Level 6)
- NPA Criminology (Level 6)
- Advanced Certificate in Social Sciences (along with other N5's)
- Advanced Certificate in Health and Social Care (along with other N5's)
- National Certificate level 6 Early Education and Childcare (along with other N5's)

#### Course Description

The course is suitable for anyone with an interest in developing their knowledge and understanding of human behaviour, either to pursue study and career options related to criminology, the criminal justice system and/or law. You may have little or no prior experience of studying criminology, but an interest in human behaviour and life experience provides a good foundation to progress to this qualification.

#### Unit Contents

Unit	Description
<b>Criminology: Crime in the Community</b>	Categorising of crime, by the police, will be examined and applied to your local community. An examination of the reporting of crime will also occur, with the emotive language used by the press, being scrutinised. Crime prevention in our local community will be analysed too.
<b>The History and Development of Criminology</b>	The learner will develop an understanding of the wide and varied development of theories and concepts concerning the nature of crime and the criminal throughout time. Key sociological and psychological approaches in twentieth century criminology will be examined and evaluated.
<b>Criminology: Crime Scenes</b>	During this unit, you will develop an understanding of the different types of physical evidence available at a crime scene, the importance

	of preserving evidence and how this evidence is utilised. You will also develop an understanding of psychological evidence available at a crime scene and how that information can be used to understand the scene.
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### Assessment Method

College based unit assessments for all three units will take place to allow for completion of the NPA award. No end exam is required.

## National 5 / National Progression Award: Psychology Level 5

Course Title	National 5 Psychology / NPA Psychology
Level	National 5 (or NPA Level 5)
Campus	Arbroath (National 5 and NPA Level 5) Gardyne (NPA Level 5)
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

Mandatory Units
Research
Individual behaviour
Social behaviour
End Exam (if full National 5 group award is undertaken)

### Progression Pathways

- Higher Sociology
- Higher Psychology
- NPA Level 5 or 6 Criminology
- Advanced Certificate in Social Sciences (along with other N5's)
- Advanced Certificate in Health and Social Care (along with other N5's)
- National Certificate level 6 Early Education and Childcare (along with other N5's)

### Course Description

The course is suitable for anyone with an interest in developing their knowledge and understanding of human behaviour, either to pursue study and career options related to psychology or to broaden their learning experience. You may have little or no prior experience of studying psychology, but an interest in human behaviour and life experience provides a good foundation to progress to this qualification.

## Unit Contents

Unit	Description
<b>Research</b>	This unit introduces pupils to the research process, research methods and ethics used in psychology. Pupils will develop knowledge and understanding of factors to consider when planning and carrying out psychological research. Pupils will also develop numerical skills and an understanding of psychological terminology.
<b>Individual Behaviour</b>	This enables pupils to use psychology to explain individual behaviour. Pupils will investigate topics such as sleep and dreams and learn how these topics can be explained using psychological theories. Memory, phobias and happiness may also be examined during this unit. Learners also consider the strengths and weaknesses of different theories investigated.
<b>Social Behaviour</b>	This explains how interaction with others shapes social behaviour. You will investigate social psychological topics such as conformity, prejudice and non-verbal communications. Pupils will use relevant concepts and research evidence to explain how the thoughts, feelings and behaviours of individuals are developed through interaction within the social environment.

## Assessment Method

Your grade at National 5 Psychology is composed of a closed book exam in May/June and an assignment submitted to SQA in April. This assignment is open book and is equivalent to a third of your overall grade. College unit assessments and a prelim will be sat for this National 5 qualification.

*There is an option for an NPA in this level of Psychology to be awarded depending upon circumstances and achievement in internal assessments. The NPA follows the same units as the National 5 qualification. This option would be discussed with students during the academic year, depending on performance in the subject. There is no end exam for the NPA Group Award, just unit completion.*

## National Progression Award: Criminology Level 6

Course Title	NPA Criminology
Level	Level 6
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

## Entry Requirements

Existing evidence of National 5 study in relevant subjects.

## Units to be Completed

<b>Mandatory Units</b>
Criminology: Crime in Society
Criminology: Nature and Extent of Crime
Criminology: Forensic Psychology

## Progression Pathways

- Professional Development Award (PDA) in psychology, sociology and criminology.
- Higher Psychology
- Together with other Highers a range of HNC at D&A College.
- Together with other Highers, first year entry into University to study subject such as criminology, psychology, sociology, social science, social anthropology, history, law, management, human resources, marketing and other social sciences or humanities routes.
- Employment areas include criminal justice system, social work, health and care, housing, childhood practice, teaching, civil service, human resources, police force, marketing, Scottish Prison Service, journalism and many more.

