



# Penicuik High School

Course Choice  
2022/23



## Introduction

This is an important resource which will help you make informed decisions about your course choices. It outlines what courses are currently offered to our students, the components of each course and the different levels that can be accessed.

At Penicuik High School all students in S1 and S2 follow a core curriculum to ensure a broad and balanced experience. The first three years of secondary school are described as the Broad General Education (BGE). The time students spend in school in S4/5/6 is known as the Senior Phase.

We offer some personalisation and choice for students moving from S2 into S3 to ensure that each student continues with a broad and balanced curriculum but can make some choices related to their interests and career path. Moving into S3 all students continue the compulsory study of Mathematics and English along with selecting another six subjects from curriculum areas, including one 'free choice'. S3 students continue to engage with our core programme of weekly lessons from Physical Education (PE), Religious, Moral and Education (RME) and Personal and Social Education (PSE).

Next session we will move to a combined Senior Phase. This will give us the opportunity to offer more courses to S4–S6 students. In the Senior Phase (S4–S6), students select five courses each year with the only compulsory element being all S4 students are expected to undertake qualifications in English and Mathematics. Students in the Senior Phase are increasingly benefiting from undertaking a range of qualifications and awards that are delivered by school staff and our partners. For some students this means that for part of their 'school week' they may be learning off campus or remotely via partnerships such as the School College Partnership (SCP) or Foundation Apprenticeships. Students in the Senior Phase continue to engage with our core programme of weekly lessons from Physical Education (PE), Religious, Moral and Education (RME) and Personal and Social Education (PSE).

Students in S5 and S6 are expected to make a positive contribution to the wider life and ethos of the school through involvement in leadership roles, peer mentoring, Student Voice and being good role models. In addition, all S6 students returning to school are asked to sign an S6 Contract that clearly outlines their rights and obligations. All S6 students will be held to these standards.

Senior students returning to school as young adults must also be prepared to accept more of the responsibility for their education and for the organisation of study. It is expected that seniors will be fully committed to achieving their personal goals and profitable use of any designated study periods.



A wide range of courses are offered through our current Curriculum model where all students in S4-S6 have a 'free choice' (aside from compulsory Mathematics and English in S4). Offering free subject choice to our Senior Phase students gives them the best opportunity to access the qualifications they require to move on to a sustained positive destination.

It is important that students make informed choices. Students and parents should discuss course choices using recent full and/or tracking reports. Electronic versions of the course choice forms can be viewed on our website (insert link). Students should speak to Class Teachers and Principal Teachers if they are considering a subject. From February all students making course choices will have a 1:1 coursing meeting with either a Principal Teacher of Guidance or a member of our Senior Management Team. During this meeting the student will complete their course choice form. This form will be taken home and signed then returned as soon as possible to allow for their choice to be added to our system.

This session we have introduced a points system for S6. They must reach 24 points with their course choices to ensure all students are maximising opportunities on offer to them.

- National 5 = 4 points
- Higher = 6 points
- A Higher = 7 points
- NPA level 5 and 6 = 4 points
- SCQF level 5 and 6 = 4 points

Please be aware that courses may not run if uptake numbers are too low and some courses may have restricted entry based on available staffing. Where courses have a restricted entry component the criteria for accessing a place will be based on a number of criteria including: prior performance and ability to access the course at a satisfactory level alongside the requirement to complete the course for admission to the courses or to ensure career option pathways.

Students whose sixteenth birthday falls on or after 1 October cannot leave school until the end of the term at Christmas, even if employment can be obtained. In a few cases, it may be possible for students to begin a full-time college course or extended work experience placement. This arrangement can be made only with the written consent of parents, the school and the Director of Education.

C Biddick

Head Teacher



## How to use this guide

As students prepare for their next year at Penicuik High School, it's important that they choose their subjects carefully. This year, we have introduced a range of new subjects to our curriculum to give senior students a broader range of subject choice. Some subjects are accessible to all year groups.

The course choice overview, on the following pages, describes each qualification and level and gives details about what the course entails. There is also a section which shows the component marks for the subject, highlighting the breakdown of how all qualifications are assessed. For example, some subjects are 100% dependent on the exam, where others are assessed on elements which are completed in school. Students should make sure they understand the assessment methods and subject requirements when making choices.

To support our students through this process, each student will have a 1:1 coursing meeting with their student support teacher or a member of the senior management team.



## Course Overview and Index

Subject	Lvl 4	Nat 4	Lvl 5	Nat 5	Lvl 6	Higher	Adv H
Administration & IT (S5/6 only)				x			
Art & Design		x		x		x	x
Biology		x		x		x	x
Business Studies		x		x		x	
Chemistry		x		x		x	x
Computing		x		x		x	
Construction Craft Skills (S4 only)	x						
Design & Manufacture		x		x		x	
Early Learning & Childcare	x		x				
English		x		x		x	x
Environmental Science (S4 only)	x						
French		x		x		x	x
Geography		x		x		x	
History		x		x		x	x
SQA Leadership (S5/6 only)					x		
Mathematics		x		x		x	x
Mathematics (Applications) (S5/6 Only)	x						
Media		x		x	x	x	
Mental Health & Wellbeing	x		x				
Modern Studies (S6 Only)						x	
Music		x		x		x	x
Music Technology				x		x	
Photography	x		x			x	
Physical Education		x		x		x	
Physics		x		x		x	x
Practical Cookery		x		x			
Practical Woodworking				x			
RMPS		x		x		x	x
Spanish		x		x		x	x
Sports Leadership			x		x		



## **S5/6 Only**

<b>Subject</b>	Administration and IT
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

### **Course Outline**

The course helps candidates to develop administrative and IT skills, and an understanding of related theory, enabling them to effectively contribute to and support organisations. It enables candidates to:

- Develop an understanding of administration theory in the workplace
- Develop IT skills and use them to perform administrative tasks
- Acquire organisational skills in the context of organising and supporting events

This course is designed for learners who are interested in administration and the practical uses of IT. It contains a significant practical component, involving experiential learning, which encourages the development of skills, knowledge and understanding.

### **Course structure and assessment**

<b>Number of components</b>	<b>Component description</b>	<b>Assessment conditions</b>	<b>Component Mark</b>	<b>Component percentage</b>
Component 1	Practical assignment	3 hours, controlled conditions in class	70 marks	58%
Component 2	Question paper	Final SQA exam	50 marks	42%

### **Skills, Knowledge and Understanding for the course**

- Skills in using spreadsheets, databases, word-processing, desktop publishing and presentations
- Skills in using technology for electronic communication and investigation
- Skills in organising and supporting events
- Problem-solving skills in administrative contexts
- Theory of the tasks (duties) and knowledge associated with the administrative support function in an organisation

### **Progression**

Higher Administration and IT



**Subject** Art & Design  
**Level** National 4  
**Entry Requirement** None

### Course Outline

In this Course you will have a broad practical experience of art and design and related critical activity. You will have the opportunity to be inspired by experimenting with how you can visually represent their personal thoughts and ideas and create imaginative expressive and design work.

You will experiment with using art and design materials, techniques and/or technology in creative and expressive ways. You will develop your critical thinking skills as you develop and produce your own creative work and develop your understanding of art and design practice.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Expressive Activity	In class, overtime, internally assessed	Unit Pass	33.3%
Component 2	Design Activity	In class, overtime, internally assessed	Unit Pass	33.3%
Component 3	Added Value Unit	In class, overtime, internally assessed	Unit Pass	33.3%

### Skills, Knowledge and Understanding for the course

- communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and/or technology
- develop knowledge and understanding of art and design practice
- plan, develop, produce and present creative art and design work
- develop understanding of the social and cultural influences on artists and designers and their work
- develop problem solving, critical thinking and reflective practice skills

### Progression

N5 Art & Design, NPA Level 5 Photography



**Subject** Art & Design  
**Level** National 5  
**Entry Requirement** None

### Course Outline

In Art and Design you will complete an Expressive and Design portfolio with a final exam at the end of the year. Throughout the year you will create two portfolios using your own chosen brief's. You will explore and use a range of mixed media to create your portfolio's refining your ideas to create a final piece. Through this you can explore print making, collage, painting, drawing, product design, jewellery making, graphic design, fashion and textiles and more. You will research and find out about the work of artists and designers and use specialist terminology to describe the social and cultural influences of Artists and Designers.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Portfolio (Design)	In class, overtime, externally marked	100 Marks	40%
Component 2	Portfolio (Expressive)	In class, overtime, externally marked	100 Marks	40%
Component 3	Exam	Final SQA exam	50 Marks	20%

### Skills, Knowledge and Understanding for the course

- Producing drawings and related investigative studies in response to a chosen brief
- Using visual elements expressively, showing a clear understanding of the subject matter
- Producing focused investigative visual and market research for a design activity skills in using a range of , techniques and/or technology creatively
- Developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats
- Describing and evaluating how artists and designers use materials, techniques and/or technology in their work
- Analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- Ability to understand and apply specialist art and design terminology for analysis and the final exam
- Using problem-solving, planning and self-evaluation skills within the creative process

### Progression

Higher Art & Design, Level 5 NPA Photography



**Subject** Art and Design  
**Level** Higher  
**Entry Requirement** N5 Art and Design

### Course Outline

In Art and Design you will complete an Expressive and Design portfolio with a final exam at the end of the year. Throughout the year you will create two portfolios using your own chosen brief's. You will explore and use a range of mixed media to create your portfolio's refining your ideas to create a final piece. Through this you can explore print making, collage, painting, drawing, product design, jewellery making, graphic design, fashion and textiles and more. You will research and find out about the work of artists and designers and use specialist terminology to describe the social and cultural influences of Artists and Designers.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Portfolio (Design)	In class, overtime, externally marked	100 Marks	38.5%
Component 2	Portfolio (Expressive)	In class, overtime, externally marked	100 Marks	38.5%
Component 3	Exam	Final SQA exam	60 Marks	23%

### Skills, Knowledge and Understanding for the course

- producing analytical drawings and investigative studies in response to stimuli
- using visual elements expressively, showing clear understanding of the subject matter
- producing focused investigative visual and market research for a design activity
- using a range of art and design materials, techniques and/or technology creatively and expressively
- developing and progressively refining a variety of personal and creative ideas for art and design work in 2D and/or 3D formats
- analysing and critically reflecting on artists' and designers' use of materials, techniques and/or technology
- analysing the impact of social, cultural and other influences on the work and practice of artists and designers
- using a range of complex problem-solving, planning and self-evaluation skills within the creative process

### Progression

Higher Photography, Advanced Higher Art and Design Expressive or Design



<b>Subject</b>	Art and Design (Design)
<b>Level</b>	Advanced Higher
<b>Entry Requirement</b>	Higher Art and Design Higher Photography

### Course Outline

Candidates research design contexts related to their design brief. They learn about design practice by investigating how designers respond creatively to design problems. They explore how designers integrate visual stimuli and other information from a variety of sources. Candidates apply their understanding of design practice while responding to a design brief to communicate their thoughts and ideas. Candidates select a design brief for their portfolio. They follow a design process to develop design ideas and resolve and realise solutions which are influenced by their investigation into design practice. They produce a contextual analysis of a selected design work by discussing related contexts and analysing their impact on the features of the design work. Candidates reflect on and evaluate their creative decisions and design work.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component1	Portfolio	In class, overtime, externally marked	100 marks	100%

### Skills, Knowledge and Understanding for the course

- Producing relevant investigative visual and market research that demonstrates an individual and personalised response to their design brief
- Applying in-depth understanding of designers' work and practice when creatively responding to design area requirements and developing design ideas and solutions
- Skilfully and creatively using selected design materials, techniques and/or technology for aesthetic and functional effect
- Producing sustained lines of development
- Planning, exploring and experimenting within the design process
- Creating design ideas and solution(s) in 2D and/or 3D formats that meet the design area and design brief requirements
- Discussing the impact of relevant contexts through analysing the features of a selected design work
- Evaluating their creative decisions and expressing justified personal opinions on their own work

### Progression

Further study, employment and/or training in Art, Design, Photography/Film and the creative industries.



