

# Grove Academy



Senior Phase  
S4/5/6

Course Choice Booklet

2019/20

## CONTENTS

<b>Courses</b>		<b>Page Nos</b>
Art and Design	Portfolio Course	4
	Art & Design	5-10
	Photography	10-13
Biology	Biology	14-20
	Human Biology	21
Business Studies	Accounting	22-24
	Administration and IT	24-27
	Business Management	27-31
Chemistry	Chemistry	32-36
Classical Studies	Classical Studies	37-40
Computing Science	Computing Science	41-42
Design and Technology	Advanced Engineering Program	43
	Engineering Science	44-45
	Design and Manufacture	46-47
	Graphic Communication	48-49
	Practical Woodworking Skills	50
	Practical Metalworking Skills	51
Drama	Drama	52-55
	Creative Industries	56-59
English	English	60-65
Geography	Geography	66-70
	Travel and Tourism	71
History	History	72-75
Home Economics	Health & Food Technology	76-79
	Fashion & Textile	79-82
	Practical Cookery	83-84
	Early Education and Childcare	85
Maths	Maths	86-92
Modern Languages	Modern Languages	93-97
Modern Studies	Modern Studies	98-101
	Sociology	102
	Politics	102-103

Music	Music with Performing	104-108
	Music with Technology	109-115
	Creative Industries	115-116
Physical Education	Physical Education	117-122
Physics	Physics	123-128
	Practical Electronics	129-130
Religious, Moral & Philosophical Studies	RMPS	131-138
	Philosophy	139-140
Scottish Baccalaureate in Science		141
<b>Flexible Pathways Courses</b>	<b>Employability Pathways</b>	142
	S4 Employability program	142
	SFA Coaching Academy	142
	Fitness Industry Training Academy	142-143
	Work Experience and Peer Support	143
	<b>S4 Industry Preparation Programs</b>	
	Plumbing & Electrical Preparation program	144-145
	Hospitality Industry Preparation program	146
	Future Skills College	147
	<b>Foundation Apprenticeships</b>	148-151
	<b>Skills for work Courses</b>	152-261

## Art and Design: Portfolio Preparation Course

### **Non-Certified Course (S6 Pupils Only)**

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

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

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

### **Course Description**

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

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

### **Progression:**

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

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

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

## Higher:

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

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

The aims of the course are to enable learners to:

- Communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology.
- Analyse a range of art and design practice and critically reflect on the impact of external factors on artists and designers and their work.
- Plan, develop, produce and present creative art and design work.
- Develop personal creativity, using problem solving, critical thinking and reflective practice skills.

## **Course Structure**

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

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

## **Expressive Portfolio (Higher)**

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

Learners who complete this unit will be able to:

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

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

## **Design Portfolio (Higher)**

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

Learners who complete this unit will be able to:

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

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

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

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

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

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

The portfolio has two sections.

Section 1, titled Expressive will have 100 marks.

Section 2, titled Design will have 100 marks.

## **Art and Design: Critical**

### **Question paper 60 marks**

Candidates have 2 hours to complete the question paper.

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

The questions are designed to assess candidates' ability to:

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

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

The question paper has two sections.

## **Section 1: Expressive Art Studies**

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

## **Section 2: Design Studies**

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

The portfolios are:

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

All marking is quality assured by SQA.

### **RECOMMENDED ENTRY:**

- N5 Art and Design
- N5 English

## **Homework:**

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

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

## **Career Paths:**

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

Animation

Costume and Theatre Design

Game Design

Illustration

Jewellery Design

Sculpture

Architecture

Fashion Design

Graphic Design

Interior Design

Product Design

Teaching

## **NATIONAL 5**

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

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

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

### **Course Content**

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

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

The course comprises two areas of study:

#### **Expressive**

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

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

#### **Design**

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

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

#### **Art & Design Critical**

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

The portfolios are:

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

All marking is quality assured by SQA.

---

## **RECOMMENDED ENTRY:**

- N4 Art & Design
  - Sitting N5 English
- 

## **Homework:**

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

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

## **National 3 & National 4:**

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

## **Units**

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

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

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

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

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

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

## **Higher Photography**

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

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

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

### **Purpose and Aims**

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

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

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

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

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

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

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

## **The course assessment has two components.**

Component 1: Question paper – 30 marks

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

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

The questions are designed to test candidates' ability to:

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

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

Component 2:

## **Course Assessment Structure Project:**

Project 100 marks

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

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

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

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

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

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

## **Evidence to be gathered**

### **Volume**

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

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

There is a 500 word limit for the evaluation.

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

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

HNC/D Photography (D&A College)

BA (Hons) Photography (Edinburgh Napier)

Commercial Photography BA (RGU Aberdeen)

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

### **Why choose photography?**

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

### **Homework:**

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

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

## Advanced Higher Biology

### Recommended Entry

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

### Course Description

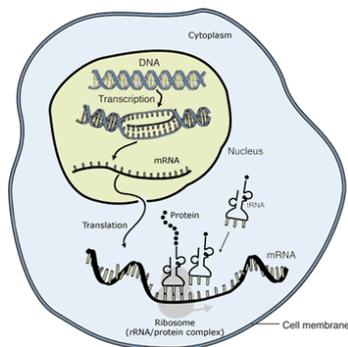
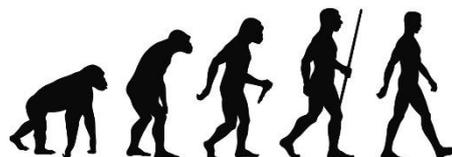


Image adapted from: National Human Genome Research Institute.

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

### Mandatory Units

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



**Course Assessment structure – This will be subject to change for the session 2019/20.**

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

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 (23% of the total 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.

**Section 2**, titled 'Paper 2', restricted and extended response questions - 95 marks.

### Component 2 — Assignment

A topic will be chosen by the learner, who will investigate/research the underlying biology and the impact on society/the environment. 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.

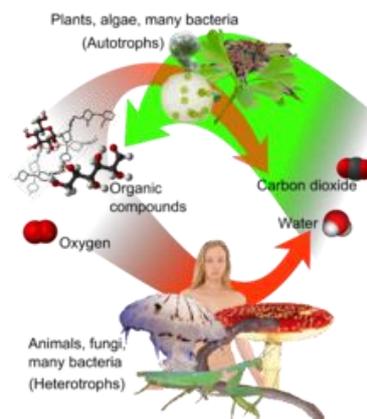
The assignment will have 20 marks

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 ie Environmental 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:

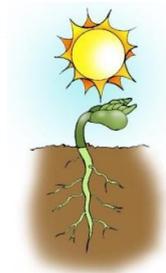
### **Cell Biology**

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 experienced learning across the sciences experiences and outcomes at levels 3 & 4 and have demonstrated a secure understanding and knowledge in class work and Unit assessments.

### **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

**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 will have 20 marks (20% of the total marks)

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

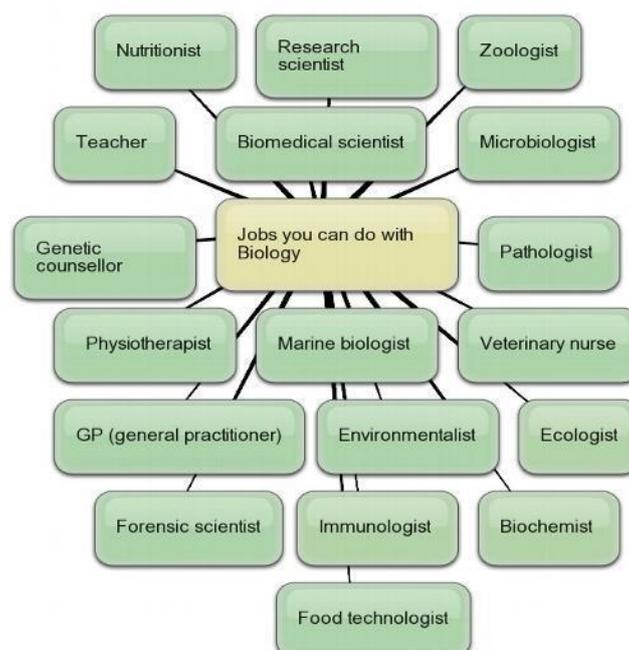
Courses that could be available in S5/6

- 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.

## **Wellcome 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 from the session 2019-20 to **S5/6 pupils**, subject to demand. This **Skills for Work** qualification allows you to gain skills in the classroom for job roles related to the health sector.

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



### The Course:

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

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

### Assessments:

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

**Progression:** Completion of this course may lead to:

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

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

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

## National 4 Biology

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

### **Course Aims**

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

### **Cell Biology**

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



### **Multicellular Organisms**

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



### **Life on Earth**



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

### **Recommended Entry**

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

### **Internal Assessments**

#### **Unit- by- Unit assessment**

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

**Added Value Unit: Assignment**

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

**Home-learning**

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

**Progression**

Course that could be available in S5/6

- Vertical progression may be possible to SCQF level 5 - Biology National 5
- Lateral progression is possible to other qualifications in the sciences
- This course can also assist entry to employment, training and further education

## 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
- Physiology and Health
- Neurobiology and Communication
- Immunology and Public Health

The 4 mandatory units will be assessed during the year.

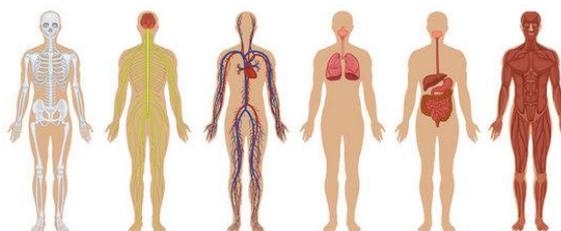
### Course Assessment

#### 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

**Section 2**, titled 'paper 2', restricted and extended response questions – 95 marks



#### Component 2 – Assignment

A topic will be chosen by the learner, who will research an area of biology that they are interested in and which is related to the human biology course. 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 20 marks 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 ie Environmental Science
- Further study, employment and/or training

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

## National 5 Accounting (S4 Pupils only)

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:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Financial Accountant</li> <li>• Management Accountant</li> <li>• Corporate Finance</li> <li>• Tax &amp; Treasury</li> <li>• Finance</li> <li>• Banking</li> </ul> | <ul style="list-style-type: none"> <li>• Investment Banking</li> <li>• Financial Advisor</li> <li>• Insurance</li> <li>• Payroll Assistants</li> <li>• Invoice Clerk/Credit Controller</li> <li>• Book Keeper</li> </ul> |
|--|--|

## Higher Administration & IT

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



**The Course has 2 Units of work:**

1. Administrative Theory & Practice

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



2. IT Applications

- Excel spreadsheets
- Access databases
- Word processing
- Powerpoint
- Email
- Ediaary



### Entry Requirements:

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



### Assessment:

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

### Homework:

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

### Progression:

- HND/Degree in Administration

### Possible career routes:

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

Banking & Insurance  
Customer Services  
Human Resources

Events Management  
Receptionist  
Travel & Tourism

## National 5 Administration & IT

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



### The Course has 2 Units of work:

#### 1. Theory

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



#### 2. IT Applications

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



### 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	Banking & Insurance	Call Centres
Events Management	Customer Services	Receptionist
Hospitality & Catering	Human Resources	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 create wealth, prosperity, jobs and choices. The key purpose of this Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. A main feature of this Course is the development of enterprising and employability skills. By developing many transferable skills, the Course prepares learners for everyday life, the world of work or further study of business and other business-related disciplines.



#### **The Course has 5 Units of work:**

##### 1. Understanding Business

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



##### 2. Management of People

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



##### 3. Management of Finance

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

#### 4. Management of Marketing

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

#### 5. Management of Operations

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



#### **Entry Requirements:**

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

#### **Assessment:**

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

#### **Homework:**

- Approximately one formal piece of homework every 2 weeks

#### **Progression:**

- Advanced Higher Business Management (Campus)

#### **Possible career routes:**

Banking & Insurance

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



#### **The Course has 3 Units of work:**

##### 1. Understanding Business

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



## 2. Management of People & Finance

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



## 3. Management of Marketing & Operations

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



### **Entry Requirements:**

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



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

## The Course has 3 Units of work:

### 1. Business in Action

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



*Learners who complete this Unit will be able to:*

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

### 2. Influences on Business

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



*Learners who complete this Unit will be able to:*

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

### 3. Business Assignment

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



*Learners who complete this Unit will be able to:*

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

#### **Assessment:**

- 3 x Internal Assessments (one for each unit)

#### **Homework:**

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

#### **Progression:**

- N5 Business
- N5 Administration & IT
- N5 Accounting

**Possible career routes:**

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

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

## Advanced Higher Chemistry

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

### **Recommended Entry**

Higher Chemistry

### **Course Structure**

Learning is divided into four components.

### **Researching Chemistry**

The key features that make up this unit are:

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

### **Inorganic and Physical Chemistry**

The key features that make up this unit are:

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

### **Organic Chemistry and Instrumental Analysis**

The key features that make up this unit are:

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

### **Project**

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

### Overall attainment

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

### Progression

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

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

## Higher Chemistry

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

### Recommended Entry

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

### Course Details

#### Chemistry in Society

The key features that make up this unit are:

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

#### Chemical changes and structure

The key features that make up this unit are:

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

#### Nature's Chemistry

The key features that make up this unit are:

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

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

### Assignment

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

### Assessment

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

### Overall attainment

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

### Progression

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

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

## National 5 Chemistry

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

### Course Structure

Learning is divided into four components.

### Chemical changes and structure

The key features that make up this unit are:

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

### **Nature's Chemistry**

The key features that make up this unit are:

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

### **Chemistry in Society**

The key features that make up this unit are:

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

### **Assignment**

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

### **Assessment**

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

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

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

### **Progression**

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

## **National 4 Chemistry**

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

### **Chemical Changes and Structure**

The key features that make up this unit are:

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

### **Nature's Chemistry**

The key features that make up this unit are:

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

### **Chemistry in Society**

The key features that make up this unit are:

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

### **Added Value Unit**

The key features that make up this unit are:

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

### **Attainment**

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

### **Progression**

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

## Advanced Higher Classical Studies

### Entry Requirement

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

### Course Outline

The course is made up of two parts:

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

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

Themes:

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

Texts:

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

### Assessment

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

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

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

Pupils are also required to pass two Unit Assessments.

### Career Options

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

## Higher Classical Studies

### Course Outline

Higher Classical Studies is made up of three units:

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

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

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

### Assessment

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

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

### Entry Requirement

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

## Progression

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

## National 5 Classical Studies

### Course Outline:

Life in Classical Greece – the focus of this unit is on Athens during the 5<sup>th</sup> Century BC, with pupils learning about the life of a citizen and aspects of their worship of the gods.

Classical Literature – involves the study of one or more classical texts and the analysis of several themes (Leadership, Fate versus Free Will, Heroism, Conflict and Women in Society)

Life in the Roman World – Pompeii is studied as an example of life in a typical Roman town, as well as investigating the events surrounding the eruption of Mt. Vesuvius in 79AD which destroyed the town.

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

- Pupil knowledge and understanding of Greek and Roman civilisations
- The ability to compare and contrast aspect of those societies with the modern world
- The skills of explaining, investigating, analysing and evaluating
- Their understanding of the impact the Greeks and Romans had on the modern world
- Transferable skills which can be used in other areas of study and everyday life

### Assessment

The course is assessed in two parts - a question paper (60 marks) and an assignment (20 marks).

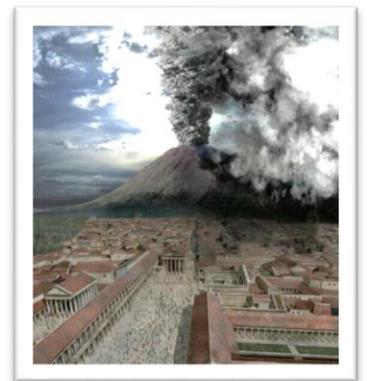
- The question paper will be divided into three 20-mark Sections and will last 1 hour and 30 minutes.
- The assignment is a chance for pupils to investigate and analyse a relevant topic. It will be externally marked by the SQA and will be produced under exam conditions during 1 hour, once pupils have completed their research.

### Home Learning

All pupils will be expected to complete homework in order to reinforce and develop learning, understanding and skills. Homework will include a range of assessment types, such as exam style questions, research/investigation tasks, further reading and the creation of visual materials. All course materials will be made available for pupil access on GLOW.

### Progression

- Higher Classical Studies in S5/6
- Advanced Higher Classical Studies in S6



- National 5 or Higher in another social subject
- Further education courses such as Ancient History, Archaeology, Comparative Literary Studies, Classics and History.
- Employment based upon the skills developed within the course.

## Computing Science

Computing science is wide-ranging: from programming apps and games to engineering large software systems. Design and evaluation of human - computer interfaces, algorithms, computer and network systems, and information systems. These skills are vital as computing pervades our everyday life — socially, technologically and economically. Furthermore, these skills can easily be transferred into many other fields, including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these skills and the underpinning knowledge necessary to meet the needs of society today and for the future.



## HNC Computer Networking and Ethical Hacking

This option is available for pupils who may otherwise be considering progression in Computing from National 5 in S4. The HNC is delivered in conjunction with Dundee & Angus College and is a two year course. Completion of this Course results in a Level 7 qualification (comparable to Advanced Higher). For more information on Course content please see pages 237-240.