## Course Description

Crime drama and documentaries are extremely popular: CSI, Mindhunters, Making of a Murderer, Killing Eve, The Sinner, Wire in the Blood, Sherlock Holmes to name but a few. But, what about real-life crime? In reality, we need to understand how crime scenes are investigated and used to elicit essential evidence. We look to theory and crime data to create a picture about the nature and extent of crime. This course takes three SQA units and combines them to provide you with a balanced mix of theory, data analysis, and provides an understanding of how physical and psychological evidence is gathered and used. These three units give you a recognised National Progression Award (NPA) in Criminology.

## Unit Contents

Unit	Description
<b>Crime in Society</b>	In this unit, we will examine criminal law in Scotland and develop an understanding of its purpose. We will also study the impact crime has on the victims and on wider society; one of the ways we do this is by examining the financial impact crime has on society. Crime prevention will be covered with an emphasis on local organisations involved in the prevention of crime.
<b>Nature and Extent</b>	The unit will illustrate the ways in which criminologists use data and examine material from the British Crime Survey, thereby establishing the link between criminological theory and the statistical evidence and research strategies. You will be introduced to the variety of criminological theories and the particular perspectives they give to the explanation of criminal behaviour.
<b>Forensic Psychology</b>	This unit introduces the work of forensic psychologists in the police, courts and the prison estate. You will develop an understanding of different psychological theories of criminal behaviour, including psychopathy. You will also have the opportunity to explore extraordinary criminal behaviour.

## Assessment Method

A combination of open and closed book assessments as required by the SQA.

## Higher/National Progression Award: Psychology Level 6

Course Title	Psychology Higher/NPA Psychology
Level	Higher Psychology (or NPA Psychology Level 6)
Campus	Arbroath (Higher and NPA) and Gardyne (NPA)
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

### Entry Requirements

- Social Studies or Social Sciences Courses at SCQF level 5 or relevant component units or Communication and Numeracy at Level 5
- National 5 Biology Course or relevant component units (recommended only)

### Units to be Completed

Mandatory Units
Research
Individual behaviour
Social behaviour
End Exam (if full National 5 group award is undertaken)

### Progression Pathways

- Professional Development Award (PDA) in psychology, sociology and criminology.
- Articulation to HNC Social Science with passes in Higher/NPA Psychology and one other relevant Higher along with a strong Curriculum and Quality Leader reference.
- Range of HNC's at D&A College with Higher/NPA Psychology and one other relevant Higher
- Together with other Highers, first year entry into University to study subject such as criminology, psychology, sociology, social science, social anthropology, history, law, management, human resources, marketing and other social sciences or humanities routes.
- Employment areas include criminal justice system, social work, health and care, childhood practice, teaching, civil service, housing, human resources, marketing, journalism and many more.

### Course Description

Psychology provides pupils with opportunities to find out about some of the ways that thoughts and emotions can affect how we feel and behave. Psychological knowledge of individual and social behaviour can support pupils in personal and professional relationships and can enable them to understand some of the factors that influence behaviour. The central theme of the course is to enable pupils to investigate psychological approaches and research, which will promote their understanding of individual and social behaviour. Pupils will analyse and evaluate concepts, theories and approaches, and will draw on research evidence to explain human behaviour.

### Unit Contents

Unit	Description
<b>Research</b>	This unit examines the research process, research methods and ethics used in psychology. You will develop knowledge and understanding of factors to consider when planning and carrying out psychological

	research. You will also develop numerical skills and an understanding of psychological terminology.
<b>Individual behaviour</b>	The general aim of this unit is to enable you to analyse individual behaviour. Pupils will investigate topics and learn how these topics can be explained, using psychological approaches and theories; one topic examined in this unit is sleep and dreams. Other topics that may be covered include Memory, Psychopathology and stress. You will evaluate approaches and theories and apply psychological knowledge to show how an understanding of psychology can be applied.
<b>Social behaviour</b>	The general aim of this unit is to enable you to analyse how interaction with others shapes behaviour. You will investigate psychological explanations for social behaviour and will use research evidence to analyse how the thoughts, feelings and behaviours of individuals are influenced by their social environment. Some topics that may be covered during this unit include Conformity and Obedience, Altruism and Aggression. You will apply psychological knowledge and understanding to explain examples of everyday social behaviour, one being conformity and obedience.

### Assessment Method

Your grade at Higher Psychology is composed of a closed book exam in May and an assignment submitted to SQA in April. This assignment is open book and is equivalent to a third of your overall grade. College unit assessments and a prelim will be sat for this Higher qualification.

If not sitting the end exam, an NPA in Psychology will be awarded upon successful completion of the unit assessments.