<b>Subject</b>	Art and Design (Expressive)
<b>Level</b>	Advanced Higher
<b>Entry Requirement</b>	Higher Art and Design Higher Photography

### Course Outline

Candidates research expressive art contexts related to their theme or stimulus. They learn about expressive art practice by investigating how artists respond creatively to themes. They explore how artists integrate visual stimuli and other information from a variety of sources. Candidates apply their understanding of expressive art practice while responding to a theme or stimulus to communicate their thoughts and ideas. Candidates select a theme or stimulus for their portfolio. They follow a creative process to develop expressive art ideas and resolve and realise artworks which are influenced by their investigation into art practice. They produce a contextual analysis of a selected artwork by discussing related contexts and analysing their impact on the features of the artwork. Candidates reflect on and evaluate their creative decisions and artwork.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component1	Portfolio	In class, overtime, externally marked	100 marks	100%

### Skills, Knowledge and Understanding for the course

- Producing relevant expressive investigative research that demonstrates an individual and personalised response to their stimuli
- Applying in-depth understanding of artists' work and practice when creatively responding to expressive stimuli and developing expressive ideas and artwork
- Skilfully and creatively using selected art materials, techniques and/or technology for expressive effect
- Producing sustained lines of development
- Planning, exploring and experimenting within the creative process
- Creating original and creative artwork in 2D and/or 3D formats that demonstrates a personal response to their stimuli
- Discussing the impact of relevant contexts through analysing the features of a selected artwork
- Evaluating their creative decisions and expressing justified personal opinions on their own work

### Progression

Further study, employment and/or training in Art, Design, Photography/Film and the creative industries.



**Subject** Biology  
**Level** National 4  
**Entry Requirement** BGE Science

### Course Outline

N4 Biology covers major areas of biology ranging from cellular to whole organisms and up to ecosystems. The key areas of biodiversity, interdependence, body systems and cells and inheritance are developed through the course.

### Course structure and assessment

Number of component	Component description	Assessment conditions	Component Mark
1	Cell Biology	In class test internally marked	Pass/ Fail
2	Multicellular Organisms	In class test internally marked	Pass/ Fail
3	Life on Earth	In class test internally marked	Pass/ Fail
4	Practical write up (LO1)	In class internally marked	Pass/ Fail
5	Added value unit	In class internally marked	Pass/ Fail

### Skills, Knowledge and Understanding for the course

The aims of the course are for candidates to:

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

### Progression

N5 Biology



<b>Subject</b>	Biology
<b>Level</b>	National 5
<b>Entry Requirement</b>	For S5 entrants N4 Biology (or N4 Chemistry or Physics or Environmental Science) and a pass in N4 Mathematics.

### Course Outline

This course builds on the National 4 Biology Course. National 5 Biology consists of three units:

1. Cell Biology
2. Multi-cellular Organisms
3. Life on Earth

Students must pass all three units to be entered for the course award. The course award for National 5 Biology is achieved through completion of an externally assessed assignment and question paper.

### Course structure and assessment

Number of component	Component description	Assessment conditions	Component Mark	Component percentage
1	Assignment	In class, externally marked	20	20%
2	Multiple choice	Final SQA exam	25	20%
3	Written paper	Final SQA exam	75	60%

### Skills, Knowledge and Understanding for the course

The aims of the course are for candidates to:

- Demonstrating knowledge and understanding of biology by making statements, describing information, providing explanations and integrating knowledge
- Applying knowledge of biology to new situations, interpreting information and solving problems
- Planning and/or designing experimental/fieldwork investigations to test given hypotheses or to illustrate particular effects
- Selecting information from a variety of sources
- Presenting information appropriately in a variety of forms
- Processing information (using calculations and units, where appropriate)
- Making predictions and generalisations based on evidence/information
- Drawing valid conclusions and giving explanations supported by evidence
- Suggesting improvements to experimental/fieldwork investigations

### Progression

Higher Biology



<b>Subject</b>	Biology
<b>Level</b>	Higher
<b>Entry Requirement</b>	B pass at N5 Biology (or a pass at B in N5 Chemistry or Physics) and a C pass in N5 Mathematics.

### Course Outline

The Higher Biology Course provides a broad based integrated study of a selected range of biological topics which build on previous study. The course provides the opportunity for learners to acquire a deeper understanding of DNA and the genome and its applications, metabolism and how it relates to organism survival as well as the human population and its interaction with the world around it. The assignment requires learners to apply skills, knowledge and understanding to investigate a topic relevant to one or more of the key areas of the Course.

### Course structure and assessment

Number of component	Component description	Assessment conditions	Component Mark	Component percentage
1	Assignment	In class, externally marked	30	20%
2	Multiple choice	Final SQA exam	25	17%
3	Written paper	Final SQA exam	95	63%

### Skills, Knowledge and Understanding for the course

This course aims to:

- Develop and apply knowledge and understanding of biology
- Develop an understanding of biology's role in scientific issues and relevant applications of biology, including the impact these could make in society and the environment
- Develop scientific inquiry and investigative skills
- Develop scientific analytical thinking skills, including scientific evaluation, in a biology context
- Develop the skills to use technology, equipment and materials safely in practical scientific activities
- Develop problem-solving skills in a biology context
- Use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- Develop the knowledge and skills for more advanced learning in biology

### Progression

Advanced Higher Biology or tertiary level biological/ nursing/ health science etc.



**Subject** Biology  
**Level** Advanced Higher  
**Entry Requirement** Higher Biology at B

### Course Outline

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

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
1	Question paper	Final SQA exam	100	77%
2	Project	In class, externally marked	30	23%

### Skills, Knowledge and Understanding for the course

This course aims to:

- Develop a critical understanding of the role of biology in scientific issues and relevant applications, including the impact these could make on the environment and society
- Extend and apply knowledge, understanding and skills of biology
- Develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- Develop and apply scientific inquiry and investigative skills, including planning and experimental design
- Develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a biology context
- Extend and apply problem-solving skills in a biology context
- Further develop an understanding of scientific literacy using a wide range of resources in order to communicate complex ideas and issues and to make scientifically informed choices
- Extend and apply skills of autonomous working in biology

### Progression

University Biological Sciences, Health Sciences, Medicine , Veterinary Medicine, Dentistry etc.



<b>Subject</b>	Business Management
<b>Level</b>	National 4
<b>Entry Requirement</b>	None

### Course Outline

The purpose of the Course is to develop an understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments, and to encourage enterprising attitudes. A main feature of this Course is the development of enterprise and employability skills; learners will gain a better understanding of the personal qualities and attributes required of people involved in business. This will be facilitated through activities which demonstrate understanding of risk taking and decision making, thereby enabling learners to cope more easily in our rapidly changing business environments. The knowledge gained of financial and economic situations, through a business context, can be applied to personal living so that learners can manage their own personal financial affairs with confidence, and gain a better understanding of the impact of economic issues on their lives.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Unit 1	Business in action	In class	Unit Pass	33.3%
Unit 2	Influences on Business	In class	Unit Pass	33.3%
AVU	Business Assignment	In class	Unit Pass	33.3%

### Skills, Knowledge and Understanding for the course

- Knowledge and understanding of business concepts in a range of contexts
- Awareness of the processes and procedures businesses use to ensure customers' needs are met
- Enterprising skills, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- Financial awareness through a business context
- An insight into the impact of the economy on businesses and our daily lives, thus gaining economic awareness

### Progression

N5 Business Management



**Subject** Business Management  
**Level** National 5  
**Entry Requirement** None

### Course Outline

In this course you will develop an understanding of the economic and financial environment in which businesses operate. It will enable you to gain personal financial awareness through improving knowledge of financial management in a business context. The course is an introduction to the dynamic, changing, competitive, and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation. By studying this course, candidates develop an appreciation of customer focus, enterprise, and decision-making.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Practical assignment	In class, overtime, externally marked	30 Marks	25%
Component 2	Question paper	Final SQA exam	90 Marks	75%

### Skills, Knowledge and Understanding for the course

The course enables candidates to develop:

- Knowledge and understanding of the ways in which society relies on business to satisfy needs and wants
- An insight into the systems organisations use to ensure customers' needs are met
- Enterprising skills and attributes
- Financial awareness, in a business context
- An insight into how organisations organise their resources for maximum efficiency and to improve their overall performance
- An awareness of how external influences impact on organisations

### Progression

Higher Business Management



<b>Subject</b>	Business Management
<b>Level</b>	Higher
<b>Entry Requirement</b>	N5 Business Management

## Course Outline

Business was introduced into the Scottish curriculum in answer to employer demands. This course will help you understand the dynamic, changing and competitive environment of industry and commerce, and the environments that organisations operate in. It develops skills in communicating and presenting business-related information to stakeholders of an organisation. The course highlights the different ways in which large organisations operate. You will learn to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. Using current business theory and practice, the course reflects the integrated nature of large organisations, their functions and decision-making processes.

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Practical assignment	In class, overtime, externally marked	30 Marks	25%
Component 2	Question paper	Final SQA exam	90 Marks	75%

## Skills, Knowledge and Understanding for the course

Course aims to enable learners to further deepen their skills, knowledge and develop:

- An understanding of the ways in which we rely on business to satisfy customer needs
- An understanding of enterprising skills and attributes by studying relatively complex business issues
- An understanding of business-related financial matters
- An understanding of the ways businesses can use resources to achieve maximum efficiency, explaining the key roles of Marketing, Finance, Human Resources and Operations
- An understanding of the steps taken by businesses to improve overall performance and effectiveness
- An understanding of the main effects that external influences, such as economic impact and sustainability, have on organisations

## Progression

Further or Higher Education



<b>Subject</b>	Chemistry
<b>Level</b>	National 4
<b>Entry Requirement</b>	BGE Science

### Course Outline

The purpose of N4 Chemistry is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. The course covers a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis.