## NPA Cyber Security – Ethical Hacking

In response to the challenges facing governments, businesses and individuals in securing their online presence and with the number of devices connected to the internet set to exceed 50 billion in the next few years. This course has been developed to face these challenges. By offering these qualifications at a range of levels, we are providing an excellent entry point for learners into a sector where more people need to be trained, recruited and working in cyber security roles.



The awards have been developed in partnership with industry experts to capture the interest of learners and provide an excellent starting point for those keen to develop their skills and embark upon a career in digital security.

These classes will contain materials ranging from National 4 to National 6 with pupils being placed at an appropriate level dependent on their previous experience within Computing Science. The series of NPAs have also been designed to allow pupils to return to the department to progress with their research and attainment within this important area.

## National 5 Computing Science



N5 is made up of two discrete units. The first is Software Design and Development where pupils are provided with the skills and techniques required to create complex computer programs and apps. The second unit, Information Systems Design and Development, provides pupils with the skills and knowledge required to create and implement complex data storage solutions and produce web pages

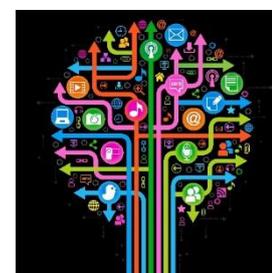
The course contains ongoing unit assessments and is completed with a final written exam. National 5 also includes a coursework task set by the SQA. The coursework task has been designed to consolidate the learning across both units.

## National 4 Computing Science

### **Course Content**

This course has been designed to provide any pupil with a basic introduction to the world of Computing Science. The course contains two discrete units and an added value project to tie everything together. There is no formal exam in the National 4 Computing Science course.

The two units in National 4 are Software Design and Development; this unit provides pupils with an introduction to programming and computer games design. Information Systems Design and Development; this unit provides pupils with an introduction to databases and web page design.



## 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**

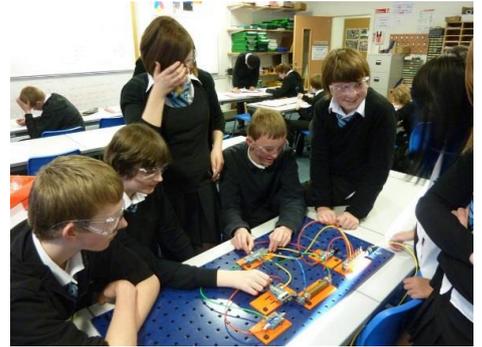
This Course or its units may provide progression to:

- 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

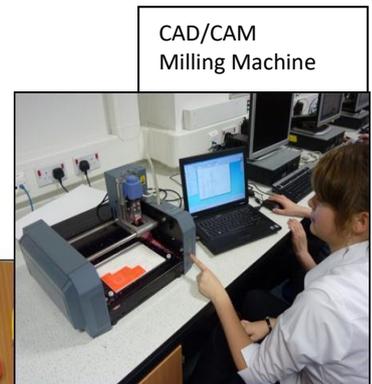
This Course or its units may provide progression to:

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

## National 4/5 Design & Manufacture

### Course Aims

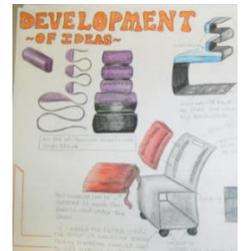
This course will help develop you into a creative, flexible learner, and build up an ability to apply skills and knowledge in a variety of real life situations. It aims to help pupils produce effective solutions for a variety of design tasks. They will learn how to convey their ideas through design folios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



CAD/CAM  
Milling Machine

### 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 (eg 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**

#### **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**

**Component 1 – practical assessment 60 marks (50 marks for practical assessment event - 10 marks for report)**

**Component 2 – research project 40 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 eg 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 eg, 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 asked to plan and prepare material in advance of class to be presented and/or shared through mediums such as GLOW. The course may be delivered at the Dundee City Campus on two afternoons, with an additional single period in school.

### **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
- employment or training



## Higher English

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

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

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

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

## External assessments

Portfolio of Coursework – Writing

Question Paper – Examination



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

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

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

## Home Learning:

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

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



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

### **Progression:**

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

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



## **National 5 English**

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

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

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

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

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

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

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

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

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

### **Assessment:**

#### **Internal Assessments**

There is one mandatory unit: Performance: Spoken Language

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

#### **External Assessments**

- Portfolio of Coursework – Writing
- Question Paper – Examination

The Portfolio of Writing is compiled in the course of the session. Learners will have personalisation and choice in determining topics/ideas for writing, but the Portfolio must contain two pieces: one Creative (which may be Imaginative or Reflective) and one Discursive (which may be Argumentative, Persuasive or a Report). Learners will have the opportunity to redraft their work, but it will be assessed by the teacher on a maximum of two occasions and should be finalised by 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 and oceanic circulation and cause and impact of the Intertropical Convergence Zone.
- Hydrosphere hydrological cycle within a drainage basin, interpretation of hydrographs.
- 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 outwith 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 4/5 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 4/5 Geography studies physical processes and human interactions at a range of scales from local to global.

The key elements of the course are:

- Human Environments
- Physical Environments
- Global Issues

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

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

**Global Issues** – The course will cover two of the six Global Issues available at National 4/5 level; Climate Change, The Impact of Human Activity on the Natural Environment, Environmental Hazards, Trade and Globalisation, Tourism and Health.

**Added Value Unit** – All pupils at National 4/5 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 4**

- Unit by unit assessment on a pass/fail basis – this could take the form of end of unit tests, presentations or assessment of a 'visual product' for example a poster, placemat, webpage or leaflet.
- Pupils will be required to complete an 'Added Value Unit', a piece of coursework, which will involve gathering, processing, analysing and writing up fieldwork data collected in the local area.
- There is no end of year exam for National 4. It is assessed on a pass/fail basis.

#### **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 4 Geography could lead to National 5 Geography
- 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 Mr Anderson, Mrs Kerr or Mr Robertson 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. In 2017, a city-wide conference was organised at Dundee & Angus College and it is hoped to repeat this in 2018 to give young people an insight into the Industry.

### **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.

**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**

Students 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 4/5

National 4/5 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 4/5 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 4 pupils will require to complete an Added Value Unit and 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 4 History allows pupils to progress to study National 5 History. 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 4/5 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 Mr Anderson, Mrs Kerr or Mr Robertson for more information.

## Higher Health and Food Technology

### **Mandatory Units:**

Health and Food Technology: Food for Health

Health and Food Technology: Food Product Development

Health and Food Technology: Contemporary Health Issues

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

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

Learners will;

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

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

### **Entry requirements**

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

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

### **Career Options**

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

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

## National 5 Health and Food Technology

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

### **Mandatory units**

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

### **Course Aims**

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

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

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

### **Assignment**

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

### **Homework**

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

### **Progression**

This course or its units may provide progression to;

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

### **Possible Career Routes**

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

## National 4 Health and Food Technology

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

### **Mandatory units**

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

### **Added Value Unit**

- Health and Food Technology Assignment

### **Course Aims**

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

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

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

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

### **Assessment**

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

### **Homework**

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

### **Progression**

This course or its units may provide progression to;

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

### **Possible Career Routes**

- Health Professional – medicine, nursing, dentistry,
- Social services
- Food technologist

- Dietetics
- Consumer advisor
- Education
- Hospitality

## Higher Fashion and Textile Technology

### **Mandatory Units**

Fashion and Textile Technology: Textile Technologies

Fashion and Textile Technology: Fashion Item Development

Fashion and Textile Technology: Fashion and Textile Choices

### **Course Aims**

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

Learners will:

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

### **Assessment**

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

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

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

### **Entry Requirements**

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

- National 5 Fashion and Textile Technology Course or relevant component Units

### **Progression**

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

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

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

#### **Possible Career Routes**

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

## **National 5 Fashion and Textile Technology**

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

#### **Mandatory units**

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

#### **Assignment**

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

#### **Course Aims**

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

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

The aims of the course are to enable learners to develop

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

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

### **Assessment**

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

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

### **Homework**

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

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

### **Progression**

This course or its units may provide progression to;

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

### **Possible Career Routes**

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

## **National 4 Fashion and Textile Technology**

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



### **Mandatory units**

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

### **Added Value Unit**

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

### **Course Aims**

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

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

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

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

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

### **Assessment**

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

### **Homework**

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

### **Progression**

This course or its units may provide progression to;

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

### **Possible Career Routes**

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

## National 5 Hospitality: Practical Cookery

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

### **Mandatory units**

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



### **Assignment**

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

### **Course Aims**

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

Learners will:

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

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

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

### **Homework**

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

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

### **Progression**

This course or its units may provide progression to:

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

### **Possible Career Routes**

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

## National 4 Hospitality: Practical Cookery

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

### **Mandatory units**

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

### **Added Value Unit**

- Producing a Meal



### **Course Aims**

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

Learners will:

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

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

### **Assessment**

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

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

### **Homework**

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

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

### **Progression**

This course or its units may provide progression to:

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

### **Possible Career Routes**

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

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

### **What are the aims of this course?**

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

### **What will I be learning about in these courses?**

#### **National 4**

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

#### **National 5**

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



### **What skills will I develop?**

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

### **What learning and teaching approaches will I experience?**

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

### **How will I be assessed?**

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

### **What are the homework requirements?**

Homework will be required at various points throughout the course.

### **What might this course lead to in the future?**

Can lead to employment in the childcare industry.

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

National Course in Early Education and Childcare at Higher.

## Advanced Higher Mathematics

### **Recommended Entry**

Higher Grade Maths

### **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 eg 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.

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.

## **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.
- 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 may need 2 years to be successful.
- 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 Applications of Mathematics *(This course is only delivered in S4.)*

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

The Units are:

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

The aims of this course are to enable pupils to:

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

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

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 Lifeskills 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:

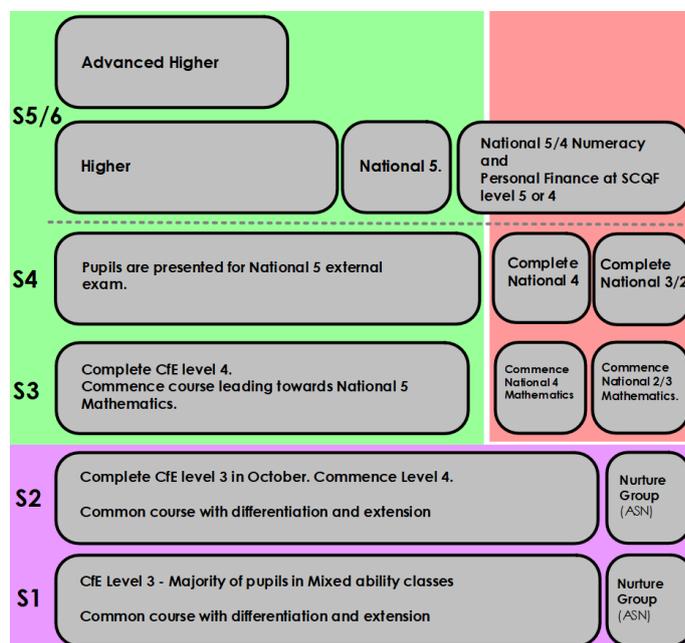
<https://www.sqa.org.uk/sqa/48567.html>

### 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.



## Advanced Higher French & German

### Recommended Entry

Higher Modern Languages at A, B or C

### Course Outline

There are **two units** to the course: **Understanding Language, Using Language** and **Specialist Study**  
There are **four contexts** in which language is developed: **Society, Learning, Employability** and **Culture**.  
In **Understanding Language**, **receptive skills** are developed – **listening and reading** in the four contexts.  
In **Using Language**, **productive skills** are developed – **talking and writing** in the four contexts.

### Course Assessment

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

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

Learners will read one written non-fiction text in the Modern Language and will respond to questions about the written text in English.  
They will translate part of the text in English.  
A bi-lingual dictionary may be used.

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

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

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

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

The content of the monologue and the conversation will be from the same context.  
A bi-lingual dictionary may be used.

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

Learners will write one essay using complex and sophisticated language in the Modern Language from one of the following contexts: society, learning, employability and culture  
A bi-lingual dictionary may be used.

#### **Performance: Talking (50 marks)**

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

### **Portfolio: (30 marks)**

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

Learners will either:

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

or

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

### **Skills Development**

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

### **Progression**

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

## **Higher French, German**

### **Entry Requirement**

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

### **Course Outline**

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

There are **four contexts** in which language is developed: **Society, Learning, Employability** and **Culture**.

In **Understanding Language**, **receptive skills** are developed – **listening and reading** in the four contexts.

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

### **Course Assessment**

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

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

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

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

A dictionary may be used.

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

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

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

A dictionary may be used.

**Performance: Talking (30 marks)**

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

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

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

**Assignment: Writing (20 marks)**

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

**Skills Development**

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

**Progression**

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

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

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

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

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

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

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

Extracts from a House of Lords Debate, 3 December 2009

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

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

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

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

The courses at N4 and N5 level will offer you opportunities to develop and extend a wide range of skills. In particular, you will develop your ability to read, listen, talk and write in your chosen language.

The courses will cover topics taken from the contexts of learning as laid out by the SQA: society, learning, employability and culture.

<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.

**Homework**

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

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

**Progression**

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

## Advanced Higher Modern Studies

### **Recommended Entry**

S6 Only: Higher Modern Studies

### **Course Description**

Pupils will study:

### **Practical Research**

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

### **Knowledge & Understanding**

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**

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.

### **Assessment**

- Dissertation, approx. 5,000 words.
- S3 Prelim exam in 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.

## Higher Modern Studies

### Recommended Entry

S5/6: National 5 Modern Studies

S6: Higher pass in another literate subject

### Course Description

Pupils will study:

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

### Home Learning

- Homework questions/essays every week. (At least 90 minutes each week)

Pupils require a good awareness of contemporary, social, political and international issues

### Assessment

- A research-based Assignment write-up.
- Prelim exam in February.
- 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.

## National 5 Modern Studies

### Recommended Entry

- S5/6: National 4 Modern Studies pass.
- 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** – Why does Modern Britain still have a huge gap between those that have health, wealth and happiness and those who don't? What is our government doing to narrow this gap?
- **World Power: The USA** – An international study of the social, economic and political super-power that is the USA, what is it like to be a citizen in the USA? Is the most powerful country in the world in decline or set to entry a new period of dominance?

### **Home Learning**

- Homework questions/essays every week. (At least 60 minutes each week)
- An awareness of contemporary, social, political and international issues is highly beneficial.

### **Assessment**

- A research-based Assignment write-up.
- Prelim exam in February.
- 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.

## **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 Mr Anderson, Mrs Kerr or Mr Robertson for more information.

## Higher Sociology (S6 pupils only)

### **Recommended Entry**

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

Many students find Sociology more difficult than other, similar subjects at this level.

### **Course Description**

#### **Pupils will study:**

- **Human Society** – Students will develop an understanding of the sociological approach to studying human societies. This will be achieved by developing and using analytical skills to investigate sociological approaches to studying society, research methods used and the relationships that exist amongst individuals, groups and institutions as viewed from different sociological perspectives and theories, such as Marxism, Functionalism, Feminism etc.
- **Culture and Identity** – Students will develop their ability to use sociological concepts, theories and research to investigate features of culture and identity in a changing social world.

**Social Issues** – Students will apply their sociological understanding of contemporary social issues by evaluating and applying sociological theories and research evidence

### **Home Learning**

- Homework questions/essays every week (at least 90 minutes each week)
- Pupils require a good awareness of contemporary social issues

### **Assessment**

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

### **Progression**

- Entry to a variety of University courses

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

## Higher Politics (S6 pupils only)

### **Recommended Entry**

Higher pass in any Social Subject

### **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 February
- 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.

## Advanced Higher Music with Performing

The aims of the Course are to enable learners to:

- Develop autonomy and independent thinking skills
- Develop creativity through performing
- Develop advanced skills in musical analysis and aural discrimination
- Develop knowledge of music and musical literacy through in-depth study and analysis
- Evaluate their own work and that of others

This course will also give learners the opportunity to develop their personal learning skills and their skills in analysing and evaluating and creating.

### **Recommended entry**

In order to do this Course, learners should have achieved the Higher Music Performing Course

Units will be removed from Advanced Higher Courses for session 2019-20. New revised course specifications will be published by SQA at the end of April 2019.

### **Course Assessment**

The Course assessment will consist of three Components – either a performance or a portfolio of music, a question paper and a composition. The portfolio option in Component 1 may offer learners an opportunity for progression from the Higher Music Technology Course.

#### **Option 1: Performance**

You will prepare a programme on two instruments or one instrument and voice. It lasts 18 minutes at present. Time to be confirmed on publication of course specifications in April 2019, and be of Grade 5 or above level.

Each instrument/voice will be marked out of 20. Learners can perform the programme of music solo and/or in a group setting. The 18 minutes will be split between the two instruments but does not need to be 10 minutes each. You may wish to play longer on your stronger instrument but you must play a minimum of 6 minutes on your second instrument. Times to be confirmed in April 2019.

#### **Option 2: Portfolio**

The purpose of the portfolio is to allow learners to demonstrate their creativity when applying their advanced knowledge and understanding and analysis of music to create a portfolio of music. The portfolio will assess learners' ability to compose original music.

The portfolio will include a minimum of two contrasting pieces of music presented in the form of an audio folio lasting approximately 12 minutes. The pieces that make up the portfolio may be produced in a variety of ways and this may include using music technology. Evidence supporting the compositional process will also be included, and this will take the form of programme notes, session logs and/or performance plans/scores.