### Professional Development Award: Criminology Level 7

<b>Course Title</b>	<b>PDA Criminology</b>
<b>Level</b>	<b>Level 7</b>
<b>Campus</b>	<b>Arbroath and Gardyne</b>
<b>Days</b>	<b>Arbroath: Friday 9-1pm</b> <b>Gardyne: Monday and Wednesday 2-4.30pm</b>

### Entry Requirements

It is suggested that pupils may have the NPA Criminology from S5 in order to undertake this PDA but any student with two relevant Highers, and an interest in the subject area, will also be accepted.

### Units to be Completed

<b>Mandatory Units</b>
Criminology: the accused's journey
Sociology B: Applying Sociological Theories and Studies to Sociological Topics

### Progression Pathways

- Successful completion of the PDA provides the opportunity of progressing to a full HNC qualification in Social Sciences, Police Studies, Health and Social Care, or first year entry to university (together with Highers or equivalent).

- Completion of HNC Social Science, Police Studies or Health and Social Care may lead to second year entry for many related degree courses at our partner universities:
- University of St Andrews – degrees in social anthropology, psychology, history, English and other humanities.
- University of Aberdeen – degrees in anthropology, history, psychology, sociology, philosophy and geography.
- Abertay University – degrees in social science, criminology and sociology.
- University of Dundee – degrees in liberal arts.
- Robert Gordon University (RGU) – degrees in social science.
- University of Highlands and Islands (UHI) – degrees in social science, history, politics, sociology and criminology.

### Course Description

This PDA is designed to introduce pupils to a selection of topics and areas of debates that inform contemporary justice. Pupils will develop an understanding of the process of the accused’s journey from arrest through to release. Youth and community justice will also be examined, allowing pupils to gain an understanding of how youths are processed in the Scottish Criminal Justice System.

### Unit Contents

Unit	Description
<b>Criminology: the accused’s journey</b>	This unit looks at the accused’s journey from initial arrest through disposal, including any trial and sentencing, within the Scottish Criminal Justice System. It also looks at the efficacy of the Scottish System in comparison with other criminal justice systems.
<b>Sociology B: Applying Sociological Theories and Studies to Sociological Topics</b>	This unit looks at the dominant sociological theories and applies these to a variety of topics including crime and deviance and gender inequalities in the criminal justice system.

### Assessment Method

A combination of open and closed book assessments as required by the SQA.

### Professional Development Award: Psychology Level 7

Course Title	PDA Psychology
Level	Level 7
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4.30pm

### Entry Requirements

Pupils must have 2 Highers in relevant subjects in order to undertake this PDA.

### Units to be Completed

Mandatory Units
Psychology A: History and Development of Psychology
Psychology B: Explanation and Research of Psychological Topics

## Progression Pathways

- Successful completion of the PDA provides the opportunity of progressing to a full HNC qualification in Social Sciences or first year entry to university (together with Highers or equivalent).
- Completion of HNC Social Science may lead to second year entry for many related degree courses at our partner universities.
- University of St Andrews – degrees in social anthropology, psychology, history, English and other humanities.
- Abertay University – degrees in social science, criminology and sociology.
- Robert Gordon University (RGU) – degrees in social science.
- University of Highlands and Islands (UHI) – degrees in social science, history, politics, sociology and criminology.
- University of Aberdeen – degrees in anthropology, history, psychology, sociology, philosophy and geography.
- University of Dundee – degrees in liberal arts.

## Course Description

This course will allow you to develop a knowledge and understanding of the historical development of psychology. You will examine four schools of thought in psychology, explaining how each developed, as well as the key features that differentiate one from another. You will develop evaluation skills as you examine each school of thought. From here, you will then go on to analyse theory related to specific topics in psychology and conduct a piece of research.

## Unit Contents

Unit	Description
<b>Psychology A</b>	This unit aims to develop your knowledge and understanding of the historical development of Psychology. You will explore and evaluate four schools of thought - Psychoanalytic, Behaviourist, Cognitive and Biological.
<b>Psychology B</b>	In Psychology B you will apply your knowledge gained in Psychology A to three different psychological topics. These topics can include psychopathy, attachment and early socialisation and pro-social behaviours such as altruism. Theoretical debates on these topics are explored and a range of research studies are critically evaluated. You will also plan and carry out research into one of the topics, collate and analyse results, draw conclusions and complete a report of the research to a prescribed psychological report format.

## Assessment Method

A combination of open and closed book assessments as required by the SQA.

## Sport and Fitness

### Sports and Fitness NCFE Award

Course Title	Sports and Fitness NCFE Level 2 Award
Level	Comparable to SCQF Level 5
Campus	Arbroath – Saltire Centre Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however, school staff should ensure pupils have a genuine interest in participating in sports and fitness related activities and are suitable for Level 5 study.