### Course structure and assessment

Number of component	Component description	Assessment conditions	Component Mark
1	Chemical Changes and Structure	In class test internally marked	Pass/ Fail
2	Nature's Chemistry	In class test internally marked	Pass/ Fail
3	Chemistry in Society	In class test internally marked	Pass/ Fail
4	Practical write up (LO1)	In class internally marked	Pass/ Fail
5	Added value unit	In class internally marked	Pass/ Fail

### Skills, Knowledge and Understanding for the course

The aims of the course are for candidates to:

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

### Progression

N5 Chemistry



<b>Subject</b>	Chemistry
<b>Level</b>	National 5
<b>Entry Requirement</b>	For S5 entrants N4 Chemistry and a pass in N4 Mathematics.

### Course Outline

The purpose of the course is to develop candidates' curiosity, interest and enthusiasm for chemistry in a range of contexts. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This enables candidates to become scientifically literate citizens, able to review the science-based claims they will meet. The course covers a variety of relevant contexts including the chemistry of the Earth's resources, the chemistry of everyday products and chemical analysis. It develops a broad, versatile and adaptable skill set which is valued in the workplace.

### Course structure and assessment

Number of component	Component description	Assessment conditions	Component Mark	Component percentage
1	Assignment	In class, externally marked	20	20%
2	Multiple choice	Final SQA exam	25	20%
3	Written paper	Final SQA exam	75	60%

### Skills, Knowledge and Understanding for the course

The aims of the course are for candidates to:

- Develop and apply knowledge and understanding of chemistry
- Develop an understanding of the impact of chemistry on everyday life
- Develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make on society and the environment
- Develop scientific inquiry and investigative skills
- Develop scientific analytical thinking skills in a chemistry context
- Develop the skills to use technology, equipment and materials, safely, in practical scientific activities
- Develop planning skills
- Develop problem-solving skills in a chemistry context

### Progression

Higher Chemistry



<b>Subject</b>	Chemistry
<b>Level</b>	Higher
<b>Entry Requirement</b>	A B pass at N5 Chemistry and a C pass in N5 Mathematics.

### Course Outline

The new SQA Higher Chemistry Course develops learners' 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.

#### Mandatory (Compulsory) Units

- Chemical Changes and Structure (Higher)
- Researching Chemistry (Higher)
- Nature's Chemistry (Higher)
- Chemistry in Society (Higher)

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
1	Assignment	In class, externally marked	30	20%
2	Multiple choice	Final SQA exam	25	17%
3	Written paper	Final SQA exam	95	63%

### Skills, Knowledge and Understanding for the course

The course aims to:

- Develop and apply knowledge and understanding of chemistry
- Develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society
- Develop scientific inquiry and investigative skills
- Develop scientific analytical thinking skills, including scientific evaluation, in a chemistry context
- Develop the use of technology, equipment and materials safely in practical scientific activities, including using risk assessment
- Develop problem-solving skills in a chemistry context
- Use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- Develop the knowledge and skills for more advanced learning in chemistry

### Progression

Advanced Higher Chemistry or tertiary level chemistry/ forensic science/ chemical engineering etc.



<b>Subject</b>	Chemistry
<b>Level</b>	Advanced Higher
<b>Entry Requirement</b>	Higher Chemistry at B

### Course Outline

Chemistry, the study of matter and its interactions, plays an increasingly important role in most aspects of modern life. This course allows candidates to develop a deep understanding of the nature of matter, from its most fundamental level to the macroscopic interactions driving chemical change. Candidates develop their abilities to think analytically, creatively, and independently to make reasoned evaluations, and to apply critical thinking in new and unfamiliar contexts to solve problems. The course offers candidates' flexibility and personalisation as they decide the choice of topic for their project.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
1	Assignment	In class, externally marked	120	67%
2	Multiple choice	Final SQA exam	40	33%

### Skills, Knowledge and Understanding for the course

The course aims to:

- Develop a critical understanding of the role of chemistry in scientific issues and relevant applications, including the impact these could make in society and the environment
- Extend and apply skills, knowledge and understanding of chemistry
- Develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- Develop and apply scientific inquiry and investigative skills, including planning and experimental design
- Develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a chemistry context
- Extend and apply problem-solving skills in a chemistry context
- Further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- Extend and apply skills of autonomous working in chemistry

### Progression

Tertiary level Chemistry, Forensic science, Chemical engineering, Medicine, Veterinary medicine, Dentistry etc.



<b>Subject</b>	Computing
<b>Level</b>	National 4
<b>Entry Requirement</b>	None

### Course Outline

Computing science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to 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 foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Unit 1	Software Design and Development	In class, overtime, internally assessed	Unit Pass	33.3%
Unit 2	Information System Design & Development	In class, overtime, internally assessed	Unit Pass	33.3%
AVU	Computing Science Assignment	In class, overtime, internally assessed	Unit Pass	33.3%

### Skills, Knowledge and Understanding for the course

The aims of the Course are to enable learners to:

- Introduce and develop aspects of computational thinking across a range of contemporary contexts
- Develop knowledge and understanding of key facts and ideas in computing science
- Apply skills and knowledge in analysis, design, implementation and testing to a range of digital solutions
- Communicate computing concepts clearly and concisely using appropriate terminology
- Develop an understanding of the impact of computing science in changing and influencing our environment and society

### Progression

National 5 Computing



<b>Subject</b>	Computing
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

## Course Outline

Computing science is vital to everyday life, socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry.

The N5 Computing course comprises four units and a practical assignment.

- Database design and development
- Web design design and development
- Computer systems
- Software design and development.

These elements are assessed both in the question paper and the practical assignment where you analyse, design and implement a range of computer based scenarios.

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Practical assignment	In class, overtime, externally marked	50 marks	31%
Component 2	Question paper	Final SQA exam	110 marks	69%

## Skills, Knowledge and Understanding for the course

- Applying aspects of computational thinking across a range of contexts
- Designing, implementing, testing and evaluating digital solutions (including computer programs) to problems across a range of contemporary contexts
- Developing skills in computer programming and the ability to communicate how a program works, by being able to read and interpret code
- Communicating understanding of key concepts related to computing science, clearly and concisely, using appropriate terminology
- Understanding of legal implications and environmental impact of technologies
- Applying computing science concepts and techniques to create solutions across a range of contexts

## Progression

Higher Computing



<b>Subject</b>	Computing
<b>Level</b>	Higher
<b>Entry Requirement</b>	N5 Computing

### Course Outline

Computing science is vital to everyday life, socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry.

The Higher Computing course comprises four units and a practical assignment.

- Database design and development
- Web design design and development
- Computer systems
- Software design and development.

These elements are assessed both in the question paper and the practical assignment where you analyse, design and implement a range of computer based scenarios.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Practical assignment	In class, overtime, externally marked	50 marks	31%
Component 2	Question paper	Final SQA exam	110 marks	69%

### Skills, Knowledge and Understanding for the course

- Applying aspects of computational thinking across a range of contexts
- Designing, implementing, testing and evaluating digital solutions (including computer programs) to problems across a range of contemporary contexts
- Developing skills in computer programming and the ability to communicate how a program works, by being able to read and interpret code
- Communicating understanding of key concepts related to computing science, clearly and concisely, using appropriate terminology
- Understanding of legal implications and environmental impact of technologies
- Applying computing science concepts and techniques to create solutions across a range of contexts

### Progression

Further study in Higher Education



## **S4 Only**

<b>Subject</b>	Construction Crafts Skills
<b>Level</b>	NPA Level 4
<b>Entry Requirement</b>	None

### **Course Outline**

The NPA in Construction Craft and Technician at SCQF level 4 is designed to provide opportunities to experience a variety of construction disciplines. The qualification is delivered within the context of the Construction Industry. You will investigate a range of professions within the construction sector and research technician roles and responsibilities. This will give you a wider understanding of professions within that sector. You will investigate customer care within the construction sector and will learn how to deal with and resolve any issues that may arise. The importance of health and safety within the construction sector will also be investigated.

### **Course structure and assessment**

<b>Number of components</b>	<b>Component description</b>	<b>Assessment conditions</b>	<b>Component Mark</b>	<b>Component percentage</b>
Unit 1	Understanding Industry	In class	Unit Pass	20%
Unit 2	Personal Development	In class	Unit Pass	20%
Unit 3	Carpentry and Bench Joinery: An Introduction	In class	Unit Pass	20%
Unit 4	Construction Operatives	In class	Unit Pass	20%
Unit 5	Brickwork: An Introduction	In class	Unit Pass	20%

### **Skills, Knowledge and Understanding for the course**

The course will;

- Give the technical knowledge, skills and understanding associated with a range of craft and technician skills in construction at this level.
- Develop an awareness that health and safety issues are central to the world of work, and in particular to the construction industry.
- Support you to develop and apply practical, technical and communication skills as a foundation for future learning and progression.
- Encourage you to develop a positive attitude to waste minimisation and environmental issues.
- Encourage you to apply their knowledge and understanding of construction by using skills of evaluation and problem solving in a vocational context.
- prepare you for further learning opportunities, study and training for employment in Construction and the Built Environment sectors and related occupations.