#### **Question Paper**

**All pupils, regardless of whether they have chosen Option 1 or Option 2 must sit the question paper.**

All the work covered in the 'Understanding Music Unit' will prepare you for this exam. In May you will sit a question paper which will test your knowledge for all the musical concepts and literacy concepts covered throughout the Course.

### **Progression**

Learners who have achieved this Advanced Higher Course may progress to further study, employment and/or training. Opportunities for progression include:

- Progression to other qualifications at the same level of the Course, eg Professional Development Awards (PDAs), Higher National Certificates (HNCs)
- Progression to further/higher education: for many learners a key transition point will be to further or higher education, eg to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes in music-related subjects

## **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 have picked up some invaluable transferrable skills such as IT proficiency, communication skills, calmness under pressure and the ability to reflect critically.
- Solo performance is connected to self-esteem. Pupils learn to reach for their very best. Children who study music are usually more motivated and less intimidated by new things.
- Music enhances memory.



- Music helps students transfer study, cognitive and communication skills from subject to subject, particularly Maths and Languages.
- Music increases problem solving, logic and thinking skills like analysis, evaluation and organisation of ideas.
- Music boosts independent and creative thinking.

### Course

The National 4 Music course is designed to help learners develop their knowledge of music concepts and music literacy. This is achieved through an integrated approach to music, applying this understanding in practical learning activities.



### All units are internally assessed at National 4 level

#### Progression into this Course

- Some prior experience of playing a musical instrument or singing
  - Pupils **do not** need to be taking instrumental lessons in order to achieve at National 4 level
- This course comprises of three mandatory units and one added value unit:

#### Performing

Performers will develop performing skills on two selected instruments or one instrument and voice.

#### Composition

This part of the course allows pupils to apply their understanding of music in a creative way. They will experiment and explore using composing, arranging and improvisation techniques as appropriate.

#### Understanding Music

Pupils will develop their understanding and knowledge of music concepts and literacy by listening to a wide range of musical styles and genres, these include Jazz, Blues and Rock and Pop.

#### Added Value Unit

Pupils will extend and apply skills already learned throughout the course and will be assessed through a performance of a programme of music. They will prepare and perform a solo and/or group programme of music lasting 8 minutes in total.

#### Progression

Pupils who successfully complete the National 4 course can progress to National 5.

#### Possible Career Paths

- |                        |                           |
|------------------------|---------------------------|
| • Music Teaching       | • Software Designer       |
| • Music Therapy        | • Music Journalist/Critic |
| • Instrumental Teacher | • Audio Engineer          |
| • Sound Engineer       | • Professional            |
| • Multimedia Developer |                           |
| • Performer            |                           |

## Higher Music Technology

### **Introduction to Higher Music Technology**

The purpose of the Higher Music Technology Course is to enable learners to develop and further their knowledge and understanding of music technology, and of music concepts, particularly those relevant to 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. iPads, laptops and mobile phones have all made it possible for music to be created, mixed and shared with ease and introduced music technology to many who may have not encountered it otherwise. This means many young people may already have an interest and ability in using music technology.

This course will expand on those skills and introduce learners to the exciting world of digital recording, composing, editing and mixing as well as build their understanding of the music, TV, film and computer gaming industries.

There are five main aims of the Course:

**1. Develop basic skills in the use of music technology hardware and software to capture and manipulate audio.**

Learners will learn to record musicians, mix performances and create tracks – all to professional standard. They will make use of industry standard hardware and software including Garageband, Pro Tools, Mixcraft and Mixing Desks.

**2. Use music technology creatively in sound production in a range of contexts.**

Recorded music surrounds us in everyday life – TV, film soundtracks, radio, computer games and of course, personal music collections.

Pupils will study how music is composed and recorded in these industries and learn how to create and produce their own music for one or more of these mediums. There is great opportunity for course personalisation here and pupils have the chance to work on the type of music which interests them the most.



### **3. Develop a broad understanding of the music industry, including a basic awareness of implications of intellectual property rights.**

Currently, a major issue affecting the music industry is that of intellectual property rights. While exploring various aspects of the music industry, learners will gain knowledge of the legal situation regarding the use of other people's music and protecting their own.



### **4. Develop skills in the analysis of music in the context of 20th and 21st century musical styles and genres**

Learners will also study modern music – analysing and researching music and artists from a range of styles including jazz, rock, rap and pop.

This will help improve their understanding of what makes an artist successful in the music industry and widen their knowledge of popular musical history.

### **5. Critically reflect on their own work and that of others**

Pupils will work individually and as part of a group to listen to examples of mixes and various audio recordings in order to compare and contrast methods of recording and producing music which they will then apply within their own work. They will evaluate their own project along with providing feedback to others.

#### **External Assessment:**

External assessment for this course is carried out in two ways.

- ◆ Pupils submit an assignment which combines multi-tracked recordings of sound and/or music and multi tracked, electronically produced sound and/or music into a complete production appropriate to the chosen context. This submission must include the audio/visual piece of work and a written journal detailing the processes used in the production of the assignment
- ◆ The assignment has 80 marks out of a total of 120 marks. This is scaled by SQA to represent 70% of the overall marks for the course assessment.
- ◆ Pupils will also sit a question paper. This will assess their knowledge and understanding of 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. iPads, laptops and mobile phones have all made it possible for music to be created, mixed and shared with ease and introduced music technology to many who may not have encountered it otherwise. This means many young people may already have an interest and ability in using music technology.

This course will expand on those skills and introduce learners to the exciting world of digital recording, composing, editing and mixing as well as build their understanding of the music, TV, film and computer gaming industries.

#### **There are three main aims of the Course:**

##### **Develop basic skills in the use of music technology hardware and software to capture and manipulate audio**

Learners will learn to record musicians, mix performances and create tracks – all to professional standard. They will make use of industry standard hardware and software including Garageband, Pro tools and Mixcraft.

##### **Use music technology creatively in sound production**



Recorded music surrounds us in everyday life – TV, film soundtracks, radio, computer games and of course, personal music collections.

Pupils will study how music is composed and recorded in these industries and learn how to create and produce their own music for one or more of these mediums. There is great opportunity for course personalisation here and pupils have the chance to work on the type of music which interests them the most.

##### **Develop understanding of a range of 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 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

## 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 work books.



### **Careers**

Sports coaching, management, sports science, PE teacher

### **Course assessment structure**

Component 1 — performance 50%

Component 2 — question paper 50%

**Total - 100 %**

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

**National qualifications in PE** — please note pupils can only select either PE OR PE Aesthetics and not both

## National 5 Physical Education

Pupils will be able to improve their performance in designated activities and understand the importance of factors impacting on their performance.

### Course Aims

- Develop the ability to perform a range of movement and performance skills
- Understand factors: mental, emotional, social and physical, that impact on personal performance in physical activities
- Develop approaches to enhance personal performance

### Activities

The activities covered may include (depending on available facilities):  
Badminton, basketball, swimming, volleyball, fitness, dance

Swimming is an integral part of the course and **full participation** is necessary for a successful completion of the Factors Impacting on Performance outcome aspect of the course



### Assessments

#### External Assessment – Portfolio 60 marks (50% of total mark)

The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assesses the candidate's ability to integrate skills and apply knowledge and understanding from across the course.

The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- Understanding factors that impact on performance
- planning, developing and Implementing approaches to enhance personal performance
- monitoring, recording and Evaluating performance development decision-making and problem-solving

The portfolio has three sections:

Section 1 - Understanding factors that impact on performance

Section 2 - Planning, developing and implementing approaches to enhance personal performance

Section 3 - Monitoring, recording and evaluating performance development

#### Internal Assessment – Performance 60 marks (50% of total mark)

Performance 1 = 30 marks

Performance 2 = 30 marks

The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities.

Each performance is a single event in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- a repertoire of skills — including complex skills
- control and fluency
- effective decision-making
- using and applying straightforward composition, tactics or role safely and effectively
- conforming to rules, regulations and etiquette
- controlling emotions

- working co-operatively with others

The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

The portfolio will give learners the opportunity to demonstrate the following skills, knowledge and understanding.

- Understanding factors that impact on performance
- Planning, developing and implementing approaches to enhance personal performance
- Monitoring, recording and evaluating performance development

The areas and skills used in the B.G.E. PE and Dance courses will give students a good introduction to the National 5 course.

### Homework

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



### Progression

Higher – S5/6 FITA

### Careers

Sports coaching, management, sports science, PE teacher, personal trainer, lifeguard.

## National 4 Physical Education

Pupils will be able to improve their performance in designated activities and understand the importance of factors impacting on performance.

### Course Aims

- Develop the ability to perform a range of movement and performance skills
- Understand factors that impact on personal performance in physical activities
- Develop approaches to enhance personal performance

### Activities

The activities covered may include (depending on available facilities) badminton, basketball, swimming, volleyball, fitness and dance.

Swimming is an integral part of the course and **full participation** is necessary for a successful completion of the Factors Impacting on Performance outcomes aspect of the course.

### Assessment

Internal – Performance: Factors affecting performance

### Added Value Unit

In the added value unit, learners will prepare for and carry out a performance in a physical activity by:

- Preparing mentally, emotionally, socially and physically for the performance
- Selecting and applying appropriate knowledge and skills during the performance
- Following rules or guidelines or protocols and accepting decisions
- Using safe practice, showing etiquette and managing emotions appropriately
- Carrying out roles and responsibilities appropriately during the performance



The areas and skills used in the B.G.E. PE and Dance courses will give students a good introduction to the National 4 course.

### **Homework**

Pupils will be given homework to reinforce information given on the course. This will usually take the form of written questions or exercises from pupil work books.

### **Progression**

National 5, Higher

### **Careers**

Sports coaching, management, sports science, PE teacher

## **National 5 Physical Education – Aesthetics**

*Learners will follow the National 5 PE course through aesthetic activities rather than the traditional games based course. All practical work and written work will be undertaken through a minimum of 2 activities, choosing from **trampolining, gymnastics and dance**.*

### **External Assessment – Portfolio 60 marks (50% of total mark)**

The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assesses the candidate's ability to integrate skills and apply knowledge and understanding from across the course.

The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- Understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and Evaluating performance development decision-making and problem-solving

The portfolio has three sections:

Section 1 - Understanding factors that impact on performance

Section 2 - Planning, developing and implementing approaches to enhance personal performance

Section 3 - Monitoring, recording and evaluating performance development

*Pupils will complete their portfolio on their choice of one of the three activities in the course – trampolining, gymnastics or dance. They will create, work through and write up their own personalised development plan to improve their individual performance in their chosen activity.*

### **Internal Assessment – Performance 60 marks (50% of total mark)**

Performance 1 = 30 marks

Performance 2 = 30 marks

The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities.

Each performance is a single event in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- a repertoire of skills — including complex skills
- control and fluency
- effective decision-making

- using and applying straightforward composition, tactics or role safely and effectively
- conforming to rules, regulations and etiquette
- controlling emotions
- working co-operatively with others

The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

*Pupils will choose 2 out of the 3 activities in the course to be assessed in. Assessment of practical ability involves performing a finished routine in front of an audience of class mates and class teachers.*

### **Homework**

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

### **Progression**

Higher PE – S5/6

Higher PE – Aesthetics – s5/6

## **National Progression Award (NPA) in: Achieving Excellence in Sport at SCQF level 6**

**Group Award Code: G9G5 46**

The NPA in Achieving Excellence in Sport allow candidates to focus on their own performance to learn about the process of setting targets (short and long term), planning their own work (with support) and to evaluate what actually is 'excellence' and then to articulate in the future with other HN awards.

### **The award will provide**

- An opportunity to follow a personal pathway in performance and its achievement
- An opportunity to learn about one specific and focused performance route.
- The opportunity to preserve and build upon existing good practice, ability and interest.
- The opportunity to learn in depth about performance routes and careers.
- A focus on the whole concept of excellence and elite sport and its achievement.

### **Principal aims of the Group Award**

- Develop the candidate's personal ambitions for their own performance enhancement
- Develop the candidate's knowledge and skills in the process of the achievement of excellence.
- Develop knowledge and skills in target setting, personal career management planning, implementing and evaluating the process over a period of time.
- Enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills

- Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow candidates to progress to another level of education, if so desired.
- Further develop study skills and skills in investigating aspects of the industry which are specific to their interests, personal abilities and needs.
- Offer opportunities to develop core skills in a setting relevant to the industry.
- Allow candidates to acquire some of the basic skills and knowledge required by the industry.

## Advanced Higher Physics

### **Purpose and aims of the course**

The purpose of the course is to further develop learners' curiosity, interest and enthusiasm for physics in a range of contexts, bordering on the limits of current knowledge. The skills of scientific inquiry and investigation are developed throughout the course. The relevance of physics is highlighted by the study of the applications of physics in everyday and extraordinary contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. Advances in physics mean that our view of what is possible is continually being updated. This course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice.

### **Recommended Entry**

Students should have a pass in Higher Physics. It is also desirable to have a pass in Higher Maths.

### **Course Description**

The course consists of four units:

#### **Rotational Motion and Astrophysics**

The key areas covered in this unit are: kinematic relationships, angular motion, rotational dynamics, angular momentum, rotational kinetic energy, gravitation, general relativity and stellar physics.

#### **Quanta and Waves**

The key areas covered in this unit are: introduction to quantum theory, particles from space, simple harmonic motion, waves, interference and polarisation.

#### **Electromagnetism**

The key areas covered in this unit are: electric and magnetic fields, capacitors and inductors used in d.c. and a.c. circuits, electromagnetic radiation.

These units will be assessed during the year. The assessments are Pass/Fail. There will be one re-assessment opportunity per assessment.

#### **Investigating Physics**

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

### **Course Assessment**

Component 1 - question paper 140 marks scaled to 100 marks

Component 2 - project 30 marks

Total - 130 marks.

## Higher Physics

### **Purpose and aims of the course**

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course. The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. Advances in physics mean that our view of what is possible is continually being updated. This course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice.

### **Recommended Entry**

National 5 Physics Course or relevant component Units

### **Course Outline**

The course consists of four units

### **Our Dynamic Universe**

The key areas covered in this unit are: motion (equations and graphs), forces, energy and power, collisions, explosions and impulse, gravitation, special relativity, the expanding universe

### **Electricity**

The key areas covered in this unit are: monitoring and measuring a.c., current, potential difference, power and resistance, electrical sources and internal resistance, capacitors, conductors, semiconductors and insulators, p-n junctions

### **Particles and Waves**

The key areas covered in this unit are: the standard model, forces on charged particles, nuclear reactions, wave particle duality, interference and diffraction, refraction of light, spectra

### **Researching Physics**

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

The unit offers opportunities for collaborative and for independent learning. Learners will develop knowledge and skills associated with standard laboratory apparatus and in the recording and processing of results. The communication of findings will develop skills in scientific literacy.

### **Course assessment**

The question paper will have 130 marks and will be scaled to 100 marks.

The question paper will have two Sections.

**Section 1** (Objective Test) will have 20 marks.

**Section 2** (Paper 2) will contain restricted and extended response questions and will be scaled from 110 to 80 marks.

### **Component 2 - Assignment**

This assignment requires candidates to apply skills, knowledge and understanding to investigate a relevant topic in physics. The topic should draw on one or more of the key areas of the course, and should be chosen with guidance from the assessor.

The assignment will assess the application of skills of scientific inquiry and related physics knowledge and understanding.

The assignment will have 20 marks out of a total of 120 marks.

### **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.

**The Course assessment will consist of two components: a question paper, and an assignment.**

**Component 1** - the question paper has a total of 135 marks and contributes 80% of the overall marks for external assessment (2.5 hours).

The question paper has two sections:

- Section 1 (objective test) has 25 marks.
- Section 2 contains restricted and extended response questions and has 110 marks. This is scaled to 75 marks.

**Component 2** - the assignment will have 20 marks (scaled to 25 marks) and contributes 20% of the overall marks for external assessment.

Pupils will undertake a physics investigation which will assess the application of skills of scientific inquiry and related physics knowledge and understanding.

**Homework:**

Before each Physics lesson pupils will be expected to have read over any notes they have made or been given the previous lesson.

Homework exercises from homework or tutorial sheets will also be set regularly and these will be collected in, marked, and returned by the class teacher.

For some parts of the course, pupils may be expected to write their own summary notes, or carry out a piece of research, at home, or to complete summary notes issued to them.

**This Course or its components may provide progression for the learner to:**

- Higher Physics
- National 5 Course in another science subject
- Skills for Work Courses (SCQF levels 5 or 6)
- National Certificate Group Awards
- National Progression Awards (SCQF levels 5 or 6)
- Employment and/or training

**Careers include:**

Air traffic controller, airline pilot, architect, astronomer, chartered surveyor, climatologist, designer, engineering – (e.g. aeronautical, audio, civil, electrical, mechanical, marine), environmental scientist, laboratory technician, medical physicist, meteorologist, nuclear scientist, radiation protection, radiographer, space and remote sensing, teacher, transport.

## **National 4 Physics (S4 pupils only)**

The Course gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. Advances in physics mean that our view of what is possible is continually being updated. This Course allows learners to understand the processes behind scientific advances, and to appreciate and contribute to topical scientific debate.

The Course has four mandatory Units including the Added Value Unit.

### **Physics: Electricity and Energy**

The Unit covers the key areas of generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model.

### **Physics: Waves and Radiation**

The Unit covers the key areas wave characteristics, sound, electromagnetic spectrum and nuclear radiation.