#### Units to be Completed

Mandatory Units – Pupils will undertake 3 from the list within the year
Participating in Sport (NCFE 6 credits)
Development of Personal Fitness (NCFE 6 credits)
Sports Coaching (NCFE 6 credits)

#### Progression Pathways

- National Courses at Higher level
- College / University courses
- Vocational training
- Employment

#### Course Description

The newly developed NCFE award is aimed at those who are passionate around sports and fitness which will help lay the foundation necessary for a successful career within the industry. All units are highly practical and delivered by an experienced staff team within purpose-built facilities. The course embraces the opportunity to use state of the art technology whilst harnessing key industry partnership links. Throughout the qualification, pupils will develop problem solving, decision making and communication skills, all of which are desirable and transferrable within alternative career pathways.

#### Unit Contents

Unit	Description
<b>Participating in sport</b>	This unit enables pupils to develop their practical skills in sport through organising and participating in sports activities. Pupils will work with others to plan a sports activity, participate in a sports activity and evaluate their own performance and the performance of others following the activity. The unit is underpinned by pupils gaining the required knowledge and understanding of sporting rules and regulations
<b>Development of Personal fitness</b>	

	This unit will provide pupils with an understanding of the fitness, training and psychological requirements of those who participate in specific sports, along with an understanding of barriers to participation in sport. It gives pupils the opportunity to plan and implement their own fitness programme and to monitor and review their progress of the training programme.
<b>Sports coaching</b>	This unit allows pupils to develop their understanding of the roles and responsibilities of a sports coach, considering personal skills, coaching and communication techniques. Pupils will have the opportunity to plan, deliver and evaluate their own coaching sessions within a sport/activity of their choice.

### Assessment Method

Each unit will be supported by NCFE learning and teaching resources which will provide an assessment package and exemplify the national standard. Grading has been introduced to make sure that these qualifications reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that will be applied to all of the units fairly and consistently.

### Sport and Fitness NCFE Diploma

<b>Course Title</b>	<b>Sport and Fitness NCFE Diploma</b>
<b>Level</b>	Comparable to SCQF Level 6
<b>Campus</b>	Arbroath – Saltire Centre Gardyne
<b>Days</b>	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

### Entry Requirements

Successful completion of the Sports and Fitness NCFE Award.

### Units to be Completed

<b>Mandatory Units</b>
Developing sporting skills and tactical awareness
Performance analysis for sport
Strength and conditioning training
Introduction to Healthy exercise and nutrition

### Progression Pathways

- National Courses at Higher level
- College / University courses
- Vocational training
- Employment

## Course Description

The newly developed NCFE awards are aimed at those who are passionate around sports and fitness which will help lay the foundation necessary for a successful career within the industry. All units are highly practical and delivered by an experienced staff team within purpose-built facilities. The course embraces the opportunity to use state of the art technology whilst harnessing key industry partnership links. Throughout the qualification, pupils will develop problem solving, decision making and communication skills, all of which are desirable and transferrable within alternative career pathways.

Successful completion of the four units in this course in combination with completion of the three units in the Sports and Fitness NCFE Award will allow certification of a Level 2 NCFE Diploma in Sports Coaching.

## Unit Contents

Unit – within second year of studying	Description
Developing sporting skills and tactical awareness	This unit provides learners with the opportunity to develop their understanding of technical and tactical skills for a sport of their choice. There is an opportunity for learners to assess and analyse their own technical and tactical skills, along with the analysis of a professional sports person. Through analysis of their own performance, learners will develop a plan to improve their sports performance.
Performance analysis for sport	In this unit learners will gain an understanding of the benefits of performance analysis in sport, with ways to consider how physical, tactical, physiological and technical performance can be measured. In addition, learners will explore the use of technology to support the process of performance analysis. Learners will also be given the opportunity to conduct some analysis of sporting performance and provide feedback based on their findings.
Strength and conditioning training	In this unit learners will understand the physiology of strength and conditioning. Learners will explore the way the body responds to strength and conditioning, considering injury prevention, adaptations to training and ways to maximise sessions. Learners will have the opportunity to plan, lead and evaluate a strength and conditioning session for a specific sport.
Introduction to Healthy exercise and nutrition	This unit provides learners with an introduction to exercise and nutrition. Learners will explore the effects of exercise in the body, the components of fitness and different types of training and how specific populations (such as people aged 50+) should adhere to key safety guidelines. In addition, learners will consider the impact and importance of good nutrition and the health benefits related to this.

## Assessment Method

Each unit will be supported by NCFE learning and teaching resources which will provide an assessment package and exemplify the national standard. Grading has been introduced to make sure that these qualifications reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that will be applied to all the units fairly and consistently.



# COURSES FOR SCHOOL PUPILS

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[www.dundeeandangus.ac.uk/advice-support/options-for-senior-school-pupils](http://www.dundeeandangus.ac.uk/advice-support/options-for-senior-school-pupils)