### **Progression**

N5 Practical Woodworking



**Subject** Design & Manufacture  
**Level** National 4  
**Entry Requirement** None

### Course Outline

The Course is broad, providing opportunities for learners to develop practical/design skills, as well as gaining knowledge and understanding of design, and materials and manufacturing processes. During the course you will work through a series of design and make tasks whilst also building your knowledge of materials, processes and the factors that influence the design of common products.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Unit 1	Design	In class	Unit Pass	33.3%
Unit 2	Manufacturing	In class	Unit Pass	33.3%
AVU	Design and Make project	In class, overtime, internally marked	Unit Pass	33.3%

### Skills, Knowledge and Understanding for the course

- Applying knowledge and understanding of design factors to design solutions
- Applying a range of graphic techniques to show design thinking and ideas
- Ability to refine ideas working towards their final solution, including sketching, modelling and testing.
- To create plans for manufacture
- Use a wide range of tools, materials, and processes to manufacture their final outcomes
- Develop knowledge and understanding of commercial manufacture
- Develop knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society

### Progression

N5 Design and Manufacture, N5 Practical Woodworking



**Subject** Design & Manufacture  
**Level** National 5  
**Entry Requirement** None

### Course Outline

In Design and Manufacture you will respond to one of three design briefs set by the SQA. In this you will create a design folio that explores a range of design ideas that solve the given problem. In the folio you will use a range of graphics to explore solutions and use modelling to test and refine the product, you will then manufacture your project in the workshop and finally complete a final exam. The final exam covers, practical, design and commercial manufacture theory

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Design Folio	In class, overtime, externally marked	75 Marks	31%
Component 2	Exam	Final SQA exam	80 Marks	44%
Component 3	Manufacture	In class, overtime, internally marked	55 Marks	25%

### Skills, Knowledge and Understanding for the course

- Analysing and evaluating information
- Applying knowledge and understanding of design factors to design solutions
- Applying a range of graphic techniques to show design thinking and ideas
- Ability to explore and refine ideas repeatedly working towards their final solution, including sketching, modelling and testing.
- Ability to critically analyse design work and offer constructive solutions
- Using key subject terminology to express and share their design thinking
- Use problem solving to create plans for manufacture
- Evaluate using a range of methods to critically reflect on their final product
- Use a wide range of specialist tools, materials, and processes to manufacture their final outcomes
- Develop knowledge and understanding of commercial manufacture
- Develop knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society

### Progression

Higher Design and Manufacture, N5 Practical Woodworking



**Subject** Design & Manufacture  
**Level** Higher  
**Entry Requirement** National 5 D&M

## Course Outline

You will study the design process from brief to design proposal, this helps them to develop skills in initiating, developing, articulating and communicating design proposals. You will explore and refine design proposals using the design/make/test process and by applying knowledge of materials, processes and design factors to reach a viable solution. This helps to develop an understanding of the iterative nature of the design process. In this course you move from workshop manufacture to understanding the commercial manufacture of products. This develops knowledge of materials, manufacturing and production processes and strengthens the understanding of how these influence the design of products.

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Design Folio	In class, overtime, externally marked	90 Marks	52%
Component 2	Exam	Final SQA exam	80 Marks	48%

## Skills, Knowledge and Understanding for the course

- Selecting and applying a range of idea generation technique, writing a detailed specification based on research
- Applying a range of creative design skills when refining and resolving product design tasks that cover key design challenges
- Selecting and using a range of graphic techniques and modelling skills to visually represent and test design solutions, justifying the choice of techniques
- Planning the manufacture of a commercial product and analysing its effectiveness
- Evaluating personal design proposals and associated manufacturing practicalities, and applying suggestions for improvement
- developing broad knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society
- developing knowledge and understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials

## Progression

Further or Higher education



**Subject** Early Learning and Childcare  
**Level** SCQF Level 4  
**Entry Requirement** None

### Course Outline

At National 4, you will cover basic issues in each area and begin to develop relevant skills such as team working skills and helping to plan play experiences. A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience. There is no external assessment for this course. Learners must successfully complete each Unit to achieve the Course. However, they can be awarded individual units in case they decide to leave school before the end of term.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Unit 1	Child Development and Health	In class, overtime internally marked	Pass	25%
Unit 2	Play in Early Education and Childcare	In class, overtime internally marked	Pass	25%
Unit 3	Working in Early Education and Childcare	In class, overtime internally marked	Pass	25%
Unit 4	Care and the Feeding of Children	In class, overtime internally marked	Pass	25%

### Skills, Knowledge and Understanding for the course

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

### Progression

L5 Early learning and Childcare, Further study, employment or training



**Subject** Early Learning and Childcare  
**Level** SCQF Level 5  
**Entry Requirement** None

### Course Outline

This course is an introductory qualification that develops the skills, knowledge, and attitudes needed for work in the early learning and childcare sector. A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience. There is no external assessment for this course. Learners must successfully complete each Unit to achieve the Course. However, they can be awarded individual units in case they decide to leave school before the end of term.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Unit 1	Child Development and Health	In class, overtime internally marked	Pass	25%
Unit 2	Play in Early Education and Childcare	In class, overtime internally marked	Pass	25%
Unit 3	Working in Early Education and Childcare	In class, overtime internally marked	Pass	25%
Unit 4	Care and the Feeding of Children	In class, overtime internally marked	Pass	25%

### Skills, Knowledge and Understanding for the course

- Learning in real or simulated workplace settings
- Learning through role play activities in vocational contexts
- Carrying out case study work
- Planning and carrying out practical tasks and assignments

### Progression

Further education and training



<b>Subject</b>	English
<b>Level</b>	National 4
<b>Entry Requirement</b>	None

### Course Outline

The main purpose of the National 4 English Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. You will work on these skills in a variety of contexts and will have plenty of opportunities to practise them throughout the course. There are 3 units, each of which is assessed internally on a pass/fail basis:

- The analysis and evaluation unit tests your reading and listening skills
- The creation and production unit tests your writing and talking skills
- The added value unit asks you to apply all these skills to the study of a pair of texts of your own choice.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Unit 1	Analysis and evaluation unit	In class, over time	Pass/fail	n/a
Unit 2	Creation and production unit	In class, over time	Pass/fail	n/a
Unit 3	Added Value Unit	In class, over time	Pass/fail	n/a

### Skills, Knowledge and Understanding for the course

- 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
- Plan and research, integrating and applying language skills as appropriate to purpose, audience and context
- Apply knowledge of language

### Progression

National 5 English



<b>Subject</b>	English
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

### Course Outline

You will read, study and analyse a variety of texts both fiction and non-fiction. You will also write in a variety of genres: creative, discursive and critical essays. You will analyse a variety of spoken texts and participate in a range of talks, discussions and presentations. During the course you will demonstrate your talking and listening skills, in order to pass the internally-assessed Spoken Language component.

Three assessed components contribute to your grade:

- The folio - completed as coursework and consists of two pieces of writing
- The Reading for Understanding, Analysis and Evaluation question paper, which assesses your reading skills in relation to a non-fiction text.
- The Critical Reading question paper, which assesses your ability to analyse literary and media texts in 2 sections: the Scottish Set Text, in which you answer questions on a Scottish text chosen from a list of texts covering the genres of drama, prose and poetry; and a critical essay, in which you write about a text you have studied in class.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Folio	Externally marked coursework - over time	30	30%
Component 2	Question paper 1 - RUAE	SQA question paper (one hour)	30	30%
Component 3	Question paper 2 - Critical Reading	SQA question paper (one hour 30 minutes)	40	40%
Component 4	Spoken language component	In class, over time, internally assessed	Pass/fail	n/a

### Skills, Knowledge and Understanding for the course

- 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
- Plan and research, integrating and applying language skills as appropriate to purpose, audience and context and apply knowledge of language

### Progression

Higher English



**Subject** English  
**Level** Higher  
**Entry Requirement** National 5 English

### Course Outline

You will read, study and analyse a variety of texts both fiction and non-fiction. You will also write in a variety of genres: creative, discursive and critical essays. You will analyse a variety of spoken texts and participate in a range of talks, discussions and presentations. During the course you will demonstrate your talking and listening skills in order to pass the internally-assessed Spoken Language component, Three assessed components contribute to your grade:

- The folio, completed as coursework, consists of 2 pieces of writing in different genres.
- The Reading for Understanding, Analysis and Evaluation question paper, which assesses your reading skills in relation to a pair of non-fiction texts.
- The Critical Reading question paper, which assesses your ability to analyse literary and media texts in 2 sections: the Scottish Set Text, in which you answer questions on a Scottish text chosen from a list of texts covering the genres of drama, prose and poetry; and a critical essay, in which you write about a text you have studied in class.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Folio	Externally marked, over time	30	30%
Component 2	Question paper 1 - RUAE	SQA question paper (1:30hrs)	30	30%
Component 3	Question paper 2 - Critical Reading	SQA question paper (1:30hrs)	40	40%
Component 4	Spoken language component	In class, over time, internally assessed	Pass/fail	n/a

### Skills, Knowledge and Understanding for the course

- Development of key communication and literacy skills in reading, writing, talking and listening
- Understanding, analysis and evaluation of detailed and complex texts in the contexts of literature, language and media, including Scottish literature
- Production of detailed and complex texts in a range of contexts
- Knowledge and understanding of language

### Progression

Advanced Higher English



**Subject** English  
**Level** Advanced Higher  
**Entry Requirement** Higher English

### Course Outline

Advanced Higher English provides you with the opportunity to develop sophisticated language skills which are essential for learning, life and work; and to develop your ability to interpret complex literary forms. If you opt for this course be aware it requires dedication and hard work, as well as a love of literature. You will read, critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience. In your dissertation you will apply critical, investigative and analytical skills to a literary topic of personal interest.. You will also write to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Folio	Externally marked, over time	30	30%
Component 2	Question paper 1 - Literary Study	SQA question paper (1:30hrs)	20	20%
Component 3	Question paper 2 - Textual Analysis	SQA question paper (1:30hrs)	20	20%
Component 4	Dissertation	Externally marked coursework - over time	30	30%

### Skills, Knowledge and Understanding for the course

- Development of advanced communication skills in reading, writing, talking and listening
- Understanding, critical analysis and evaluation of complex and sophisticated literary texts
- Production of complex and sophisticated texts in a range of contexts
- Knowledge and understanding of complex and sophisticated language

### Progression

Further study at college or university in English or other humanities courses.



## S4 Only

<b>Subject</b>	Environmental Science
<b>Level</b>	National 4
<b>Entry Requirement</b>	BGE Science

### Course Outline

The National 4 Environmental Science Course encourages the development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in environmental science think creatively, analyse and solve problems. Environmental science aims to produce responsible citizens, through studying relevant areas such as the living environment, the Earth's resources and sustainability. Environmental science is an interdisciplinary subject, which draws from the sciences and social sciences. The Course is practical and experiential and develops scientific awareness of environmental issues. Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats.

### Course structure and assessment

Number of component	Component description	Assessment conditions	Component Mark
1	Living Environment	In class test internally marked	Pass/ Fail
2	Sustainability	In class test internally marked	Pass/ Fail
3	Earth's resources	In class test internally marked	Pass/ Fail
4	Practical write up (LO1)	In class internally marked	Pass/ Fail
5	Added value unit	In class internally marked	Pass/ Fail

### Skills, Knowledge and Understanding for the course

- Develop and apply knowledge and understanding of environmental science
- Develop an understanding of environmental science's role in scientific issues and relevant applications of environmental science in society and the environment
- Develop scientific inquiry and investigative skills alongside analytical thinking skills in an environmental science context
- Develop the use of technology, equipment and materials, safely, in practical scientific activities
- Develop problem solving skills in an environmental science context
- Develop practical fieldwork and problem solving skills in an environmental science context
- Develop the knowledge and skills for advanced learning in environmental science

### Progression

N5 Biology or Chemistry



**Subject** French  
**Level** National 4  
**Entry Requirement** None

### Course Outline

The study of a modern language has a unique contribution to make to the development of cultural awareness and provides students with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

The Course provides learners with the opportunity to develop their reading, listening, talking and writing skills in order to understand and use a modern language and includes assessment of the four language skills.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Reading	Assessment in class	Pass or Fail	N/A
Component 2	Listening	Assessment in class	Pass or Fail	N/A
Component 3	Writing	Assessment in class	Pass or Fail	N/A
Component 4	Speaking	Assessment in class	Pass or Fail	N/A
Component 5	AVU (Added Value Unit)	Assessment in class	Pass or Fail	N/A

### Skills, Knowledge and Understanding for the course

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

- reading, listening, talking and writing skills in the modern language in the contexts of society, learning, employability, and culture
- knowledge of straightforward language required to understand and use a modern language
- applying grammatical knowledge
- learning about the country and culture of the chosen language

### Progression

National 5 French



<b>Subject</b>	French
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

## Course Outline

The study of a modern language has a unique contribution to make to the development of cultural awareness, providing students with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship.