### **Physics: Dynamics and Space**

The Unit covers the key areas of speed and acceleration, relationships between forces, motion and energy, satellites and cosmology.

### **Added Value Unit: Physics Assignment**

The Physics Added Value Unit is assessed by an Assignment. This Assignment will be carried out under supervised, open-book conditions. Learners will use the skills, knowledge and understanding necessary to undertake an investigation into a topical issue in physics.

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

**The main aims of this Course are for learners to:**

- develop and apply knowledge and understanding of physics
- develop an understanding of the role of physics in scientific issues and relevant applications of physics in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a physics context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop problem solving skills in a physics context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues
- develop the knowledge and skills for more advanced learning in physics

**Assessment:**

For each unit there is one assessment task of answering a set of questions.

For the course assessment there is also

- a scientific report of an experiment or practical investigation.
- a short scientific report of a research investigation.

**Homework:**

Before each Physics lesson pupils will be expected to have read over any notes they have made or been given the previous lesson.

Homework exercises from homework or tutorial sheets will also be set regularly and these will be collected in, marked, and returned by the class teacher.

For some parts of the course, pupils may be expected to write their own summary notes, or carry out a piece of research, at home, or to complete summary notes issued to them.

**This Course or its components may provide progression for the learner to:**

National 5 Physics Course

National 4 or 5 Course in another science subject

Skills for Work Courses (SCQF levels 4 or 5)

National Certificate Group Awards

National Progression Awards (SCQF levels 4 or 5)

Employment and/or training

**Careers include:**

Air traffic controller, airline pilot, architect, astronomer, chartered surveyor, climatologist, designer, engineering – (e.g. aeronautical, audio, civil, electrical, mechanical, marine), environmental scientist, laboratory technician, medical physicist, meteorologist, nuclear scientist, radiation protection, radiographer, space and remote sensing, teacher, transport.

## **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.

### **Progression into this Course**

Candidates should have achieved the fourth curriculum level or the National 4 Practical Electronics course or National 4 Engineering Science course or equivalent qualifications and/or experience prior to starting this course.

### **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**

The course assessment has two components: a question paper and a practical activity. The relationship between these two components is complementary, to ensure full coverage of the knowledge and skills of the course.

The question paper has a total of 60 marks. This is scaled to 30 marks and is worth 30% of the overall marks for course assessment. The question paper contains restricted and extended response questions.

The practical activity has 70 marks and is worth 70% of the overall marks for course assessment. The practical activity enables clear demonstration of the application of knowledge and skills from across the course.

Marks are awarded for:

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

# RELIGIOUS MORAL AND PHILOSOPHICAL STUDIES PT

## MR G DILLON

---

### Advanced Higher Religious, Moral and Philosophical Studies

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

#### **Course Description**

Philosophy of Religion (AH)	8 SCQF credit points
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 arguments 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 casual 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 pass all the Units as well as 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 Religious Moral and Philosophical Studies**

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 2018/19 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 (Medicine or 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 2018/19 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 2018/19 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 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.

Pupils will be required to pass three end of unit assessments before sitting the final exam. Higher 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:

#### 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 RME make it useful in many areas of employment such as, medicine, broadcasting, nursing, personnel, social work, law, police service, teaching, journalism.

#### Entry Requirements

##### Preferred:

- N5 Religious Studies
- N5 Social Subjects Course

## National 5 Religious, Moral and Philosophical Studies

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 2018/19 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 (Medicine or 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 2018/19 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 2018/19 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.

Pupils will be required to pass three end of unit assessments before sitting the final exam. 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 4 Religious, Moral and Philosophical Studies Course**

- National 5 Religious, Moral and Philosophical Studies Course, National 5 Philosophy or its Units

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

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

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 Religious, Moral and Philosophical Studies**

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

#### **Assessment**

##### **Internal Assessments**

The following units are assessed internally through a range of assessment formats:

##### **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 National 4/National 5**

In RMPE we look at homework not only for its traditional purpose ie 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 4 Religious, Moral and Philosophical Studies Course**

- National 5 Religious, Moral and Philosophical Studies Course, National 5 Philosophy or its units

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

- Higher Religious, Moral and Philosophical Studies Course or its units

#### **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)

The main purpose of the Course is to develop learners' knowledge and understanding of philosophy and their analytical, evaluative and critical thinking skills.

Each unit of the Course develops analysis, evaluation and the ability to express reasoned views. Learners will develop their ability to analyse and evaluate philosophical positions and arguments and apply these to given situations. Each unit is sufficiently open and flexible to allow choice in contexts for learning. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

### **The course aims to allow candidates to:**

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

### **Entry Requirements**

#### **To be discussed with PT.**

#### **Preferred**

- Higher (N6) English
- 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 develops learners' ability to analyse and evaluate theories of knowledge. Learners will develop knowledge and understanding of rationalism and empiricism.

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

This unit develops learners' ability to analyse and evaluate moral theories. Learners will develop knowledge and understanding of a key moral philosophical theory.

### **Assignment**

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

Learners will draw on, extend and apply the skills, knowledge and understanding they have learned during the Course. This will be assessed by a combination of a question paper and an assignment.

**Assessment**

To gain the award of the Course, the learner must pass all of the units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award. The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to draw on, extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

Component 1 – Question paper	60 marks
Component 2 – Assignment	30 marks
Total marks	90 marks

**Conditions of Award**

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

**Progression and Value**

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.

## SCOTTISH BACCALAUREATE IN SCIENCE

---

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

**The Scottish Science Baccalaureate** requires the study of 2 different eligible Science Courses and Mathematics, two of which must be at Advanced Higher level and one at Higher level. Pupils are required to complete an Interdisciplinary project in collaboration with the University of Dundee or Abertay University.

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

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

Please speak to Mr Sultan or Mrs Maclean for more information before choosing this as a subject.

# Employability Pathways- Developing Scotland's Young Workforce

## S4 Employability Programme

This programme is normally only open to those pupils who have already participated in the KIKO transition programme during third year. This programme involves a range of partners such as Skills Development Scotland, Dundee & Angus College, KIKO, Community Learning, Army Careers, St Andrews Ambulance. Through participation pupils will develop Employability and Career Management skills, gain experience in the workplace, participate in a variety of careers taster sessions as well as gaining industry relevant qualifications. From previous evaluations of this programme, participants have benefited through significantly increased chances of acceptance onto college and vocational programmes as well as apprenticeships and other forms of workplace training.

## 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 to industry certification as well as be 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 ( ie National 5 or national 4)

**Choice 2**      **Maths** (ie National 5 or national 4)

**Choice 3**      relevant preparation program (**ie Plumbing Preparation Program**)

**Choice 4**      relevant preparation program (**ie Plumbing Preparation Program**)

**Choices 5 and 6** a science subject (ie Physics etc) **OR** a technical subject (ie 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 (S4 only)

These seek to provide a coherent option that will enable pupils to gain a portfolio of academic and vocational qualifications as well a vocational skills and industry understanding that will significantly enhance a pupil's opportunities to progress in careers in the relevant industry.

Pupils will choice 4 school based subjects and will also study 1 vocational qualification as well as engage in a work placement with a related employer leading to a pre apprenticeship qualification at level 4 or 5. This program has been developed in consultation with employers and vocational training providers to ensure pupils have the range of skills and knowledge as well as industry understanding required for progression into the range of options in the hospitality sector.

Pupils choosing this option should choose the following;

Choice 1        **English** at the relevant level ( ie National 5 or national 4)

Choice 2        **Maths** (ie National 5 or national 4)

Choice 3        **Hospitality Preparation program**

Choice 4        **Hospitality Preparation program**

**Choice 5 and 6s** any two out of the following National 4 or National 5 options: Administration & IT  
**OR** Hospitality (Practical Cookery) **plus one** other subject

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**

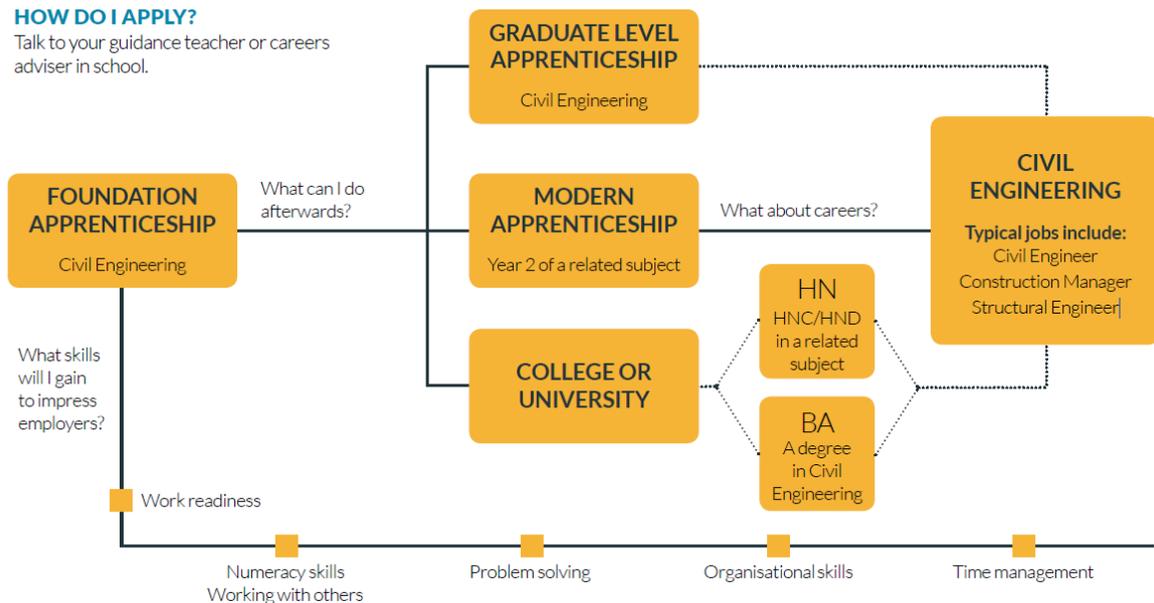
Upon successful completion of a Foundation Apprenticeship, a range of progression routes are available. A Foundation Apprenticeship can provide accelerated entry to a Modern Apprenticeship programme or to employment.

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

## HOW DO I APPLY?

Talk to your guidance teacher or careers adviser in school.



## FA Recognition for University Admission

A number of universities across Scotland now recognise the FA as part of their entry criteria. This will vary between institutions, so it is advisable to check with the individual universities.

The Scottish universities currently recognising Foundation Apprenticeships as part of their entrance criteria include:

- Abertay University
- Robert Gordon University
- Heriot Watt University
- University of Aberdeen
- University of Edinburgh
- University of Glasgow
- University of Strathclyde
- University of West of Scotland
- The Open University
- Queen Margaret University, Edinburgh
- Edinburgh Napier
- Glasgow Caledonian University
- University of Stirling
- Glasgow School of Art
- Scotland's Rural College

## 2. The second opportunity is via our links with Dundee and Angus College.

The following Foundation apprenticeship options are available;

Foundation Apprenticeship – Accounting

Foundation Apprenticeship – Business

Foundation Apprenticeship – Health and Social Care

Foundation Apprenticeship – Early Learning and Childcare

Foundation Apprenticeship – Creative and Digital Media

Foundation Apprenticeship – Networking and Cybersecurity

Foundation Apprenticeship – Software and Application Development

Foundation Apprenticeship – Engineering

Foundation Apprenticeship – Food & Drink

Foundation Apprenticeship – Science and Technology

For further details please see information below for each of these Foundation Apprenticeships.

### Skills for Work: Automotive Skills National 4

Course Title	Skills for Work: Automotive Skills
Level	National 4
Campus	Kingsway
Days	Monday and Wednesday 2-4 pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

Mandatory Units
The Garage
The Technician
The Car
The Vehicle Modification Project

### 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 National 4 Automotive Skills 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>	<p>This unit has a practical focus and introduces pupils to some of the tools and techniques used by technicians in the automotive industry.</p> <p>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.</p>
<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.

## 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: Engineering Skills National 4

Course Title	Skills for Work: Engineering Skills
Level	National 4
Campus	Arbroath and Kingsway
Days	Kingsway – Monday and Wednesday 2-4 pm Arbroath – Friday 9-1pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

Mandatory Units
Mechanical
Electrical/Electronic
Fabrication
Manufacture and Assembly

### Progression Pathways

- 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 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.

The course focuses on the four broad areas of Mechanical, Electrical/Electronic, Fabrication & Welding and Manufacture. This will allow the pupils to gain basic transferable skills which can be applied to any of the above engineering areas. The Manufacture and Assembly unit

allows pupils the opportunity to apply the mechanical, electrical/electronic and fabrication skills they have learned in the manufacture and assemble of an artefact(s). The generic employability skills are integrated into each mandatory unit and should be developed in conjunction with the practical activities of each of these units. This will help pupils to understand that the generic skills such as time-keeping, following instructions and carrying out quality checks of your own work are just as important as the practical skills which they will learn.

## Unit Contents

Unit	Description
<b>Mechanical</b>	This unit is designed to be the first attempted on the course. Pupils are required to select the correct tools and materials required to safely manufacture an artefact. During the manufacture, pupils will read simple engineering drawings, measure and mark, select appropriate materials and work to specified tolerances. 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/Electronic</b>	In this unit pupils will select the correct tools and components required to construct a basic functional electrical circuit from a given diagram and specification. 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>Fabrication</b>	In this unit pupils will select the correct tools, materials and equipment required to manufacture an artefact using cutting, hot and cold forming and mechanical and thermal joining techniques. 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>Manufacture and Assembly</b>	This unit is designed to be attempted only after successful completion of the preceding skills units. Pupils will select and safely use the correct tools and materials to manufacture, assemble and complete functionality tests on an artefact. Pupils will evaluate and report their findings on the manufacture, assembly and functionality tests of the artefact. 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 as well as completing documentation which will demonstrate pupil awareness of the underlying employability skills that they have gained on the module. For the documentation to be accepted pupils need to evaluate their own performance and identify the skills acquired. Tutor's contribute to this documentation and offer feedback on pupil's work performance.

## Skills for Work: Engineering Skills National 5

Course Title	Skills for Work: Engineering Skills
Level	National 5
Campus	Arbroath and Kingsway
Days	Kingsway - Monday and Wednesday 2-4 pm Arbroath – Friday 9-1pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

Mandatory Units
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>	<p>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.</p> <p>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.</p>
<b>Electrical and Electronic</b>	<p>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.</p>
<b>Maintenance</b>	<p>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.</p>
<b>Design and Manufacture</b>	<p>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.</p> <p>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.</p> <p>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.</p>

## 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.

## Skills for Work: Rural Skills National 4

<b>Course Title</b>	Skills for Work: Rural Skills
<b>Level</b>	National 4
<b>Campus</b>	Arbroath
<b>Days</b>	Arbroath - Friday 9-1pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

Mandatory Units	Optional Units
Land-based Industries: an Introduction	Animal Husbandry: an Introduction
Estate Maintenance	Animal Handling: an Introduction
Employability Skills in the Land-based sector	Crop Production: an Introduction
	Soft Landscaping: an Introduction

### Progression Pathways

- Scottish Progression Award in Rural Skills at National 5 Level
- SVQs/ NVQs in Appropriate Land-based sector vocational areas
- Programmes in Further Education Colleges
- Other suitable Training or Employment

### Course Description

This Rural Skills Course allows pupils to begin to develop some of the basic practical skills necessary to work in most of the land-based disciplines - the college offers both the Animal Care and Horticultural options but final delivery will depend on numbers enrolled. As the course progresses students begin to understand better, the roles of individuals who have made Land base a career choice. The 'Hands On' activities of Estate Skills and Crop

Production all give the student an essential taste of what outdoor life can be like as it develops transferable skills that can be so useful in later life.

## Unit Contents

Unit	Description
<b>Land-based Industries: An Introduction</b>	This unit is designed to allow pupils to explore the very diverse nature of industries that exist in the land-based sector. It also allows them to explore some of the many job opportunities that exist within the sector, identify the qualities that are required to work in some of these industries as well as to find out what skills are required for these jobs. Pupils will have the opportunity to examine land-based industries with a view to helping them to decide if this is a suitable career path for them and to explore the potential progression routes available related to specific industries.
<b>Estate Maintenance</b>	This unit will be suitable for pupils who have limited or no knowledge of the craft practices in estate maintenance. The outcomes require pupils 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. Pupils 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.
<b>Employability Skills in the Landbased Sector</b>	This unit is designed to be integrated into practical tasks undertaken as part of this course. It is suitable for pupils with no previous land-based or employment experience. Pupils 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 pupils 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>Animal Handling: An Introduction</b>	This unit allows pupils to develop some of the basic knowledge and skills required to handle animals in a work setting. Pupils will develop the basic skills and knowledge required to move and restrain animals for a purpose that is pertinent to that species. This unit has been designed for delivery in context for one or more categories of animal within a work setting or simulated work setting.
<b>Animal Husbandry: An Introduction</b>	This unit allows pupils to develop some of the basic skills and knowledge required to contribute towards the health and wellbeing of animals in a work setting. Pupils will have the opportunity to develop the basic skills of caring for animals including preparing and maintaining their accommodation as well as feeding them. They will also learn some of the important physical characteristics of animals. This unit has been designed

Unit	Description
	for delivery in context for one or more categories of animal and to be delivered in a work setting or simulated work setting.
<b>Crop Production: An Introduction</b>	This unit allows pupils to develop some of the basic skills and knowledge required to contribute towards the production of plants in a work setting. Pupils 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, horticultural, edible or non-edible.
<b>Soft Landscaping: An Introduction</b>	This unit allows pupils to develop some of the basic knowledge and skills required for soft landscaping. Pupils 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. This unit has been designed for delivery within the context of a landscape project.