The course provides candidates with the opportunity to develop reading, listening, talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Paper 1 Reading	Final SQA exam	30 marks	25%
Component 2	Paper 1 Writing	Final SQA exam	20 marks	12.5%
Component 3	Paper 2 Listening	Final SQA exam	20 marks	25%
Component 4	Assignment writing	In class, marked externally	20 marks	12.5%
Component 5	Performance talking	In class, internally assessed and verified by SQA	30 marks	25%

## Skills, Knowledge and Understanding for the course

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

- reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability, and culture
- knowledge and understanding of detailed language required to understand and use a modern language
- applying grammatical knowledge and understanding
- learning about the country and culture of the chosen language

## Progression

Higher French



<b>Subject</b>	French
<b>Level</b>	Higher
<b>Entry Requirement</b>	Nat 5 (Crash Higher is also available)

## Course Outline

Learning a language enables students to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Students reflect, communicate and develop ideas through language. This course provides students with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Paper 1 Reading	Final SQA exam	30	25%
Component 2	Paper 1 Directed writing	Final SQA exam	20	12.5%
Component 3	Paper 2 Listening	Final SQA exam	20	25%
Component 4	Assignment writing	In class, marked externally	20	12.5%
Component 5	Performance talking	In class, internally assessed and verified by SQA	30	25%

## Skills, Knowledge and Understanding for the course

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

- reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability, culture
- applying knowledge and understanding of detailed and complex language to understand and use a modern language
- applying knowledge and understanding of language to translate detailed and complex language
- applying grammatical knowledge and understanding
- learning about the country and culture of the chosen language

## Progression

Advanced Higher French



<b>Subject</b>	French
<b>Level</b>	Advanced Higher
<b>Entry Requirement</b>	Higher

### Course Outline

The Advanced Higher Modern Languages course provides academic and personal challenges for students. It provides a pathway for those who want to progress to more specialised training, further education, or entry into a diverse range of occupations and careers. The course offers students opportunities to develop and extend a wide range of skills. In particular, it aims to enable candidates to develop advanced skills in reading, listening, talking, and writing. Students will learn how to work more independently and access online materials to support their studies. Students will study literature or film in the foreign language and write an analytical essay.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Reading and Translation	Final SQA exam	50	25%
Component 2	Listening and Discursive Writing	Final SQA exam	70	35%
Component 3	Portfolio	Done in school, marked externally	30	15%
Component 4	Performance-talking	Visiting assessor - marked externally	50	25%

### Skills, Knowledge and Understanding for the course

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

- Advanced reading, listening, talking, and writing skills in the modern language, as appropriate to purpose and audience, in the contexts of society, learning, employability, culture
- Advanced knowledge and understanding required to understand and use complex and sophisticated language, as appropriate to purpose and audience, in the contexts of society, learning, employability, culture
- Applying advanced grammatical knowledge to read, listen to, and use language
- Applying inferencing skills to analyse and evaluate complex and sophisticated texts in the modern language
- Applying advanced knowledge and understanding to translate complex and sophisticated language.

### Progression

Further Education & Life Skills



**Subject** Geography  
**Level** National 4  
**Entry Requirement** None

### Course Outline

Geography looks in depth at our Earth and the natural processes that have helped to form it. Geography also looks at how humans live on the Earth and the reasons why we are facing environmental changes. The skills that Geographers will develop are: building up factual knowledge, making connections between events, developing good literacy and numeracy skills, and most importantly, having a good understanding of the world around you. Employers like Geography students because the depth and breadth of the subject makes them very adaptable in the modern workplace,

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	8 units covering Human, Physical, Global	In class over time	Pass/fail	50%
Component 2	Assignment Investigating current geographical topics	In class over time	Pass/fail	50%

### Skills, Knowledge and Understanding for the course

- Focusing on the two types of questions DESCRIBE and EXPLAIN.
- Understanding connections between the physical and human components of the course.
- An appreciation of the human impact both in the rural landscape and in the urban landscape
- The physical environment and the process that shape our landscape
- Identifying Physical and human features on a variety of maps
- Using grid reference to locate features on a map.

### Progression

N5 Geography



**Subject** Geography  
**Level** National 5  
**Entry Requirement** None

### Course Outline

Geography looks in depth at our Earth and the natural processes that have helped to form it. Geography also looks at how humans live on the Earth and the reasons why we are facing environmental changes. The skills that Geographers will develop are: building up factual knowledge, making connections between events, developing good literacy and numeracy skills, and most importantly, having a good understanding of the world around you. Employers like Geography students because the depth and breadth of the subject makes them very adaptable in the modern workplace,

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	8 units covering Human, Physical, Global	SQA Exam	80	80%
Component 2	Assignment Investigating current geographical topics	In class, overtime, externally marked	20	20%

### Skills, Knowledge and Understanding for the course

- Focusing on the two types of questions DESCRIBE and EXPLAIN.
- Understanding connections between the physical and human components of the course.
- An appreciation of the human impact both in the rural landscape and in the urban landscape
- The physical environment and the process that shape our landscape
- Identifying Physical and human features on a variety of maps
- Using grid reference to locate features on a map.

### Progression

Higher Geography



**Subject** Geography  
**Level** Higher  
**Entry Requirement** N5 level A-C in any literacy based subject

### Course Outline

The course looks at how humans live on the Earth and the reasons why we are facing environmental changes. Geography also looks at how we can change and adapt to the challenges of a 21<sup>st</sup> century world. The course builds on the knowledge gained from National 5 but goes into much more depth. The course has five parts to it: Physical Environments, Human Environments, Global Issues, Application of Geographical Skills, An Added Value Assignment. Higher Geography is very relevant to today's and tomorrow's world. It looks at subjects like overpopulation, global warming, changes in cities and development and health, as well as how the ancient past has shaped our planet today.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Physical and human landscapes	Final SQA examination	100	58%
Component 2	Global Issues and Geographical Applications	Final SQA examination	40	24%
Component 3	Assignment	In class over time, Externally marked	30	18%

### Skills, Knowledge and Understanding for the course

- Focusing on the two types of questions DESCRIBE and EXPLAIN.
- Understanding connections between the physical and human components of the course.
- An appreciation of the human impact both in the rural landscape and in the urban landscape
- The physical environment and the process that shape our landscape
- Identifying Physical and human features on a variety of maps
- Using grid reference to locate features on a map.



**Subject** History  
**Level** National 4  
**Entry Requirement** None

**Course Outline**

History is all about questions. If you are always wondering why did that happen? Who said that? When did that change? History is the subject for you  
 History makes us. That’s why you’ll find it so exciting. Without stories of the past much of what we do would be empty: you’ve already begun to learn how history fills our lives from films and computer games to fashion and the news.

**What will I study on the National 4 course?**

The course comprises three units:

- **The Atlantic Slave Trade, 1770–1807** - A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.
- **The Era of the Great War, 1900–1928** - A Study of Scots in the First World War.. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war
- **Hitler and Nazi Germany, 1919–39** - A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	3 Units	Internally assessed	Pass/fail	50%
Component 2	Assignment	In class, marked internally.	Pass/fail	50%

**Skills, Knowledge and Understanding for the course**

- Skills of critical thinking.
- Analyse and construct coherent arguments.
- Analyse and understand a range of different sources of information.
- Develop literacy skills as you answer a range of different question stems.
- Develops skills of evaluation and comparison.
- Use skills of explaining and analysing historical events and drawing reasoned conclusions.

**Progression**

N5 History



<b>Subject</b>	S4 History
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

## Course Outline

History is all about questions. If you are always wondering why did that happen? Who said that? When did that change? History is the subject for you  
History makes us. That's why you'll find it so exciting. Without stories of the past much of what we do would be empty: you've already begun to learn how history fills our lives from films and computer games to fashion and the news.

## What will I study on the National 5 course?

The course comprises three units:

- **The Atlantic Slave Trade, 1770–1807** - A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, themes of rights, exploitation and culture.
- **The Era of the Great War, 1900–1928** - A Study of Scots in the First World War.. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war
- **Hitler and Nazi Germany, 1919–39** - A study of attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi State.

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	3 Units	SQA Exam	80	80%
Component 2	Assignment	Essay, In class and marked externally	20	20%

## Skills, Knowledge and Understanding for the course

- Skills of critical thinking.
- Analyse and construct coherent arguments.
- Analyse and understand a range of different sources of information.
- Develop literacy skills as you answer a range of different question stems.
- Develops skills of evaluation and comparison.
- Use skills of explaining and analysing historical events and drawing reasoned conclusions.

## Progression

Higher History, Another Higher Social Subject



<b>Subject</b>	S5/6 History
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

## Course Outline

History is all about questions. If you are always wondering why did that happen? Who said that? When did that change? History is the subject for you  
History makes us. That's why you'll find it so exciting. Without stories of the past much of what we do would be empty: you've already begun to learn how history fills our lives from films and computer games to fashion and the news.

## What will I study on the National 5 course?

The course comprises three units:

- **The Red Flag: Lenin and the Russian Revolution, 1894–1921:** How did Russia change from an autocracy to a communist state?
- **The Making of Modern Britain 1880–1951:** how did Britain become a democracy?
- **Scottish History: Migration and Empire 1830–1939:** The impact of Scots on the Empire and vice versa
  - How did people create Scotland? Celtic & Rangers, lairds & refugees, highlanders & weegies,
  - What happened in Ireland to all the potatoes?
  - How did Scots people discover the world? Were they kicked out or did they choose to go? What kind of impact did they have

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	British, Scottish and European Units	Exam	80	80%
Component 2	Assignment	Essay, In class and marked externally	20	20%

## Skills, Knowledge and Understanding for the course

- Skills of critical thinking.
- Analyse and construct coherent arguments.
- Analyse and understand a range of different sources of information.
- Develop literacy skills as you answer a range of different question stems.
- Develops skills of evaluation and comparison.
- Use skills of explaining and analysing historical events and drawing reasoned conclusions.