### Assessment Method

There are some written assessments in the form of short answer questions and worksheets. There is also a lot of practical assessment throughout the year.

## National Progression Award in Rural Skills – Estates Level 5

<b>Course Title</b>	<b>National Progression Award in Rural Skills</b>
<b>Level</b>	Level 5
<b>Campus</b>	Arbroath
<b>Days</b>	Arbroath – Friday 9-1pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units:</b>	<b>Optional Units:</b>
Rural Business Investigation	Estate Skills
	Soft Landscaping: General Plantings

### Progression Pathways

- 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 (Estate Skills) 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 you with an opportunity to progress to a full-time course in your 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 giving consideration to the sustainability of the business and alternative enterprises available to it.
<b>Estate Skills</b>	This Unit is designed to allow pupils to develop a range of knowledge and skills in the planning and construction of landscape features commonly found in Estates. Pupils will have an opportunity to prepare and draw up a plan for the materials and resources required to construct their chosen features. The unit is suitable for pupils who want to develop or further develop their skills in the context of an Estates environment.
<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.

## 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 in Rural Skills – Animal Care Level 5

<b>Course Title</b>	<b>National Progression Award in Rural Skills</b>
<b>Level</b>	Level 5
<b>Campus</b>	Arbroath
<b>Days</b>	Arbroath – Friday 9-1pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units:</b>	<b>Optional Units:</b>
Rural Business Investigation	Animal Care: Accommodation and Handling
	Animal Care: Small Animal Feeding

### Progression Pathways

- 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 you with an opportunity to progress to a full-time course in your 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 giving consideration to 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 in Rural Skills – Horticulture Level 5

<b>Course Title</b>	<b>National Progression Award in Rural Skills</b>
<b>Level</b>	Level 5
<b>Campus</b>	Kingsway
<b>Days</b>	Kingsway - Monday and Wednesday 2-4 pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units</b>	<b>Optional Units</b>
Rural Business Investigation	Soft Landscaping: General Plantings
	Horticultural Skills

### Progression Pathways

- 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 you with an opportunity to progress to a full-time course in your 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 giving consideration to 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.

## Skills for Work: Construction Crafts National 4

Course Title	Skills for Work: Construction Crafts
Level	National 4
Campus	Arbroath and Kingsway and Off Campus
Days	Kingsway – Monday and Wednesday 2-4 pm Arbroath – Friday 9-1pm Off Campus - Days TBC
Start Date	May 2019
End Date	April 2020

### Units to be completed

Mandatory Units	Optional Units
Employability Skills	Brickwork Techniques
Half Brick Walling	Carpentry and Joinery Techniques
Decorative Painting	Decorative Finishing Using Water-borne Paints
Site Carpentry and Bench Joinery	
Plumbing	

### Progression Pathways

- Skills for Work National 5 - Construction Crafts (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)
- Modern Apprenticeship in the Construction Industry

### Course Description

The course contains practical Construction Crafts Units in five important construction trades. 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 Employability Skills Unit addresses a number of practical and employability skills which can be practised and developed across all the units in the course. The four other units in the mandatory section cover specific construction crafts. These crafts-specific units are in trades with high levels of identified skill shortages. Furthermore, they represent skills areas which are readily resourced in centres offering construction courses.

The optional section offers the opportunity to learn skills in three trades. They represent skills areas which are readily resourced in most centres offering construction courses. In the optional section, pupils can take units in the same trades as the mandatory section, further developing their skills in these specific trades.

Alternatively, they can take units in different trades, granting them the opportunity to experience a wider variety of construction crafts.

### Unit Contents

Unit	Description
<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>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>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>Plumbing</b>	Pupils are required to cut, assemble and join plastic pipework in accordance with given drawings using proprietary bends and tee-pieces.
<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>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.

Unit	Description
<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>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>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>Plumbing</b>	Pupils are required to cut, assemble and join plastic pipework in accordance with given drawings using proprietary bends and tee-pieces.
<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.

### Assessment Method

Assessment in this course is continuous within each subject and the pupils build up a personal portfolio as they move from craft area to craft area. 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. The review sheets are completed at the end of each craft subject.

## Skills for Work: Construction Crafts National 5

<b>Course Title</b>	<b>Skills for Work: Construction Crafts</b>
<b>Level</b>	National 5
<b>Campus</b>	Arbroath, Kingsway and Off Campus
<b>Days</b>	Kingsway – Monday and Wednesday 2-4 pm Arbroath – Friday 9 -1pm Off Campus - Days TBC
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units</b>
Employability Skills
One Brick Walling
Bench Joinery
Decorative Painting Techniques

### 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

### Course Description

The course includes practical construction crafts units in three of the main construction trades. 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 Employability Skills unit addresses a number of practical and employability skills which can be practised and developed across all the units in the course. The three other units in the mandatory section cover specific construction crafts in trades with high levels of identified skill shortages. Furthermore, they represent skills areas which are readily resourced in centres offering construction courses.

### Unit Contents

Unit	Description
<b>Employability Skills</b>	<p>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.</p> <p>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.</p>
<b>One Brick Walling</b>	<p>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.</p>
<b>Bench Joinery</b>	<p>Pupils will learn a number of 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.</p>
<b>Decorative Painting Techniques</b>	<p>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.</p>

### 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.

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

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

<b>Course Title</b>	<b>Level 1 Extended Award in Hair and Beauty Skills</b>
<b>Level</b>	National 4 (Level 1)
<b>Campus</b>	Kingsway and Arbroath
<b>Days</b>	Kingsway – Monday and Wednesday 2-4pm Arbroath – Friday 9-1pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units</b>
Create a hair and beauty image using colour
Hand and Nail Care
Make-up application
Blow dry hair
Winding skills
Shampoo and condition hair

### Progression Pathways

- VTCT Level 2 Extended Certificate in Hair and Beauty skills – School Link Programme
- Introduction to Hairdressing Session 1 – Shorter Full Time Course
- Introduction to Hairdressing Session 2 - Shorter Full Time Course
- VTCT Level 2 Diploma in Beauty Therapy Studies – Full Time Course
- VTCT Level 2 Diploma in Barbering – Full Time Course
- Employment in the industry, as a Salon Assistant or Modern Apprenticeship in Hairdressing

### Course Description

The main purpose of the VTCT Level 1 Extended Award in Hair and Beauty Skills (VRQ) is to prepare you to progress to the next level of vocational learning. All the units in this qualification directly prepare you for further study in the hair and beauty sector. This qualification 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. You will also have the opportunity to develop your understanding and skills further including: Hand and Nail Care, Make-up

Application, Blow-drying Hair, Winding Skills and Shampooing and Conditioning Hair. You will also have the opportunity to develop your knowledge and understanding of the importance of health and safety within a salon environment.

## Unit Contents

Unit	Description
<b>Create a Hair and Beauty image using colour</b>	Through this unit pupils will create an image using colour. To achieve this, pupils will be using makeup, nail polish, temporary hair colour and accessories. Pupil's will design an image using a mood board to collect ideas. They will state the skills and techniques that are used to create the image and present their finished design.
<b>Hand and Nail Care</b>	Through this unit pupils will learn how to carry out a nail and hand treatment on a model whom they know. They will learn how to prepare themselves, the model and their work area for the hand and nail care treatment. They 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. They 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 pupils will learn how to apply make-up on a mask or model. They will learn how to prepare themselves, their area and mask or model for the treatment. They will learn about the different products used during the make-up application and how to apply them. Pupil's will learn how to identify their model's skin type and face shape, which will help them to decide which products to use. Pupils will learn how to apply the products to provide a professional finish.
<b>Blow Dry Hair</b>	Through this unit pupil's will learn how to blow-dry one length hair sections, creating a smooth finish. They will identify the condition and the thickness of the hair you are working on to be able to choose a product that will support the blow-dry. Pupil's will know what hair problems may occur and how to deal with them.
<b>Winding Skills</b>	Through this unit pupil's will learn how to wind hair in a channel setting pattern using rollers and pins to secure. They 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. They 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 pupils will learn how to shampoo and apply a surface conditioner to hair. They will know what shampoo and conditioner to choose for the hair type they are working on and how to deal with any problems that may arise during or after the process. They will be able to provide aftercare advice for shampoo and conditioning hair.

## Assessment Method

The qualification will be delivered holistically. The pupil will be taught practical skills and given underpinning knowledge for all the above units. Assessment opportunities will be given in a realistic working environment giving the pupil the opportunity to practice skills required for progression.

## VTCT Level 2 Extended Certificate in Hair and Beauty Skills

<b>Course Title</b>	<b>Level 2 Extended Certificate in Hair and Beauty Skills</b>
<b>Level</b>	National 5 (Level 2)
<b>Campus</b>	Kingsway and Arbroath
<b>Days</b>	Kingsway – Monday and Wednesday 2-4pm Angus - Friday 9-1pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units</b>
Create an image based on a theme
Basic nail art
Basic skincare
Basic photographic make-up
Blow dry and finish hair
Basic plaiting and twisting

### Progression Pathways

#### Upon Leaving School

- Introduction to Hairdressing Session 1 – Shorter Full Time Course
- Introduction to Hairdressing Session 2 – Shorter Full Time Course
- VTCT Level 2 Diploma in Beauty Therapy Studies – Full time course
- VTCT Level 2 Diploma in Barbering – Full time course
- Employment in the industry, as a salon assistant or Modern apprenticeship in hairdressing

#### Course Description

The main purpose of the VTCT Level 2 Extended Certificate in Hair and Beauty Skills (VRQ) is to prepare you to progress to the next level of vocational learning and prepare you for the

specific job roles of a hairdressing or beauty therapy apprentice. This qualification includes all the required elements to develop your practical hair and beauty skills including a mandatory unit in Creating an image based on a theme. You will also have the opportunity to develop your understanding and skills further by including: Basic nail art, Basic skincare, Basic photographic make-up, Blow-drying and finishing hair and basic plaiting and twisting hair. You will also have the opportunity to develop your knowledge and understanding of 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 pupils will create a total look including hair, make-up and nails based on a theme. They will know how to research themes for their idea and create an action plan and mood board detailing all their ideas for the total look. They will have an understanding of why creating a mood board is important for developing their final look and they will be able to evaluate your finished image.
<b>Basic nail art</b>	Through this unit pupils will learn how to carry out basic nail art on clients. They will learn about the structure and function of nails. They will learn how to carry out a consultation and find out what the client wants. Pupils will learn how to plan different nail art techniques to help you develop their ideas based on a theme. They will learn how to prepare themselves, the client and their work area for the nail art application. They will learn about the different products and skills used to apply nail art as well as how to apply them in order to create their planned designs.
<b>Basic skincare</b>	Through this unit pupils will learn how to perform a basic skincare treatment. Pupils will learn how to prepare themselves, the client and their work area. Pupils will learn about the different products used during the basic skincare treatment and how to apply them. They will learn how to carry out a consultation and find out what the client wants. They will learn how to identify their client's skin type, which will help them decide which products to use. They will learn how to apply the products to provide a professional finish.
<b>Basic photographic make-up</b>	Through this unit pupils will learn how to apply basic photographic make-up. They will learn how to carry out research using different media to create a mood board. They will learn how to identify the condition of your client's skin and their face shape, which will help them decide which products and tools to use. They will learn about a variety of products used during the treatment, as well as how to use tools to make shapes and designs. They will learn how to apply photographic make-up using precision techniques to achieve a professional finish.
<b>Blow dry and finish hair</b>	Throughout this unit pupils will learn how to blow-dry and finish hair below shoulder length hair, create root lift and curl the ends under. Pupils will learn how to choose which products, tools and equipment to use to complete the look. They will learn how to use straighteners to finish the service. Part of this service is to provide their 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 pupils will learn how to create a look using twists and a fishtail plait by using neat even sections and an even tension throughout. They will work hygienically and safely, identifying any problems that may affect or prevent the service being carried out. They 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.

## **Assessment Method**

The qualification will be delivered holistically. Pupils will be taught practical skills and given underpinning knowledge for all the above units.

Assessment opportunities will be given in a realistic working environment giving pupils the opportunity to practice skills required for employment.

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

<b>Course Title</b>	<b>Skills for Work: Early Learning and Childcare</b>
<b>Level</b>	National 4
<b>Campus</b>	Arbroath and Gardyne
<b>Days</b>	Gardyne – Monday & Wednesday 2-4pm Arbroath – Friday 9-1pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units</b>	<b>Optional Unit</b>
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, the majority 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 affords 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 on 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>Skills for Work: Early Learning and Childcare</b>
<b>Level</b>	National 5
<b>Campus</b>	Arbroath and Dundee
<b>Days</b>	Gardyne – Monday & Wednesday 2-4pm Arbroath – Friday 9-1pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units</b>	<b>Optional Unit</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, the majority 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. The pupil will be expected to build on skills from National 4 and work proactively and independently.

The National 5 Course in Early Learning and Childcare affords 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

Unit	Description
	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.

### **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 on in the course in order for pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

## Skills for Work: Health Sector National 4

<b>Course Title</b>	<b>Skills for Work: Health Sector</b>
<b>Level</b>	National 4
<b>Campus</b>	Arbroath and Gardyne
<b>Days</b>	Gardyne – Monday & Wednesday 2-4 pm Arbroath – Friday 9-1pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units</b>
Health Sector: An Introduction
Health Sector: Roles and Responsibilities
Health Sector: Health Awareness
Health Sector: Working Safely
Health Sector: Life Sciences Industry

### Progression Pathways

- SVQs in Health and Social Care, National Courses or Units
- Training/Employment
- National 5 Child, Health and Social Care

### Course Description

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

The course introduces pupils to the health sector. It includes investigating the different types of provision, the range of services provided and the roles and responsibilities of those working in this area. Pupils will also investigate the career opportunities in the health sector. Care values are important when working in the health sector. Therefore, pupils will explore care values and participate in practical activities that allow pupils to demonstrate care values, including the importance of maintaining confidentiality and an awareness of equality and diversity. Pupils will also assess risks in relation to infection and participate in practical activities to demonstrate infection control measures.

Pupils will be given the opportunity to work as a member of a team to produce health promotion advice, encouraging co-operative working. They will learn about the main body systems as

underpinning knowledge to inform the health promotion advice. Pupils will participate in a practical activity to take a physiological measurement.

Effective team working is an essential element of working in the health sector. Pupils will investigate a multidisciplinary team and explore the benefits of a multidisciplinary approach to users of the health sector. The course introduces pupils to the range of product types made by the Life Sciences Industry. Pupils will participate in a practical activity to demonstrate the use of a biomedical device.

Central to the course is developing the employability skills valued by employers in general and necessary for effective work in the health sector. These skills are embedded in the different units providing pupils with the opportunity to practice and develop these skills throughout the course.

Unit	Description
<b>An Introduction</b>	<p>The unit introduces pupils to the health sector and explores its diversity. Pupils will learn about the range of provision and the extensive services provided by the health sector. Pupils will participate in practical activities which will help to develop knowledge and understanding of health sector environments.</p> <p>The unit also focuses on the employability skills and attitudes identified as being those most valued by employers. Pupils will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit.</p>
<b>Roles and Responsibilities</b>	<p>The unit introduces pupils to the range and diversity of careers in the health sector. The unit will also introduce pupils to the nature and importance of working in a multidisciplinary team. Pupils will learn about the importance of care values within the health sector and will participate in a practical activity which will enable them to demonstrate these in a health sector context.</p>
<b>Health Awareness</b>	<p>This unit will provide pupils with a basic introduction to the structures and functions of the main body systems. Through team working, pupils will produce advice in relation to the promotion of health.</p> <p>Pupils will participate in a practical activity which will help to develop knowledge and skills in taking a physiological measurement.</p>
<b>Working Safely</b>	<p>In this unit pupils will carry out a risk assessment. Pupils will identify possible hazards and risks, including risks relating to infection, in a setting within the health sector. Pupils will identify measures to minimise or eliminate these. This unit will allow pupils to develop an awareness of their own responsibilities in maintaining a safe working environment. Pupils will participate in a practical activity which will help develop knowledge and understanding of infection control measures.</p>
<b>Life Sciences Industry</b>	<p>The unit introduces pupils to the range of product types made by the life sciences industry and their application in the health sector.</p> <p>Pupils will participate in a practical activity which will help to develop knowledge and skills in the correct use of a biomedical device.</p>

### 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 on in the course in order for pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

## Skills for Work: Health Sector National 5

<b>Course Title</b>	<b>Skills for Work: Health Sector</b>
<b>Level</b>	National 5
<b>Campus</b>	Arbroath and Gardyne
<b>Days</b>	Gardyne – Monday & Wednesday 2-4pm Arbroath – Friday 9-1pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### 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. 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>	<p>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.</p> <p>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.</p>
<b>Life Sciences Industry and the Health Sector</b>	<p>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.</p>
<b>Improving Health and Well-being</b>	<p>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.</p>
<b>Physiology of the Cardio-Vascular System</b>	<p>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.</p> <p>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.</p>
<b>Working in Non-Clinical Roles</b>	<p>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.</p>

## **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 on in the course in order for pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

## Skills for Work: Sport and Recreation National 5

Course Title	Skills for Work: Sport and Recreation
Level	National 5
Campus	Arbroath – Saltire Sports Centre Gardyne
Days	Arbroath - Friday 9-1pm Gardyne - Monday & Wednesday 2-4pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

Mandatory Units
Assist with a Component of Activity Sessions
Employment Opportunities in the Sport and Recreation Industry
Assist with Fitness Programming
Assist with Daily Centre Duties

### Progression Pathways

- National Courses at Higher level
- Further education training or employment
- It is anticipated that some pupils may progress from the National 4 Course whilst other pupils may enter straight into the National 5 level
- Vocational training
- Employment

### Course Description

The course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments - sourcing information about career pathways, identifying and reviewing skills and experiences: assisting with planning, setting up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures: assisting with setting up, dismantling and checking equipment and resources; helping to plan and review a training programme, and establishing good practice

in identifying and reviewing goals. The course also covers health and safety legislation and risk assessment.

### Unit Contents

Unit	Description
<b>Assist with a Component of Activity Sessions</b>	<p>In this unit, pupils will assist in the planning and delivery of a component within activity sessions for both a group and a single client, with the person responsible. They will use appropriate resources that meet centre/organisational guidelines. They will carry out risk assessments and health and safety procedures laid out for the activity sessions. Pupils will also assist in reviewing the activity session with clients and use this review to inform the planning of future activity sessions. Pupils will carry out emergency procedures within the activity environment and complete reports and review their performance with the person responsible.</p>
<b>Employment Opportunities in the Sport and Recreation Industry</b>	<p>In this unit, pupils will source information about career pathways and identify the skills, qualifications and experience needed to pursue these. This will allow them to map their own skills, qualifications and experience against industry requirements. Using this information they will be able to identify areas where further training is required, produce a career plan and review this as necessary.</p>
<b>Assist with Fitness Programming</b>	<p>In this unit pupils, working with the person responsible, will learn how to develop and organise a physical training plan for a client. Pupils will assist in establishing a client's fitness baseline taking into account the client's overall objectives. They will work with the person responsible to address aspects of health and safety, monitor the client's progress, carry out periodic monitoring of the client's physical training plan, review the results and modify the physical training plan.</p>

Unit	Description
<b>Assist with Daily Centre Duties</b>	<p>In this unit, pupils will gain experience in setting-up and dismantling and storing equipment. They will learn how to:</p> <ul style="list-style-type: none"> <li>• move and handle equipment in compliance with manufacturers' instructions and centre/organisational requirements</li> <li>• check for faults in equipment and deal with them</li> </ul> <p>Pupils will gain experience in cleaning and tidying areas within the organisation, as well as choosing the correct materials and the appropriate personal protective equipment (PPE). In addition, they will gain knowledge and understanding of the importance of relevant health and safety procedures. Pupils will learn to demonstrate a positive approach when interacting with clients, staff and others. This positive approach will include the ability to communicate appropriately, be responsive, and establish and maintain effective relationships.</p>

### **Assessment Method**

Each unit will be supported by a National Assessment Bank item (NAB) which will provide an assessment package and exemplify the national standard.

## Skills for Work: Hospitality National 5

<b>Course Title</b>	<b>Skills for Work: Hospitality</b>
<b>Level</b>	National 5
<b>Campus</b>	Arbroath
<b>Days</b>	Friday 9-1pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units</b>
Developing Skills for Working in Hospitality
Front of House Operations
Hospitality Events
Developing Skills for Working in the Professional

### Progression Pathways

- Professional cookery SVQ Level 2
- NC in Hospitality Operations

### Course Description

Skills for Work Hospitality at National 5 (SCQF level 5) 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.

All units in the course place emphasis on the employability skills and attitudes which will help to prepare pupils for the workplace. Pupils will have the opportunity to prepare for, and take part in, a job interview.

## Unit Contents

Unit	Description
<b>Developing Skills for Working in Hospitality</b>	<p>In this unit pupils will investigate a range of hospitality provision. 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 would also demonstrate the skills involved in preparing for and participating in a simulated job interview.</p> <p>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.</p>
<b>Developing Skills for Working in the Professional Kitchen</b>	<p>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.</p>
<b>Front of House Operations</b>	<p>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.</p>
<b>Hospitality Events</b>	<p>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.</p>

## 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.

## SVQ Hospitality Service Level 5

<b>Course Title</b>	<b>SVQ Hospitality Service</b>
<b>Level</b>	SCQF Level 5
<b>Campus</b>	Kingsway
<b>Days</b>	Monday and Wednesday 2-4 pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

Pupils are required to complete 4 mandatory units and 6 optional units to achieve their SVQ in Hospitality Services at Level 5.

<b>Mandatory Units</b>
Maintain Health and Safety
Work Effectively as a part of a Hospitality Team
Impact of Personal Behaviour
Maintain Food Safety in a Hospitality Environment

### Progression Pathways

- Certificate in Hospitality Operations (Level 6)
- Apply for first line entry level employment within the Hospitality Industry.

### Unit Contents

<b>Unit</b>	<b>Description</b>
<b>Maintain Health and Safety</b>	This unit is about basic health and safety in a hospitality environment. The unit covers following procedures to maintain a healthy and safe workplace, helping to spot workplace hazards promptly and dealing with them in line with workplace procedures, and following emergency procedures if incidents or accidents occur.
<b>Work Effectively as a part of a Hospitality Team</b>	This unit is about making a useful contribution to the work of a team, i.e. the people you work with. 'Team' includes your line manager or supervisor as well as other people in your team working at the same level as yourself. The unit includes accurately following instructions; working on time; helping others when they need help; communicating with the people

Unit	Description
	you work with; getting feedback on what you do well and where you could improve and continuing to learn and develop yourself.
<b>Impact of Personal Behaviour</b>	This unit is about how your own behaviour impacts on customers and the organisation you work for.
<b>Maintain Food Safety in a Hospitality Environment</b>	This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard based procedures to maintain food safety in their department.
<b>Prepare and Clear Areas for Food &amp; Beverage Areas</b>	This unit is about how you prepare the food service area ready for your customers and clear it down at the end of the service. This includes preparing the equipment such as trolleys and fridges, service items such as crockery and trays and ensuring that the food service area is set up correctly prior to service. It concludes with efficient clearing of the food service and dining areas and correct storage of equipment and condiments.
<b>Provide a Food and Beverage Service</b>	This unit is about providing customers with an excellent food and beverage service experience. It covers greeting and seating customers, providing customers with information to enhance their visit, the service and appealing display of food and beverages and the maintenance of a welcoming service area.
<b>Prepare and Serve Dispensed and Instant Hot Drinks</b>	This unit is about how you prepare basic equipment such as dispensing machines, kettles, urns, and coffee and tea pots. It covers the preparation methods and how you serve hot drinks such as tea, coffee and hot chocolate.
<b>Set up Specialist Coffee Station</b>	This unit is about how you prepare for the service of specialist coffee in your workplace, including setting up the specialist equipment, such as espresso machine and grinder. It covers how you prepare the necessary stock for service and the checks that should be carried out to ensure the high quality of the coffee drinks that you will be producing.
<b>Prepare and Service Beverage from a Specialist Coffee Station</b>	This unit is about how you prepare and serve beverages from a specialist coffee station. It covers how you interact with your customer to determine their requirements, how you make and present a variety of drinks, such as coffee, tea, hot chocolate and smoothies.
<b>Clean and Close a Specialist Coffee Machine</b>	This unit is about how you clean specialist equipment and close down the station after service

### Assessment Method

Ongoing practical observation, portfolio of evidence and online tests.

## Sociology National 5

<b>Course Title</b>	<b>Social Science</b>
<b>Level</b>	National 5
<b>Campus</b>	Arbroath
<b>Day</b>	Friday 9-1pm or by other arrangement
<b>Start Date</b>	June 2019
<b>End Date</b>	June 2020

### Units to be completed

<b>Mandatory Units</b>
Human Society Theory and Methods
Social Issues
Culture and Identity
End Exam

### Progression Pathways

- Higher Sociology
- Higher Psychology
- Advanced Certificate in Social Science
- Advanced Certificate in Health and Social Care
- National Certificate level 6 Early Education and Childcare
- PDA (Level 6) Education Support Assistance
- Foundation Apprenticeship in Health and Social Care
- Foundation Apprenticeship in Children and Young People
- Routes to Higher Education

### Course Description

The National 5 Sociology course will help you to develop an understanding of society that goes beyond personal experience and common-sense explanations. You will learn to think about human society, social issues, culture and identity from different points of view. Also you will learn about the key role of evidence in supporting explanations for human social behaviour and become familiar with research methods in sociology.

This course develops your sense of yourself as part of society. The sociological approach encourages you to ask questions about the social world in which we live, and to use evidence to support explanations for human social behaviour.

## Course Contents

Topics	Description
<b>Human Society</b>	Pupils will develop an understanding of the sociological approach to studying human societies. Within this unit we will look at a variety of sociological theories and their explanations of human behaviour. These theories will help pupils understand why people behave in the way they do. Pupils will investigate the research methods used in sociology to gather the data which support these theories.
<b>Social Issues</b>	Pupils will develop a sociological understanding of contemporary social issues and apply the theories previously learned to these issues. Pupils will also develop skills in using a range of sources, including research evidence, to justify points of view. The mandatory topic covers differential achievement within the education system due to class, gender and ethnicity. The other topic within the unit will be discussed and decided with the class.
<b>Culture and Identity</b>	Who are we and what influences us to become who we are? In this unit you will apply the theories learned in the unit 'Human Society' to explain the relationship between culture and identity. During this unit you will examine diversity, including cultures and sub cultures.

## Assessment Method

Your grade at National 5 Sociology 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 National 5 qualification.

## Psychology National 5

Course Title	Social Science
Level	National 5
Campus	Arbroath
Day	Friday 9-1pm or by other arrangement
Start Date	June 2019
End Date	June 2020

### Units to be completed

Mandatory Topics
Research
Individual behaviour
Social behaviour
End Exam

### Progression Pathways

- Higher Sociology
- Higher Psychology
- Advanced Certificate in Social Science
- Advanced Certificate in Health and Social Care
- National Certificate level 6 Early Education and Childcare
- PDA (Level 6) Education Support Assistance
- Foundation Apprenticeship in Health and Social Care
- Foundation Apprenticeship in Children and Young People
- Routes to Higher Education

### 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.

## Course Contents

Topics	Description
<b>Research</b>	This 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. They 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 obedience. 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. Pupils will be encouraged to use psychological knowledge and understanding to explain examples of everyday behaviour.

## Assessment Method

Your grade at National 5 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 National 5 qualification.

## National Progression Award in Dance Level 5

Course Title	National Progression Award in Dance
Level	Level 5
Campus	Kingsway
Days	Monday and Wednesday 2-4 pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

Units
Dance: Choreography
Dance: Alternative
Dance: Contemporary

### Progression Pathways

Pupils who successfully complete the course can audition for the one year NC Dance programme at The Scottish School of Contemporary Dance based in the Space at Dundee and Angus College. There is then potential to progress onto further training at HNC/HND 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>	<p>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.</p> <p>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.</p>
<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.

## National Progression Award in Photography level 5

### Units to be completed

<b>Course Title</b>	<b>NPA Photography</b>
<b>Level</b>	Level 5
<b>Campus</b>	Arbroath and Gardyne
<b>Days</b>	Arbroath – Friday 9-1pm Gardyne - Monday and Wednesday 2-4 pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

<b>Mandatory Units</b>
Understanding Photography
Photographing People
Photographing Places
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 but with no formal qualification in photography 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 candidates 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

Unit	Description
	photography is required, and it may facilitate progression to further photographic studies.

**Assessment Method**

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

## National Progression Award in Business and Marketing Level 5

<b>Course Title</b>	<b>National Progression in Business and Marketing</b>
<b>Level</b>	Level 5
<b>Campus</b>	Arbroath and Gardyne/Kingsway
<b>Days</b>	Gardyne/Kingsway - Monday and Wednesday 2-4 pm Arbroath – Friday 9-1 pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

Units
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:***

- Advanced Certificate in Business
- Business Academy
- Advanced Certificate in Administration & IT

### 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 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
- research and presentation skills
- working with internal and external customers
- employability skills
- adaptability/flexibility
- working with others
- customer care skills
- communication

## Unit Contents

Unit	Description
<b>Management of Marketing and Operations</b>	<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>
<b>Marketing: Basic Principles</b>	<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>
<b>Understanding Business</b>	<p>The general aim of this unit is to develop pupils' understanding of the business environment.</p> <p>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>

Unit	Description
<b>Skills for Customer Care</b>	<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 different 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>
<b>Promoting a Business</b>	<p>The purpose of this unit is to provide an introduction to 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.

## National Progression Award in Practical Science Level 5

<b>Course Title</b>	<b>NPA Practical Science</b>
<b>Level</b>	Level 5
<b>Campus</b>	Kingsway
<b>Days</b>	Monday and Wednesday 2-4 pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Mandatory Units</b>
Introduction to Chemistry
Waves and Optics
Radioactivity
The Human Body
Forensic Science: Applications

### Progression Pathways

- If pupils have suitable Highers (2 Highers, at least one science, Biology or Chemistry), they will be able to progress onto our HN Applied Sciences programme.
- Those with National 5 qualifications (3 National 5 qualifications at least one science, Biology or Chemistry) can progress to the Certificate in Applied Science Programme.

### Course Description

A collection of science practical and theory units designed to give pupils an insight into skills required for progression to further study and/or employment. Pupils will receive a National Progression Award on successful completion of all units. Skills developed are not regularly offered in schools.

## Unit Contents

Unit	Description
<b>Introduction to Chemistry</b>	This unit is designed to introduce chemical theory and practical skills. (SCQF Level 5)
<b>Waves and Optics</b>	This unit is designed to introduce the concept of Waves and Optics through theory and practical exercises (SCQF Level 5)
<b>Radioactivity</b>	The unit focussed mainly on the different types of radiation, the effects and practical uses of radioactivity (SCQF Level 5)
<b>The Human Body</b>	This unit will allow to investigate the systems of the Human Body, focussing on the structure and function of different systems (SCQF Level 5)
<b>Forensic Science: Applications</b>	This is a largely practical unit studying the most up to date techniques used in the world of Forensic Science (SCQF Level 5)

## Assessment Method

Units are all practical and theory based and will be facilitated with a mixture of group work and individual development of practical skills.

Pupils will be encouraged to participate in independent learning as well as group work through the practical requirements of the unit. The practical skills that are developed will be of huge benefit to pupils for progression onto further study or employment. The discipline required to carry out some of the practical procedures will assist with confidence, awareness of others and self-development.

## National Progression Award in Web Design Level 5

Course Title	National Progression Award in Web Design
Level	Level 5
Campus	Arbroath and Gardyne
Days	Gardyne – Monday and Wednesday 2-4 pm Arbroath – Friday 9-1pm
Start Date	May 2019
End Date	April 2020

### Entry requirements

Entry to this award is at the discretion of the centre. However, 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 completion of this course.

### Units to be completed

Units
Computing: Website Graphics
Computing: Website Design and Development
Computing: Interactive Multimedia

### Progression Pathways

- HNC Digital Design and Web Development
- HNC Computing
- 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 building a collection of electronic files that make up the layout, colours, text styles, structure, graphics, images, and use of an interactive website. This course is designed for young people who wish to gain the knowledge and skills required in the field of web design and development. You will learn how to build your own website through HTML and CSS programming and use graphic design to create your own images.

This course will provide you 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 your own website.
<b>Computing: Website Graphics</b>	This unit focuses on website graphics. Pupils will capture, create and optimise you 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 your optimised images and graphics.
<b>Computing: Interactive Multimedia</b>	This unit will teach you how to add interactive elements to the website that you 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 your design.

### 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 in Digital Media Level 5

<b>Course Title</b>	<b>National Progression Award in Digital Media</b>
<b>Level</b>	National 5
<b>Campus</b>	Gardyne
<b>Days</b>	Gardyne – Monday and Wednesday 2-4 pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

Units
Art and Design: Web Content
Art and Design: Digital Video Skills
Art and Design: Animation Skills

### Progression Pathways

The destinations and progression routes for pupils completing these awards are HND Visual Communication & HND Computer Arts 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 have the opportunity to plan and create a video sequence, developing applied understanding of camera and filming techniques and basic editing and storage processes.

Unit	Description
<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 range and variety of web based content usage.

**Assessment Method**

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

## Sociology Higher

<b>Course Title</b>	<b>Social Science</b>
<b>Level</b>	Higher
<b>Campus</b>	Arbroath
<b>Day</b>	Friday 9-1pm or by other arrangement
<b>Start Date</b>	June 2019
<b>End Date</b>	June 2020

### Units to be completed

<b>Mandatory Topics</b>
Human Society Theory and Methods
Social Issues
Culture and Identity
End Exam

### Progression Pathways

- Guaranteed articulation to HNC Social Science with passes in Higher Sociology and Higher Psychology with a strong course leader reference.
- Range of HNC at D&A College with two Highers
- 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, business and other social science or humanities route.
- Professional Development Award (PDA) in sociology, psychology and criminology.
- Employment areas include criminal justice system, social work, health and care, childhood practice, teaching, civil service, housing, journalism, human resources and many more.