## Progression

Higher History



<b>Subject</b>	History
<b>Level</b>	Higher
<b>Entry Requirement</b>	National 5 level A - C in any literacy based subject.

## Course Outline

### What will I study in Higher?

The course will provide breadth and depth in the knowledge and understanding of historical concepts through the study of chosen historical periods. It is also intended to develop the skills of evaluating events and of investigating issues.

The course comprises three units:

- **Russia 1881–1921:** How did Russia change from an autocracy to a communist state?
- **Britain 1851–1951:** how did Britain become a democracy?
- **Migration and Empire 1830–1939:** How did Scotland become independent from England?

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Question paper 1	British, European and World essays	Exam	44	40%
Question paper 2	Scottish Sources	Exam	36	33%
Assignment	Choose a topic of your choice and write an essay	In class and Externally marked	30	27%

### Skills, Knowledge and Understanding for the course

- Skills of critical thinking.
- Analyse and construct coherent arguments.
- Analyse and understand a range of different sources of information.
- Develop literacy skills and you learn how to construct essays on a range of different topics.
- Develops skills of evaluation and comparison.
- Use skills of explaining and analysing historical events and drawing reasoned conclusions

### Progression

Advanced Higher History



<b>Subject</b>	History
<b>Level</b>	Advanced Higher
<b>Entry Requirement</b>	C pass or above at Higher level in History/English

### Course Outline

The study of History at this level allows the candidate the opportunity and satisfaction of studying an historical period of their choice to considerably greater depth than is possible at any other level at school. Most importantly the course also allows the student the chance to assume almost complete responsibility for their own learning and to gain this university level experience is an invaluable preparation for a university course.

Candidates will study “The House divided”: The American Civil War 1850–1865

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	2 Essays and 3 Source Questions from across the entire topic	SQA Exam	90	64%
Component 2	Dissertation on a single question from the approved list	In class overtime, Externally marked	50	36%

### Skills, Knowledge and Understanding for the course

- Skills of critical thinking.
- Analyse and construct coherent arguments.
- Analyse and understand a range of different sources of information.
- Develop literacy skills as you answer a range of different question stems.
- Develops skills of evaluation and comparison.
- Use skills of explaining and analysing historical events and drawing reasoned conclusions.



## S5/6 only

<b>Subject</b>	Leadership
<b>Level</b>	SCQF Level 6
<b>Entry Requirement</b>	None

### Course Outline

Unit 1 of SQA Leadership allows students the opportunity to carry out research so they can find out about different leadership styles, the skills and qualities found in effective leaders and produce a report on their findings. They will then evaluate their own potential for leadership. Unit 2 enables students to take a leading role in organising and leading an event. They will prepare to carry out the event by thinking about all the factors involved (resources, people, time, risk etc). Then they will carry out the event, monitoring progress and making changes as needed. At the end, they will review the experience, and draw conclusions about themselves as a leader. Examples of events students might organise are school prom, Burns night, talent shows, careers events, raising awareness weeks, etc.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark
Unit 1	Leadership: An Introduction	In class, overtime, internally assessed	Pass / Fail
Unit 2	Leadership in Practice	In class, overtime, internally assessed	Pass / Fail

### Skills, Knowledge and Understanding for the course

- Research skills
- Leadership skills
- Employability skills
- Teamwork skills
- Literacy skills
- Critical reflection skills

### Progression

- Students who undertake this award could expect increased employment opportunities following on from the transferable skills and knowledge developed within this award.
- This qualification provides progression routes to further education, training or employment.



<b>Subject</b>	Mathematics
<b>Level</b>	National 4
<b>Entry Requirement</b>	None

### Course Outline

The course consists of 3 units followed by an Added Value Test

#### Expressions and Formulae

The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae.

#### Relationships

The general aim of this Unit is to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios.

#### Numeracy

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement.

#### Mathematics Test

This is the Added Value Unit of the National 4 Mathematics Course which will allow the learner to demonstrate their knowledge in unfamiliar contexts.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark
Component 1	Expressions and Formulae	In Class Assessment	Pass/Fail
Component 2	Relationships	In Class Assessment	Pass/Fail
Component 3	Numeracy	In Class Assessment	Pass/Fail
Component 4	Added Value Unit	In Class Assessment	Pass/Fail

### Skills, Knowledge and Understanding for the course

- understand and use straightforward mathematical concepts and relationships
- select and apply straightforward operational skills in algebra, geometry, trigonometry and statistics within familiar mathematical contexts
- select and apply straightforward skills in numeracy
- use straightforward mathematical models
- use mathematical reasoning skills to interpret information presented in straightforward ways, to select a strategy to solve a problem, and to communicate solutions

### Progression

National 5 Mathematics



## **S5/6 Only**

<b>Subject</b>	Mathematics (Applications of)
<b>Level</b>	National 4
<b>Entry Requirement</b>	National 4 Mathematics or National 3 Mathematics

### **Course Outline**

The course consists of 3 units followed by an Added Value Test

#### Finance and Statistics

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to managing finance and statistics in straightforward real-life contexts. This includes using skills in budgeting as well as skills in organising and presenting data, to explain solutions and/or draw conclusions.

#### Geometry and Measure

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to geometry and measurement in straightforward real-life contexts. This includes using skills in interpreting and in using shape, space and measures to determine and explain solutions.

#### Numeracy

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement.

#### Mathematics Test

This is the Added Value Unit of the National 4 Mathematics Course which will allow the learner to demonstrate their knowledge in unfamiliar contexts..

### **Course structure and assessment**

<b>Number of components</b>	<b>Component description</b>	<b>Assessment conditions</b>	<b>Component Mark</b>
Component 1	Finance and Statistics	In Class Assessment	Pass/Fail
Component 2	Geometry and Measure	In Class Assessment	Pass/Fail
Component 3	Numeracy	In Class Assessment	Pass/Fail
Component 4	Added Value Unit	In Class Assessment	Pass/Fail

### **Skills, Knowledge and Understanding for the course**

- understand and use straightforward mathematical concepts and relationships
- select and apply straightforward operational skills in algebra, geometry, trigonometry and statistics within familiar mathematical contexts
- select and apply straightforward skills in numeracy
- use straightforward mathematical models
- use mathematical reasoning skills to interpret information presented in straightforward ways, to select a strategy to solve a problem, and to communicate solutions

### **Progression**

National 5 Mathematics



<b>Subject</b>	Mathematics
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

## Course Outline

Mathematics engages learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

The course develops important mathematical techniques which are critical to successful progression beyond National 5 in Mathematics and many other curriculum areas. The skills, knowledge and understanding in the course also support learning in technology, health and wellbeing, science, and social studies.

The course consists of 3 units.

### Unit 1: Expressions and Formulae

The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae.

### Unit 2: Relationships

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

### Unit 3: Applications

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real life contexts.

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Non-Calculator Paper and Calculator Paper	Final SQA Exam	110	100%

## Skills, Knowledge and Understanding for the course

- Understand and use mathematical concepts and relationships
- Select and apply numerical skills
- Select and apply skills in algebra, geometry, trigonometry and statistics
- Use mathematical models and reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions

## Progression

Higher Mathematics



<b>Subject</b>	Mathematics
<b>Level</b>	Higher
<b>Entry Requirement</b>	National 5 Mathematics

### Course Outline

The Higher Mathematics course develops, deepens and extends the mathematical skills necessary at this level and beyond. Throughout this course, candidates acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics.

The course consists of 3 units

#### Unit 1: Expressions and Functions

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions.

#### Unit 2: Relationships and Calculus

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus.

#### Unit 3: Applications

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Non-Calculator Paper and Calculator Paper	Final SQA Exam	150	100%

### Skills, Knowledge and Understanding for the course

- Understand and use a range of complex mathematical concepts and relationships
- Select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts
- Select and apply skills in numeracy
- Use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- Use mathematical reasoning skills to think logically, provide justification or proof, and solve problems. And communicate mathematical information with complex features

### Progression:

Advanced Higher Mathematics



<b>Subject</b>	Mathematics
<b>Level</b>	Advanced Higher
<b>Entry Requirement</b>	Higher Mathematics

### Course Outline

#### Methods in Algebra and Calculus

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The Outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

#### Applications of Algebra and Calculus

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

#### Geometry, Proof and Systems of Equations

The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
1	Non-Calculator Paper and Calculator Paper	Final SQA Exam	115	100%

### Skills, Knowledge and Understanding for the course

- Using mathematical reasoning skills to think logically, provide justification, and solve problems
- Knowledge and understanding of a range of complex concepts
- Selecting and applying complex operational skills
- Using reasoning skills to interpret information and complex mathematical models
- Effectively communicating solutions in a variety of contexts
- Explaining and justifying concepts through the idea of rigorous proof
- Thinking creatively

### Progression

Further education



**Subject** Media  
**Level** National 4  
**Entry Requirement** None

### Course Outline

The course is divided equally between analysis and creation. You will learn how films, TV shows, and adverts are made; you will learn how to analyse them - to understand the ways they try to make us think and feel. You will also learn about how these texts reflect society and how they shape our ideas. You will study a wide range of media texts. You will also learn to make your own media texts - planning and making short films and adverts, and your coursework will consist of an assignment in which you plan, make and evaluate a short film or advert which you will be entirely responsible for producing. The National 4 Media course is internally assessed on a pass/fail basis.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Analysing Media content unit	Over time	Pass/fail	n/a
Component 2	Creating Media Content unit	Over time	Pass/fail	n/a
Component 3	Added Value Unit - assignment	Over time	Pass/fail	n/a

### Skills, Knowledge and Understanding for the course

- Analysing and creating media content as appropriate to purpose, audience and context
- Knowledge and understanding of the key aspects of media literacy as appropriate to content
- Knowledge and understanding of the role of media within society
- Knowledge and understanding of how to plan and research when creating media content as appropriate to purpose, audience and context
- Evaluation skills

### Progression

Higher Media



<b>Subject</b>	Media
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

### Course Outline

The course is divided equally between analysis and creation. You will learn how films, TV shows, and adverts are made; you will learn how to analyse them – to understand the ways they try to make us think and feel. You will also learn about how these texts reflect society and how they shape our ideas. You will study a wide range of media texts. You will also learn to make your own media texts – planning and making short films and adverts, and your coursework will consist of an assignment in which you plan, make and evaluate a short film or advert which you will be entirely responsible for producing.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Assignment	Over time	60	50%
Component 2	Question Paper	SQA Exam: 2 hours	60	50%

### Skills, Knowledge and Understanding for the course

- Analysing and creating media content as appropriate to purpose, audience and context
- Knowledge and understanding of the key aspects of media literacy as appropriate to content
- Knowledge and understanding of the role of media within society
- Knowledge and understanding of how to plan and research when creating media content as appropriate to purpose, audience and context
- Evaluation skills