## Recommended Entry

- Pupils progressing from National 5 Sociology will find that the course provides the breadth, challenge and application they require to further develop their research and thinking skills, and their knowledge and understanding of sociology.
- National 5 Modern Studies Course or relevant component units
- Other Humanities courses such as History at SCQF level 5 or 6 or relevant component units
- Pupils' interest in sociology and suitability for Higher Sociology will be ascertained by participation in an informal workshop facilitated by members of the D&A Social Science team by arrangement.

## Course Description

The study of sociology offers pupils the opportunity to develop an understanding of society that goes beyond personal experience and common-sense explanations. Pupils are challenged to analyse social issues and culture and identity from different points of view. This course also encourages the use of evidence when explaining social issues.

The study of sociology provides opportunities to develop communication skills by encouraging imaginative thought and prompting pupils to ask questions about the social world in which we live. They will also interact with others to share and develop their understanding of human social experience and will gain increased awareness of themselves and others.

Sociological research and analysis skills are developed as aspects of political, economic, cultural and social life are explored. This will encourage pupils to respect others and begin to develop informed views of complex social issues.

## Course Contents

Topics	Description
<b>Human Society</b>	Pupils will develop a complex understanding of the sociological approach to studying human societies. Within this unit we will look at a variety of sociological theories and their explanations of human behaviour. These theories will enhance your understanding why people behave in the way they do. Pupils will analyse the research methods used in sociology to gather the data which support these theories.
<b>Social Issues</b>	Pupils will increase your sociological understanding of contemporary social issues and apply the theories previously learned to these issues. Pupils will also enhance your skills in using a range of sources, including research evidence, to justify points of view. The mandatory topic covers social mobility; what this is and factors which impact our life chances. The other topic within the unit will be discussed and decided with the class.
<b>Culture and Identity</b>	Who are we and what influences us to become who we are? In this unit pupils will apply the theories learned in the unit 'Human Society' to explain the relationship between culture and identity. During this unit you will analyse diversity, including cultures and sub cultures.

**Assessment Method**

Your grade at Higher Sociology 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 just under a third of your overall grade. College unit assessments and a prelim will be sat for this Higher qualification.

## Psychology Higher

Course Title	Social Science
Level	Higher
Campus	Arbroath
Day	Friday 9-1pm or by other arrangement
Start Date	June 2019
End Date	June 2020

### Units to be completed

Mandatory Topics
Individual behaviour
Social behaviour
End Exam

### Progression

#### Pathways

- Guaranteed articulation to HNC Social Science with passes in Higher Sociology and Higher Psychology with a strong course leader reference.
- Range of HNC at D&A College with two Highers
- 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.
- Professional Development Award (PDA) in psychology, sociology and criminology.
- Employment areas include criminal justice system, social work, health and care, childhood practice, teaching, civil service, housing, human resources, marketing, journalism and many more.

#### Recommended Entry

- Pupils progressing from National 5 Psychology will find that the course provides the breadth, challenge and application they require to further develop their research and thinking skills, and their knowledge and understanding of psychology.
- National 5 Biology Course or relevant component Units
- Social Studies or Social Sciences Courses at SCQF level 5 or relevant component units

- Pupils' interest in psychology and suitability for Higher Psychology will be ascertained by participation in an informal workshop facilitated by members of the D&A Social Science team by arrangement.

### Course Description

This course develops pupils' ability to analyse psychological explanations for individual and social behaviour. 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 knowledge 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.

### Course Contents

Topic	Description
<b>Individual behaviour</b>	The general aim of this unit is to enable pupils to analyse individual behaviour. Pupils will investigate topics and learn how these topics can be explained, using psychological approaches and theories. Pupils 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 pupils to analyse how interaction with others shapes social behaviour. Pupils 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. Pupils will apply psychological knowledge and understanding to explain examples of everyday social behaviour.

### Assessment Method

Your grade at Higher Sociology 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.

## National Progression Award in Cybersecurity Level 5/6

Course Title	National Progression Award in Cybersecurity
Level	Level 5 or 6
Campus	Arbroath and Gardyne
Days	Gardyne – Monday and Wednesday 2-4 pm Arbroath – Friday 9-1pm
Start Date	May 2019
End Date	April 2020

### Entry Requirements

Entry to this award is at the discretion of the centre. However, Computing Science at SCQF level 4, may be helpful for completion of this course.

### Units to be Completed

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. You will learn techniques on how to perform information gathering, network & vulnerability scanning, and methods on how to recover hidden data. You 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 you 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 in Criminology Level 5/6

Course Title	National Progression Award in Criminology
Level	Level 5/6
Campus	Arbroath and Gardyne
Days	Gardyne - Monday and Wednesday 2-4 pm Arbroath – Friday 9 – 1 pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

Units
Criminology: Crime Scenes
Criminology: Nature and Extent of Crime
Criminology: Forensic Psychology

### Progression Pathways

- Higher Psychology and Higher Sociology
- 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.
- Professional Development Award (PDA) in psychology, sociology and criminology.
- Routes to Higher Education
- 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.

### Recommended entry

- Pupils progressing from National 5 Psychology/Sociology will find that this course provides the breadth, challenge and application they require to further develop their research and thinking skills in social sciences.
- Existing evidence of National 5 study in relevant subjects.

## 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 Scene</b>	The unit 'Crime Scene' explores crime scene protocol and the range of evidence which may be present. It focuses on real life cases which illustrate psychological evidence from a crime scene and offender profiling. For this unit, use of the Scottish Police Services Authority: Forensic Services website will be used to understand crime scene protocol and we use television shows such as the CSI franchise and short YouTube clips to illustrate particular aspects of physical evidence to be collected.
<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 to 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.

## National Progression Award in Events Level 6

Course Title	National Progression Award Events
Level	Level 6
Campus	Kingsway
Days	Monday and Wednesday 2-4 pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

Units
Event Organisation
Events Costing: An Introduction
Corporate Events: An Introduction
Branding: An Introduction

### Progression Pathways

- HNC Events at Dundee and Angus College
- Degree in Events Management
- Post Graduate Courses
- Employment Opportunities:
- Management (varying levels) positions in Events Companies, Hotels, Conference Centres and Tourism Organisations.
- At this level many are successful at opening their own Events Company

### Course Description

This course is designed to provide pupils with skills and knowledge required to plan, organise and implement an event. They will demonstrate skills in working with others to plan and implement a real life event. They will learn to review and evaluate their own and their team's contributions and performance. Skills developed will include budgeting and financial planning, resource management, logistics and the marketing of a range of events such as exhibitions, fashion shows, sporting events and charitable functions.

## Unit Contents

Unit	Description
<b>Event Organisation</b>	In this practical unit pupils 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. Pupils will evaluate the success of the event and the contribution of participants to this.
<b>Events Costing: An Introduction</b>	The purpose of this unit is to provide pupils with the knowledge and skills to carry out a range of costings and calculations, including break-even point in relation to events, and to operate a petty cash system.
<b>Corporate Events: An Introduction</b>	This unit is designed to 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, and will highlight the planning and organisational responsibilities required.
<b>Branding: An Introduction</b>	<p>This unit is an introduction to the concept of branding products and services. It will look at the elements used in branding to create an image, the use of the marketing mix to develop branding and the range of branding strategies available to an organisation. The unit will also provide pupils with the opportunity to review and evaluate a chosen brand.</p> <p>The unit will be of interest to a wide range of pupils, particularly those interested in marketing, advertising and consumer behaviour related subjects.</p>

## Assessment

### Method

Continuous internal assessment including both open and closed book assessments and observations.

## National Progression Award in Acting and Performance Level 6

Course Title	National Progression Award in Acting and Performance
Level	Level 6
Campus	Kingsway
Days	Monday and Wednesday 2-4 pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

Units
Drama: Theatre Skills in Performance
Professional Theatre in Context

### Progression Pathways

The NPA has been designed to improve progression to further study at NC or HNC level depending on audition and interview.

### Course Description

The NPA in Acting and Performance provides pupils with an opportunity to refine their skills in acting and directing. The work will focus on creating a project that will be performed (on stage, in a studio or selected location depending on choices of production). The learning will be hands on and highly-practical, with pupils expected to attend all rehearsals and compulsory performances. This course also enables pupils to analyse theatre and to build their understanding and appreciation of the art form.

The NPA will enable pupils to gain development in the below skills that are required for progression to further study and are all industry relevant:

- rehearsing
- performing
- demonstration of theatre skills in performance
- demonstration, in practical terms, of knowledge and understanding of the roles within a theatre production team
- evaluating
- working collaboratively with others

In addition, the NPA will focus on providing pupils with relevant experiences which develop skills of self-discipline, commitment, collaboration and creativity: skills which contribute to the growth of the individual.

### Unit Contents

Unit	Description
<p><b>Mandatory unit 1 - Drama: Theatre Skills in Performance(F5LB 12) is a double-credit Unit (12 SCQF points).</b></p>	<p>The focus of this unit is stage craft and performance. Pupils will work towards a production and will have the flexibility to choose from a wide range of production types including text based, touring theatre, community theatre, street theatre and site specific. Pupils will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director. The unit also provides pupils with the opportunity to evaluate their own theatre skills within a production.</p>
<p><b>Mandatory unit 2 - Professional Theatre in Context (F5L4 12) is a single credit Unit (6 SCQF points).</b></p>	<p>In this unit, pupils have the opportunity to experience and analyse two contrasting professional theatrical productions in different styles/genres. Pupils will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions. Pupils will consider the contrast between productions and evaluate the effectiveness of the technical and artistic aspects of each production.</p>

### Assessment Method

Assessment will be ongoing throughout engagement in the course, including; rehearsing, devising/creating, evaluating and performing. There will be a final project that will be the summary of all learning throughout the course.

## HNC Computer Networking and Ethical Hacking Level 7

<b>Course Title</b>	HNC Computer Networking and Ethical Hacking
<b>Level</b>	SCQF Level 7
<b>Campus</b>	Gardyne/Arbroath
<b>Days</b>	Monday and Wednesday 2-5 pm - Gardyne Tuesday 9-4 pm
<b>Start Date</b>	April 2019
<b>End Date</b>	May 2021

### Units to be completed

Units
Professionalism and Ethics in Computing
Team Working in Computing
Introduction to Developing Software
HNC Computing: Graded Unit 1 (Exam)
Computer Systems Fundamentals
Troubleshooting Computing Problems
Computer Networking: Fundamentals
Computer Networking: Practical
Ethical Hacking Fundamentals
Cloud Computing
Software Development Programming Foundations
Security Concepts

### Progression Pathways

#### Internally within D&A College

- HND Games Development
- HND Digital Design and Web Development
- HND Cyber Security
- HND Computing: Technical Support
- HND Computing: Software Development

- HND Computer Networking & Internetworking Technology

### Externally with Partner Universities

- Abertay University – BSc (Hons) Computing – Year 2
- Other University Computing Programmes

### Course Description

#### HNC Computer Networks and Ethical Hacking

Computing is one of the most dynamic employable industries today. The world is now reliant on computers and people with digital skills. With this course you can gain the key skills and knowledge required to work in almost any sector in the future. Computer sciences and IT skills can be applied to almost any sector and almost all companies require highly computer-literate employees. This course introduces you to the world of software, networking and ethical hacking. You will study this subject over a period of 2 years and you will receive an HNC Computing which is at SQA Level 7 which can also give you an accelerated option to 2<sup>nd</sup> year of College or University.

#### Unit Contents

Unit	Description
<b>Intro to Developing Software</b>	This unit is designed to enable pupils to develop basic software development skills. The design and implementation of the constructs of programming (variables, sequence, selection, iteration, functions and parameter passing) will be covered in the context of a development environment.
<b>Ethical Hacking Fundamentals</b>	This unit aims to introduce pupils to the concepts and practical skills required in real life ethical hacking engagements. By the end of this unit, pupils should be aware of the importance of the role of IT security and be able to perform information gathering steps, system security testing, system exploits, and access maintenance/track covering techniques and suggest possible countermeasures within a security assessment report. On completion of the unit pupils should be able to:  1 Perform target information gathering reconnaissance. 2 Perform system security vulnerability testing. 3 Perform system vulnerability exploit attacks. 4 Produce a security assessment report
<b>Professionalism and Ethics in Computing</b>	This unit is designed to provide pupils with a knowledge and understanding of professional issues, including contemporary legislation, and

Unit	Description
	ethical considerations for those fulfilling a computing related role within the workplace.
<b>Computer Systems Fundamentals</b>	This unit is designed to provide pupils with the knowledge of the various hardware and software elements of a computer system, how to install an operating system and install and configure application and security software.
<b>Troubleshooting Computing Problems</b>	This unit is designed to provide pupils with the skills required to develop a possible solution to a computing problem in the context of computer networking, software development or technical support.
<b>Computer Networking: Fundamentals</b>	This unit is designed to introduce pupils to the basic components of contemporary local area networks (LANs) and wide area networks (WANs) and give an overview of their underlying technologies.
<b>Computer Networking: Practical</b>	This unit is designed to introduce pupils to the basic components of contemporary local area networks (LAN) and wide area networks (WANs). Pupils will gain practical experience of implementing a client server local area network using industry-standard equipment and protocols. Pupils will also learn how to configure appropriate devices to allow a remote computer to gain access to the LAN.
<b>HNC Computing Exam</b>	This Graded Unit is designed to provide evidence that the pupil has achieved the main principal aims of the HNC in Computing. It is assessed through an exam.
<b>Cloud Computing</b>	<p>This unit is intended to give pupils an introduction to the fundamentals of cloud computing and the associated terminology and technology. The unit will cover a broad knowledge base in the essentials of cloud computing along with conceptual understanding of the elements associated with cloud computing.</p> <p>On completion of the unit pupils should be able to:</p> <ol style="list-style-type: none"> <li>1 Identify and describe cloud computing fundamentals.</li> <li>2 Identify and describe different cloud delivery and deployment models.</li> <li>3 Devise and implement a cloud strategy for a small to medium sized enterprise.</li> </ol>
<b>Software Development Programming fundamentals</b>	The unit will allow pupils to understand the importance of good design and good programming practices within programming. Pupils should consolidate basic programming skills and introduce

Unit	Description
	more complex programming program structures. Pupils should be able demonstrate understanding of the concepts of modularity, parameter passing and objects
<b>Security Concepts</b>	The purpose of this unit is to introduce pupils to the threats faced by contemporary networks and the methods (and products) employed to mitigate these threats. Pupils will discuss the classes, features, methods and products employed under the heading Intrusion Prevention Systems.

### **Assessment Method**

Within all units there is a mixture between practical based assessment in which pupils will need to demonstrate the technical skills learned throughout the unit in the form of a small project, as well as this, pupils will be expected to undertake a series of extended response questions to demonstrate they understand the key theory and concepts of the unit. Finally, pupils will be expected to undertake an end of year final exam which will be graded.

### **Entry requirements**

Entry to this award is at the discretion of the centre. However, 3 passes at National 5 level in appropriate subjects may be considered suitable for entry.

## HNC Contemporary Art Practice Level 7

Course Title	HNC Contemporary Art Practice
Level	Level 7
Campus	Arbroath and Gardyne
Days	Gardyne – Monday and Wednesday 2-5 pm Arbroath – Tuesday 9-4 pm
Start Date	May 2019
End Date	April 2021

### Units to be completed

Units
Art & Design Context
Contemporary Art Practice: Conceptual Processes
Contemporary Art Practice: Graded Unit 1
Contemporary Art Practice: Introduction to Digital Artform
Contemporary Art Practice: Three Dimensional Practice
Contemporary Art Practice: Two Dimensional Practice
Developmental Drawing
Life Drawing
Observational Drawing
Portfolio Production

### Progression Pathways

On successful completion of HNC studies students may progress on to HND Contemporary Art Practice, enter in to university or seek careers in the creative industries.

### Course Description

This course is suited to pupils seeking to enhance their creative skill-set, develop their visual awareness and build a substantial portfolio of high-quality work. Throughout this course, pupils will have the opportunity to explore and enhance their skills in life drawing, contextual studies, observational drawing, mixed media, printmaking, digital art forms, photography, conceptual art and 3D practice. This course will provide pupils the opportunity to broaden their art and design skillset and critical thinking skills.

## Unit Contents

Unit	Description
<b>Art &amp; Design Context</b>	This unit is designed to provide pupils, from a wide range of art and design disciplines, with a historical and contemporary understanding of art and design. It should allow pupils to contextualise historical and contemporary factors in art and design within a specific subject area. It is intended that pupils will, as part of this process, develop research and analytical skills through the gathering, organising, developing and documenting of relevant data.
<b>Contemporary Art Practice: Conceptual Processes</b>	This unit is designed to develop knowledge and understanding of conceptual processes in a contemporary art context. It will enable pupils to explore, develop and produce conceptual ideas.
<b>Contemporary Art Practice: Graded Unit 1</b>	<p>This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC/D Contemporary Art Practice award:</p> <ul style="list-style-type: none"> <li>• Demonstrate practical and transferable skills in contemporary art practice.</li> <li>• Demonstrate visual language through exploration of possibilities within drawing and visual thinking.</li> <li>• Demonstrate an open-minded and evaluative approach to study, investigation and research.</li> <li>• Demonstrate an understanding of the influence and contribution made by art practice and practitioners within the 20th and 21st centuries.</li> <li>• Demonstrate knowledge and understanding in selected disciplines within contemporary art practice.</li> </ul>
<b>Contemporary Art Practice: Introduction to Digital Artform</b>	This unit is designed to introduce pupils to the creative use of digital media. Pupils will develop knowledge and skills of creative uses of digital media and explore and evaluate the uses of digital media as an art form.
<b>Contemporary Art Practice: Three Dimensional Practice</b>	This unit is designed to enable pupils to gain knowledge and understanding of contemporary three dimensional art practices. It will offer pupils the opportunity to research current practice and develop practical skills associated with the production of three dimensional artworks. Pupils will produce three dimensional solution(s) to a creative brief which will complement their course of study.