### Progression

Higher Media



**Subject** Media  
**Level** Higher  
**Entry Requirement** Open to anyone in S5/6

### Course Outline

As with National 5 Media, the course is divided equally between analysis and creation. You will learn how films, TV shows, and adverts are made; you will learn how to analyse them - to understand the ways they try to make us think and feel. You will also learn about how these texts reflect society and how they shape our ideas. You will also learn to make your own media texts - planning and making short films and adverts, and your coursework will consist of an assignment in which you plan, make and evaluate a short film or advert which you will be entirely responsible for producing.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Assignment	Over time	50	50%
Component 2	Question paper 1 - Analysis	SQA Exam: 1 hour 45 minutes	30	30%
Component 3	Question paper 2 - Role of the Media	SQA Exam: 1 hour	20	20%

### Skills, Knowledge and Understanding for the course

- Analysing and creating media content as appropriate to purpose, audience and context
- Knowledge and understanding of the key aspects of media literacy as appropriate to content
- Knowledge and understanding of the role of media within society
- Knowledge and understanding of how to plan and research when creating media content as appropriate to purpose, audience and context
- Evaluation skills

### Progression

NPA in Film and Media (SCQF level 6)  
Further study at college or university in film, media, creative industries or other humanities courses



<b>Subject</b>	Media
<b>Level</b>	NPA in Film and Media (SCQF level 6)
<b>Entry Requirement</b>	Open to S6 students with a pass at Higher Media from S5

### Course Outline

The NPA is a unit-based course for people with an interest in film-making who want to continue their studies beyond Higher Media, and is especially appropriate for those who want to continue studying Media and/or Film once they leave school. The course consists of 4 units, which are all internally assessed on a pass/fail basis. There is no final exam for this course. There are two compulsory units and two optional units: one of the compulsory units deepens your understanding of film through developing your analysis skills and studying the film industry in Scotland, and the other requires you to plan and make a film of your own. The optional units include practical units on working with cameras and editing, and others that broaden your understanding of different areas of media and the screen industries.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Unit 1 - introduction to film and the film industry	Internally assessed - over time	pass/fail	n/a
Component 2	Unit 2 - The Creative Project	Internally assessed - over time	pass/fail	n/a
Component 3	Optional unit 1	Internally assessed - over time	pass/fail	n/a
Component 4	Optional unit 2	Internally assessed - over time	pass/fail	n/a

### Skills, Knowledge and Understanding for the course

- Introduction to the film and media industries
- Understanding of job roles and functions within the sector and the commercial and cultural factors affecting the film industry.
- Introduction to cultural codes and narrative conventions in film.
- Understanding of the industry standards and practice.
- To develop knowledge and understanding and the practical application of digital skills.
- To develop skills and understanding in a range of technical/specialist areas relevant to the sector.

### Progression

Further study at college or university in film, media, creative industries or other humanities courses



<b>Subject</b>	Mental Health and Wellbeing Award
<b>Level</b>	SCQF Level 4 / 5
<b>Entry Requirement</b>	None

### Course Outline

The Mental Health and Wellbeing Award is a unit based internally assessed qualification with no final exam. The course can be taken at SCQF level 4 and 5 and we would recommend students who have an interest in Mental Health and Wellbeing to discuss this as a course choice with your guidance teacher during your coursing interview.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark
Unit 1	Understanding Mental Health Issues	In class, overtime, internally assessed	Pass / Fail
Unit 2	Influences on Mental Health and Wellbeing	In class, overtime, internally assessed	Pass / Fail
Unit 3	Coping Strategies and Building Resilience	In class, overtime, internally assessed	Pass / Fail

### Skills, Knowledge and Understanding for the course

- Reduce stigma surrounding mental health
- Arm young people with healthy coping strategies and develop resilience
- Promote knowledge of the impact of mental health on behaviour
- Dispel myths surrounding mental health
- Promote understanding of positive and negative impacts on mental health
- Help individuals to make the right choices
- Promote understanding of the potential uses and impact of social media and the internet

### Progression

The level 4 award can progress on to the level 5 award

The level 5 award could provide progression to:

- An NC in Health and Social Care
- An SVQ 2/Modern Apprenticeship in Social Services and Healthcare
- Employment in the care sector

These Awards provide opportunities to develop:

- Core Skills (which underpin all National Certificates)
- Transferable skills



## S6 Only

<b>Subject</b>	Modern Studies
<b>Level</b>	Higher
<b>Entry Requirement</b>	Higher (Level A-C in English, History, Geography or RMPS)

### Course Outline

This course encourages pupils to develop a greater understanding of the contemporary world and their place in it. The course helps to develop knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom (UK) and international contexts. Pupils will gain a deeper understanding of the life skills to participate in the social and political processes they will encounter in their lives.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Question Paper 1 - Issues	Final SQA examination	52	47%
Component 2	Question Paper 2 - Sources of Information	Final SQA examination	28	26%
Component 3	Assignment	In class, over time. Externally marked	30	27%

### Skills, Knowledge and Understanding for the course

Pupils will develop a range of research, analytical and evaluating skills, and an understanding of:

#### Political Issues

- Decision Making in Scotland and the UK – (the role and powers of the UK Parliament, how local government and the Scottish Parliament operate).
- Electoral systems, Voting and Political Attitudes and the impact of UK membership of the EU.

#### Social Issues in the UK

- The impact of social inequality in terms of income, employment, education, housing, health, and social mobility.

#### International Issues: The lack of development in Africa

- Reasons for lack of development
- The impact of lack of development on individuals, countries and their governments
- Effectiveness of international organisations



<b>Subject</b>	Music
<b>Level</b>	National 4
<b>Entry Requirement</b>	None

### Course Outline

The purpose of the Course is to provide a broad practical experience of performing and creating music, and to develop related knowledge and understanding of music. Course activities allow pupils to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning. This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps pupils to develop a general interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The course also provides opportunities for pupils to develop composing skills and their understanding of music

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark
Component 1	Performing skills (on 2 instruments)	Continuous Internal Assessment	Pass/Fail
Component 2	Composing Skills	Continuous Internal Assessment	Pass/Fail
Component 3	Understanding Music	Continuous Internal Assessment	Pass/Fail
Component 4	Added Value - Performance Skills	Internal Assessment	Pass/Fail

### Skills, Knowledge and Understanding for the course

- Skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of music styles, concepts, notation signs and symbols
- Creativity and problem solving through composing original music reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- Building confidence and resilience
- Communicating thoughts, ideas and feelings

### Progression

National 5 Music  
National 4/5 Music Technology



<b>Subject</b>	Music
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

### Course Outline

The purpose of the National 5 Music course is to provide pupils with a broad practical experience of performing, creating and understanding music. The course enables pupils to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning.. This is a skills based course and focuses on performing on two instruments, composing and listening to music. A practical music exam to assess the performing elements of the course will take place towards the end of February or beginning of March. A pupil centred composing project will be completed and externally assessed and a final listening exam will take place during the May diet of exams to assess music concepts and literacy. There is scope for additional music instruction to support the performance components of the course.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Question Paper	Final SQA paper	40	35%
Component 2	Assignment	In class, overtime, externally assessed	30	15%
Component 3	Performing – Instrument 1	In class, overtime, externally assessed	30	25%
Component 4	Performing- Instrument 2	In class, overtime, externally assessed	30	25%

### Skills, Knowledge and Understanding for the course

- Skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of music styles, concepts, notation signs and symbols
- Creativity and problem solving through composing original music reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- Building confidence and resilience
- Communicating thoughts, ideas and feelings

### Progression

Higher Music



<b>Subject</b>	Music
<b>Level</b>	Higher
<b>Entry Requirement</b>	National 5 ( <i>other considerations may be taken into account</i> )

## Course Outline

The purpose of the Higher Music course is to provide pupils with a broad practical experience of performing, creating and understanding music. The course enables pupils to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning.. This is a skills based course and focuses on performing on two instruments, composing and listening to music. A practical music exam to assess the performing elements of the course will take place towards the end of February or beginning of March. A pupil centred composing project will be completed and externally assessed and a final listening exam will take place during the May diet of exams to assess music concepts and literacy. There is scope for additional music instruction to support the performance components of the course.

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Question Paper	Final SQA paper	40	35%
Component 2	Assignment	In class, overtime, externally assessed	30	15%
Component 3	Performing – Instrument 1	In class, overtime, externally assessed	30	25%
Component 4	Performing– Instrument 2	In class, overtime, externally assessed	30	25%

## Skills, Knowledge and Understanding for the course

- Skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of music styles, concepts, notation signs and symbols
- Creativity and problem solving through composing original music reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- Building confidence and resilience
- Communicating thoughts, ideas and feelings

## Progression

Advanced Higher Music  
Higher Music Technology



<b>Subject</b>	Music
<b>Level</b>	Advanced Higher
<b>Entry Requirement</b>	Higher Music ( <i>other considerations may be taken into account</i> )

### Course Outline

The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning. This is a skills based course and focuses on performing on two instruments, composing and listening to music. A practical music exam to assess the performing elements of the course will take place towards the end of February or beginning of March. A pupil centred composing project will be completed and externally assessed and a final listening exam will take place during the May diet of exams to assess music concepts and literacy. There is scope for additional music instruction to support the performance components of the course.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Question Paper	Final SQA paper	40	35%
Component 2	Assignment	In class, overtime, externally assessed	30	15%
Component 3	Performing - Instrument 1	In class, overtime, externally assessed	30	25%
<b>AND</b>				
Component 4	Performing- Instrument 2	In class, overtime, externally assessed	30	25%
<b>OR</b>				
Component 4	Portfolio	In class, overtime, externally assessed	30	25%

### Skills, Knowledge and Understanding for the course

- Skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of music styles, concepts, notation signs and symbols
- Creativity and problem solving through composing original music reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- Building confidence and resilience
- Communicating thoughts, ideas and feelings

### Progression

Further music study



**Subject** Music Technology  
**Level** National 5  
**Entry Requirement** None

### Course Outline

The purpose of the National 5 Music Technology course is to enable pupils to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. Pupils develop technical and creative skills through practical learning. The course provides opportunities for pupils to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Question Paper	Final SQA paper	40	30%
Component 2	Assignment	In class, overtime, externally assessed	100	70%

### Skills, Knowledge and Understanding for the course

- Knowledge and understanding of 20th and 21st century styles and genres of music, and how this relates to the development of music technology
- Knowledge of the features and functions of music technology hardware and software
- Skills in using music technology hardware and software to capture and manipulate audio
- Planning, implementing and evaluating a sound production
- Reflecting on own work
- Application of music technology in creative ways
- Awareness of a range of contexts in which music technology can be applied

### Progression

Higher Music Technology



<b>Subject</b>	Music Technology
<b>Level</b>	Higher
<b>Entry Requirement</b>	N5 Music Technology ( <i>other considerations may be taken into account</i> )

## Course Outline

Candidates develop and extend their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. They develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the creative industries.