Unit	Description
<b>Contemporary Art Practice: Two Dimensional Practice</b>	This unit is designed to enable pupils to develop knowledge and skills in a chosen area or areas of contemporary two dimensional art practices. It will offer pupils the opportunity to investigate a range of two dimensional contemporary art practices and to produce a two dimensional solution to a creative brief which will complement their course of study.
<b>Developmental Drawing</b>	This unit is designed to provide pupils from a wide range of art and design disciplines with opportunities to use drawing as a method of developing ideas and concepts. Each pupil should keep an annotated sketchbook, workbook or worksheets detailing ideas, techniques, materials and processes. Pupils may be asked to produce a number of drawings under controlled conditions if this assists in ensuring the reliability and authenticity of evidence presented.
<b>Life Drawing</b>	This unit is designed to enable pupils to develop the skills and knowledge required to produce drawings from the human figure. Pupils should be able to represent the human form using their understanding of anatomy, articulation, proportion, form and underlying structure, making directly observed drawings from the human figure. Drawings should represent the human form, clothed and unclothed, in a number of poses using a variety of mediums and techniques.
<b>Observational Drawing</b>	This unit is designed to enable pupils to develop the knowledge and skills required to produce competent observational drawings from primary sources. Pupils should be able to produce drawings in both monochrome and colour, using a variety of drawing media and techniques.
<b>Portfolio Production</b>	This unit is designed to enable pupils to produce a body of art and/or design work that will support an interview for progression to an institute or organisation of their choice. The portfolio produced should reflect pupils' choice of progression. Pupils should be able to competently assemble and present a portfolio of their own work that reflects pupil's interests and strengths and is in a format appropriate to their chosen route of progression.

### Assessment Method

This course will be assessed internally and externally throughout the year. The focus is on continual portfolio production and submission of final outcomes.

## HNC Hospitality Operations Level 7

<b>Course Title</b>	<b>HNC Hospitality Operations</b>
<b>Level</b>	SCQF 7
<b>Campus</b>	Kingsway
<b>Days</b>	Monday and Wednesday 2-5pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2021

### Units to be completed

<b>Mandatory Units</b>
Hospitality Industry
Hospitality Supervision
Food Hygiene Intermediate
Food and Beverage Operations
Hospitality: Financial Control Systems
Hospitality Operations: Graded Unit

### Progression Pathways

Pupils will be awarded an HNC in Hospitality Operations on successful completion of all the 8 credits that are mandatory and 4 credits that are optional. The award provides pupils with the relevant mix of competencies to enable immediate entry to employment, progression to complete HND Hospitality Management or articulation to degree level study.

### Unit Contents

<b>Unit</b>	<b>Description</b>
<b>Hospitality Industry</b>	This unit introduces the main features of the hospitality industry. Pupils will gain an understanding of the different sectors of the industry and its importance to the economy.
<b>Hospitality Supervision</b>	This unit will give pupils an understanding of the diversity of the role of the supervisor in the hospitality industry. Pupils will gain an understanding of the qualities needed to be an effective supervisor to be able to lead a small team of people in the hospitality environment.

Unit	Description
<b>Food Hygiene Intermediate</b>	This unit will allow pupils to develop their knowledge and understanding of the principles of food safety.
<b>Food and Beverage Operations</b>	Pupils will develop the knowledge and understanding of a range of service styles provided by organisations across the hospitality industry. The current trends will be explored and the impact these have on how food and beverage businesses operate. This unit allows pupils to develop their practical skills by delivering and leading a food and beverage service.
<b>Hospitality: Financial Control Systems</b>	This unit introduces pupils to the importance of financial control in the day to day running of any hospitality business. Menu costing, calculation of gross and net incomes, cost behaviours and basic break-even points will be covered.
<b>Hospitality Operations: Graded Unit 1</b>	This is a self-directed project based on a case study to assess the pupil's ability to integrate and apply skills gained in the individual units in order to demonstrate that they have achieved the aims of the qualification. This unit is assessed a grade of A, B or C awarded to pupils who have successfully achieved the unit.
<b>Accommodation Operations</b>	The unit allows pupils to develop knowledge and understanding of the variety of accommodation facilities provided by different sectors of the hospitality industry and the importance of maintaining standards in order to meet customer expectations.
<b>Hospitality Front Office Procedures</b>	This unit covers guest reservation processes used within the hospitality industry. Pupils will have the opportunity to perform a series of procedures from advanced reservations through to guest departures using a computer reservation system.
<b>Food and Beverage Events</b>	This unit will provide pupils with the skills and knowledge relevant to plan and organise food and beverage events. Pupils will develop an insight into the nature and scope of food and beverage events. The unit will enable pupils to understand the procedures, systems and resources involved in planning and organising a food and beverage event from the initial enquiry through to close down of the event.
<b>Creating a Culture of Customer Care</b>	This unit allows pupils to analyse factors affecting customer care and to judge the effectiveness of a customer strategy by applying them to the workplace.

### Assessment Method

Internal continuous assessments using various methods including open and closed book assessments, observations, projects and reports.

## HNC Photography Level 7

<b>Course Title</b>	<b>HNC Photography</b>
<b>Level</b>	Level 7
<b>Campus</b>	Gardyne
<b>Days</b>	Gardyne – Monday and Wednesday 2-5 pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2021

### Units to be completed

<b>Units</b>
Digital Imaging
Photography: Documentary
Photography: Environment
Photography: Graded Unit 1
Photography: Image Editing
Photography: Portraiture
Photography: Social Photography
Photography: Studio Still Life
Photography: Theory

### Progression Pathways

Progression on to HND Photography course or entry in to university programme. Option to develop as a freelance photographer as well as opportunities to enter in to employment within the creative industries.

### Course Description

The HNC Photography course is designed to develop technical competence and individual creative and visual skills in a broad range of photographic disciplines. HNC builds on skills gained from previous study at NQ or Higher level. Successful completion of HNC, with satisfactory attendance and approach to studies, will allow progression opportunity on to HND.

## Unit Contents

Unit	Description
<b>Digital Imaging</b>	This unit is designed to embrace the importance of digital and computer technology within the design process. It will enable pupils to explore digital imaging, gain basic technical knowledge of digital imaging software (vector and bitmap), be aware of the importance of file types and file management and be able to use the relevant applications to produce a product to a given brief/s.
<b>Photography: Documentary</b>	The unit is designed to enable pupils to research, produce, present and analyse a series of documentary images. Pupils will research and evaluate different contextual and cultural issues in documentary photography.
<b>Photography: Environment</b>	This unit is designed to enable the pupil to research, produce, present and evaluate a series of images of the environment. Images will be produced on location. Pupils will also be able to research different styles of historical and/or contemporary images of the environment.
<b>Photography: Graded Unit 1</b>	<p>This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HND Photography:</p> <ul style="list-style-type: none"> <li>▪ develop research and evaluation skills</li> <li>▪ develop the ability to apply acquired photographic knowledge and skills</li> <li>▪ develop the ability to take responsibility for one's own learning</li> <li>▪ develop the ability to work independently</li> <li>▪ develop a range of contemporary vocational skills</li> <li>▪ gain an understanding of the importance of photography as a tool for visual communication</li> </ul>
<b>Photography: Image Editing</b>	This unit is designed to develop pupils' knowledge and skills in the specialist area of photographic image editing. Pupils will prepare, edit, store and print digital image files using a RAW workflow, and will prepare and process digital image files by applying a consistent resolution, white balance and exposure control on each image and by batch processes using RAW conversion. Pupils will apply global and local image editing techniques and, finally, store and print out their images using an appropriate colour management policy.
<b>Photography: Portraiture</b>	This unit is designed to enable pupils to research, produce and present a series of portraits in the studio and on location. Pupils will also be able to research different styles of historical and/or contemporary portraits.

Unit	Description
<b>Photography: Social Photography</b>	This unit is designed to enable the pupil to research, produce and present a series of social photography images in the studio and on location. Pupils will also be able to research different styles of social photography images.
<b>Photography: Studio Still Life</b>	This unit is designed to enable pupils to research, produce and present a series of still life images produced in the studio. Pupils will also be able to research different examples of historical and/or contemporary still life images.
<b>Photography: Theory</b>	This unit is designed to enable pupils to research, identify and understand the basic principles of photographic theory

### **Assessment Method**

This course will be assessed internally and externally throughout the year. The focus is on continual portfolio production and submission of final outcomes.

## Professional Development Award in Sociology Level 7

Course Title	Professional Development Award in Sociology
Level	Level 7
Campus	Arbroath and Gardyne
Days	Gardyne - Monday and Wednesday 2-5pm Arbroath – Tuesday 9-4 pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

Units
Sociology A: Introduction to Sociology
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 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.

### Recommended Entry

Pupils must have 2 Highers in relevant subjects in order to undertake this PDA.

### Course Description

Pupils will examine the foundations of sociology and the historical and social context surrounding the development of sociology as a discipline.

The influence of events such as the Enlightenment, the French Revolution and the Industrial Revolution are discussed. The key ideas of Mills' (1959) The Sociological Imagination and what it means to think sociologically are examined.

Different ways of examining society are also considered, focusing initially on macro and micro models of society then exploring key sociological theories and concepts in more detail. The relationship between individuals and wider society/social structures is scrutinised. Theoretical knowledge is then applied to a range of different sociological topics. You will use your knowledge of relevant theory to examine whether these studies support or refute particular theories and to critically evaluate the methodological approaches of the studies.

### Unit Contents

Unit	Description
<b>Sociology A</b>	In Sociology A we explore the historical and intellectual foundations of sociology and what it means to think sociologically. We also examine different approaches to the study of society (macro and micro models of society) and some key sociological concepts and theories. We also examine how different theoretical perspectives explain the relationship between the individual and society.
<b>Sociology B</b>	In Sociology B you will apply your knowledge gained in Sociology A to three different sociological topics. These are education, crime and deviance and social stratification. Theoretical debates on these topics are explored and a range of research studies are critically evaluated.

### Assessment Method

A combination of open and closed book assessments as required by the SQA.

## Professional Development Award in Psychology Level 7

Course Title	Professional Development Award in Psychology
Level	Level 7
Campus	Arbroath and Gardyne
Days	Gardyne - Monday and Wednesday 2-5 pm Arbroath – Tuesday 9-4 pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

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.

### Recommended Entry

Pupils must have 2 Highers in relevant subjects in order to undertake this PDA.

### Course Description

Pupils will 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. Pupils will develop

evaluation skills as you examine each school of thought. From here, they 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 theories 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.

## Professional Development Award in Criminology Level 7

Course Title	Professional Development Award in Criminology
Level	Level 7/8
Campus	Arbroath and Gardyne
Days	Gardyne - Monday and Wednesday 2-5 pm Arbroath – Tuesday 9-4 pm
Start Date	May 2019
End Date	April 2020

### Units to be completed

Units
Criminology
Scottish Criminal Law

### 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.
- 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.

### Recommended Entry

It is suggested that pupils may have the NPA Criminology from S5 in order to undertake this PDA but due to this PDA containing a SCQF Level 8 unit, additional Highers are also required.

A minimum of two relevant Highers at grade B or above.

## Course Description

This PDA is designed to introduce pupils to a selection of topics and areas of debates that inform contemporary justice. Pupils will study a number of theories and approaches and consider different explanations of the causes of crime, criminalisation and justice. Pupils will be encouraged not only to know and evaluate research carried out by social scientists and legal experts associated with the specific discipline, but also to understand how research is carried out. Pupils will also be introduced to aspects of the legal system and encouraged to take a critical view of evidence-based research.

## Unit Contents

Unit	Description
<b>Criminology</b>	This unit is designed to introduce you to a selection of topics and areas of debates that inform contemporary criminology. Pupils will start by examining how crime and criminal justice have been theorised and then goes on to consider theoretical explanations of crime causation and criminalisation. Pupils will also explore the aims of the criminal justice and penal system.
<b>Scottish Criminal Law</b>	Pupils will gain knowledge and understanding criminal liability and also Scottish Criminal Law. We will examine crimes against property involving dishonesty and certain crimes against the person. It is intended to provide underpinning legal knowledge which could form the basis for further study of Scottish Criminal Law.

## Assessment Method

A combination of open and closed book assessments as required by the SQA.

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

<b>Course Title</b>	<b>Professional Development Award in Information Technology in Business</b>
<b>Level</b>	Level 7
<b>Campus</b>	Arbroath and Gardyne
<b>Days</b>	Gardyne - Monday and Wednesday 2-5 pm Arbroath – Tuesday 9-4 pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

Units
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 wish to undertake the PDA in Office Administration at SCQF level 7. Pupils may also complete further Units from the HNC Administration and Information Technology or 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 in 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 assess using the continuous assessment approach.

## Professional Development Award in Financial Accounting Level 7

<b>Course Title</b>	<b>Professional Development Award in Financial Accounting</b>
<b>Level</b>	Level 7
<b>Campus</b>	Arbroath and Gardyne
<b>Days</b>	Gardyne - Monday and Wednesday 2-5 pm Arbroath – Tuesday 9-4 pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

<b>Units</b>
Recording Financial Information
Using Financial Accounting Software
Preparing Financial Statements

### Progression Pathways

Pupils who successfully complete this PDA may undertake further related PDAs or HN Units to build up their qualification(s) towards a full HNC in Accounting.

### Course Description

This PDA in Financial Accounting at SCQF level 7 offers you an opportunity to develop the knowledge and skills required for a financial accounting support role within an organisation. It is primarily intended for those who expect to take up a career in accounting and/or financial administration but is also relevant to those with appropriate work experience who wish to formalise their qualifications or progress in their accounting career.

Pupils will develop manual book-keeping skills, and prepare and analyse final accounts and statements for a variety of business organisations — sole traders, partnerships and companies. Pupils will be introduced to the use of accounting software packages to record accounting transactions and produce accounting reports.

Pupils will have an opportunity to develop the Core Skills of Communication, Numeracy, Information and Communication Technology and Problem Solving although there is no automatic certification of Core Skills or Core Skills components.

## Unit Contents

Unit	Description
<b>Recording Financial Information</b>	<p>This unit is designed to enable pupils to develop their manual book-keeping skills. It will give them the knowledge needed to record financial information, using a double entry book-keeping system, up to trial balance. The unit will also enable pupils to complete a VAT Return and incorporate control mechanisms into the book-keeping system.</p> <p>On completion of the unit the pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Record financial transactions in books of original entry</li> <li>2. Record financial transactions in a double entry book-keeping system and extract a trial balance</li> <li>3. Complete a VAT Return</li> <li>4. Incorporate control mechanisms into a book-keeping system</li> </ol>
<b>Using Financial Accounting Software</b>	<p>This unit is designed to enable pupils to use a commercial accounting software package to process financial transactions and to prepare accounting reports for a small business.</p> <p>On completion of the unit pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Use an accounting software package to set up and amend accounting records</li> <li>2. Use an accounting software package to process financial transactions</li> <li>3. Use an accounting software package to incorporate year-end adjustments and produce financial statements for a small business</li> <li>4. Use an accounting software package to produce a range of accounting reports</li> </ol>
<b>Preparing Financial Statements</b>	<p>This unit is designed to enable pupils to prepare financial statements for a range of business organisations — sole traders, partnerships and companies. These organisations can be either traders or manufacturing concerns.</p> <p>Pupils will also prepare statement of cash flows and analyse accounting statements using appropriate accounting ratios for a limited company.</p> <p>On completion of the unit pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Prepare financial statements for business organisations</li> <li>2. Prepare financial statements, for a sole trader, from incomplete records</li> <li>3. Prepare a statement of cash flows for a limited company</li> <li>4. Analyse the financial statements of a limited company using accounting ratios</li> </ol>

## Assessment method

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

## Professional Development Award in Management Accounting Level 7

<b>Course Title</b>	<b>Professional Development Award in Management Accounting</b>
<b>Level</b>	Level 7
<b>Campus</b>	Arbroath and Gardyne
<b>Days</b>	Gardyne - Monday and Wednesday 2-5 pm Arbroath – Tuesday 9-4 pm
<b>Start Date</b>	May 2019
<b>End Date</b>	April 2020

### Units to be completed

Units
Cost Accounting
Management Accounting using Information Technology

### Progression Pathways

Pupils who successfully complete this PDA may undertake further related PDAs or HN Units to build up their qualification(s) towards a full HNC in Accounting. No exemptions, for CIMA or ACCA qualifications, are available to pupils undertaking this PDA.

### Course Description

This PDA in Management Accounting at SCQF level 7 offers you an opportunity to develop the knowledge and skills required for a cost or management accounting support role within an organisation.

You will have the opportunity to develop ICT knowledge and skills, in relation to using current cost accounting techniques. You will also develop skills in preparing financial information for use in decision making within an organisation.

### Unit Contents

Unit	Description
<b>Cost Accounting</b>	Develops knowledge and skills of cost accounting including classifying and coding costs and recording transactions in a cost accounting system.

Unit	Description
<b>Management Accounting using Information Technology</b>	Develops skills of budgetary control using spreadsheets. This includes preparation of a master budget, report and variance analysis, using a break-even analysis and preparing marginal and absorption costing statements.

**Assessment method**

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