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Question Paper	Final SQA paper	40	30%
Component 2	Assignment	In class, overtime, externally assessed	80	70%

## Skills, Knowledge and Understanding for the course

- Knowledge and understanding of 20th and 21st century musical styles and genres, and how they relate to the development of music technology
- Knowledge of the features and functions of music technology hardware and software
- Skills in using music technology hardware and software to capture and manipulate audio
- Planning, implementation and evaluation of sound production
- Application of music technology in creative ways
- Awareness of a range of contexts in which music technology can be applied
- Awareness of the implications of intellectual property rights in the context of music production
- The ability to critically reflect on own work

## Progression

Advanced Higher Music technology

Other qualifications in music technology, music or related areas

Further study, employment and/or training



**Subject** Photography  
**Level** NPA Level 4  
**Entry Requirement** None

### Course Outline

You will develop basic skills, knowledge and understanding in photography. You will learn about creative concepts used by photographers and apply this knowledge and understanding to their own work. The focus of the course is on developing practical creative skills using simple automatic camera functions. Inspired by the work of photographers, you will plan and carry out your own photoshoots. You will develop basic skills in evaluating your photographs and learn how to work with photographic images to make simple enhancements.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Unit 1	Understanding Photography	In class, overtime, internally assessed	Unit Pass	25%
Unit 2	Photographing People	In class, overtime, internally assessed	Unit Pass	25%
Unit 3	Photographing Places	In class, overtime, internally assessed	Unit Pass	25%
Unit 4	Working with Photographs	In class, overtime, internally assessed	Unit Pass	25%

### Skills, Knowledge and Understanding for the course

- Basic understanding of photography terms
- Basic understanding of simple creative concepts used in photography
- Basic understanding of how to create effective images when photographing people and places
- Ability to create simple plans for photographic sessions
- Ability to work safely while carrying out practical photography
- Ability to capture composed and controlled images of people and places
- Ability to identify strengths and areas for improvement in images
- Ability to safely store, organise and work with photographic images to make simple enhancements

### Progression

NPA Level 5 Photography



**Subject** Photography  
**Level** NPA Level 5  
**Entry Requirement** NPA Level 4 Photography

### Course Outline

The NPA Photography Level 5 is aimed at those who want to explore their interest in photography using a DSLR camera. Covering and developing your skills in portraiture, landscape and studio photography this course will introduce the manual controls of your camera and give you experience researching, making and presenting your photographs. It will increase your understanding and develop their skills in practical photography. The course does not rely on specialist photographic equipment and can be completed using a basic camera or digital device with a camera.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Unit 1	Understanding Photography	In class, overtime, internally assessed	Unit Pass	25%
Unit 2	Photographing People	In class, overtime, internally assessed	Unit Pass	25%
Unit 3	Photographing Places	In class, overtime, internally assessed	Unit Pass	25%
Unit 4	Working with Photographs	In class, overtime, internally assessed	Unit Pass	25%

### Skills, Knowledge and Understanding for the course

- Understanding of photography terms and creative and technical concepts used
- Understanding of how to plan and create effective images when photographing people and places
- Ability to work safely while carrying out practical photography
- Ability to capture composed and controlled images of people and places ability to identify strengths and areas for improvement in images
- Ability to safely store, organise and work with photographic images to make enhancements
- Skills in resizing images for different purposes

**Progression**  
Higher Photography



<b>Subject</b>	Photography
<b>Level</b>	Higher
<b>Entry Requirement</b>	N5/Higher Art and Design, English or NPA Photography Level 5

### Course Outline

The course has an integrated approach to learning. It combines practical learning activities that are underpinned by knowledge and understanding of photography. Candidates learn how to plan and carry out practical photographic work. They investigate selected photographers' work and practice and explain how external influences impact on these. They use this understanding of photographers and their work when developing their own personal approaches to photography. They learn and apply a range of image-making techniques. Candidates develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and evaluate the effectiveness of their practice and the qualities of their photographic work.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Question Paper	Final SQA exam	30	39%
Component 2	Portfolio	In class, overtime, externally marked	100	61%

### Skills, Knowledge and Understanding for the course

- applying knowledge and understanding of the properties of light and image formation
- applying knowledge and understanding of camera controls and a range of photographic techniques and processes
- investigating and analysing the major historical, scientific, social, and cultural factors influencing photographers and their work
- producing investigative research for photography, and planning, shooting, printing and developing photographs
- exploring and experimenting with a range of photographic media, manipulation techniques and processes
- producing and presenting creative and technically proficient photographs
- effectively managing and storing photographic images
- critical self-reflecting and evaluating by candidates of their work and practice, and the photographic work of others

### Progression

Advanced Higher Art and Design Expressive or Design  
Further study, employment and/or training in Art, Design, Photography/Film and the creative industries.



<b>Subject</b>	Physical Education
<b>Level</b>	National 4
<b>Entry Requirement</b>	None

### Course Outline

This course will provide the opportunity to build movement and performance skills, improve aspects of fitness and maximise active participation and enjoyment by engaging in physical activities. It will help to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and will enhance students' physical wellbeing. Students will work both independently and cooperatively to develop thinking and interpersonal skills through a range of activities such as; swimming, handball, fitness, athletics, badminton, touch rugby, volleyball and hockey.

### Course structure and assessment

<b>Number of components</b>	<b>Component description</b>
Unit 1	Performance Skills - Practical
Unit 2	Factors Impacting Performance - Theory (classroom based)
Added Value Unit	Performance - Practical

### Skills, Knowledge and Understanding for the course

- Demonstrating movement and performance skills safely in straightforward performance contexts
- Demonstrating knowledge of factors that impact on performance
- Developing knowledge of approaches to enhance personal performance
- Monitoring, recording and reflecting on performance development
- Decision-making and problem-solving in straightforward performance contexts
- Organisational skills in preparing for, and during, physical activities

### Progression

National 5 Physical Education



<b>Subject</b>	Physical Education
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

### Course Outline

The National 5 Physical Education course helps to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and enhance physical wellbeing. Activities are likely to include; swimming, fitness, badminton, handball, touch rugby, athletics, hockey and short tennis.

The course encourages students to work both independently and cooperatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others.

The course encourages a positive attitude towards a healthy lifestyle. It also supports the way that individual attitudes, values and behaviours are formed.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Portfolio	In class, overtime, externally marked	60	50%
Component 2	Performance	In class, overtime, internally marked	60	50%

### Skills, Knowledge and Understanding for the course

- Demonstrating a comprehensive range of movement and performance skills safely
- 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

### Progression

Higher Physical Education



**Subject** Physical Education  
**Level** Higher  
**Entry Requirement** National 5

### Course Outline

This course gives students the opportunity to develop and enhance their movement and performance skills. You will develop knowledge and understanding and apply this to the analysis and evaluation of performance in physical activities.

You will develop thinking skills through planning, problem solving and analysing performance. Taking part in physical education acts as a stimulus for personal achievement, enabling students to develop confidence, resilience, responsibility and the ability to work cooperatively with others.

The course promotes awareness of mental, emotional, social and physical wellbeing. You will perform in a range of contexts, and develop the ability to reflect on your own performances and that of others through activities such as; swimming, volleyball, basketball, badminton, handball and short tennis.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Performance	In class, overtime, internally marked	60	50%
Component 2	Exam	Final SQA exam	50	50%

### Skills, Knowledge and Understanding for the course

- Planning, developing, implementing and evaluating performance
- Selecting, demonstrating and safely applying a broad and comprehensive range of complex movement and performance skills in challenging contexts
- Decision making and problem solving in challenging contexts
- Analysing factors that impact on performance
- Explaining a range of approaches for developing performance
- Creating and implementing a Personal Development Plan (PDP)
- Analysing the recording, monitoring and evaluation of performance development

### Progression

Sports Leaders / NPA Fitness and Exercise Leadership



**Subject** Physics  
**Level** National 4  
**Entry Requirement** BGE Science

### Course Outline

N4 Physics is practical and experiential, it aims to generate interest and enthusiasm in physics. Learners will develop the ability to solve problems and establish relationships in physics by acquiring a broad knowledge base, practical skills and basic mathematical skills. 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.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark
1	Electricity and Energy	In class test internally marked	Pass/ Fail
2	Waves and Radiation	In class test internally marked	Pass/ Fail
3	Dynamics and Space	In class test internally marked	Pass/ Fail
4	Practical write up (LO1)	In class internally marked	Pass/ Fail
5	Added value unit	In class internally marked	Pass/ Fail

### Skills, Knowledge and Understanding for the course

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

### Progression

N5 Physics



<b>Subject</b>	Physics
<b>Level</b>	National 5
<b>Entry Requirement</b>	For S5 entrants N4 Physics (or N4 Chemistry or Biology or Environmental Science) and a pass in N Mathematics.

### Course Outline

This course builds on the National 4 Physics Course. There are three units which make up the course. Each unit contains exploration of the following concepts:-

1. Electricity and Energy explores electrical circuits, heat energy, the particulate nature of matter, and applications of electrical energy transfer.
2. Waves and Radiations covers the physics of waves, nuclear radioactivity and their applications.
3. Dynamics and Space includes study of how forces affect motion, energy transformation calculations, and cosmology.

### Course structure and assessment

Number of component	Component description	Assessment conditions	Component Mark	Component percentage
1	Assignment	In class, externally marked	25	20%
2	Examination	Final SQA exam	100	80%

### Skills, Knowledge and Understanding for the course

The aims of the course are for candidates to:

- Develop and apply knowledge and understanding of physics
- Develop an understanding of the impact of physics on everyday life
- 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 skills to use 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 and to make scientifically informed choices
- Develop the knowledge and skills for more advanced learning in physics

### Progression

Higher Physics



<b>Subject</b>	Physics
<b>Level</b>	Higher
<b>Entry Requirement</b>	B pass at N 5 Physics (or a pass at B in N5 Chemistry or Biology) and a C pass in N5 Mathematics.

### Course Outline

The SQA Higher Physics Course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

The SQA Higher Physics course has three mandatory units

- Electricity
- Our Dynamic Universe
- Particles and Waves

### Course structure and assessment

Number of component	Component description	Assessment conditions	Component Mark	Component percentage
1	Assignment	In class, externally marked	30	20%
2	Multiple choice	Final SQA exam	25	17%
3	Written paper	Final SQA exam	95	63%

### Skills, Knowledge and Understanding for the course

- Describing information, providing explanations and integrating knowledge
- Applying physics knowledge to new situations and solving problems
- Demonstrating knowledge and understanding by making accurate statements
- Planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects
- Carrying out experiments/practical investigations safely, recording detailed observations and collecting data
- Selecting information from a variety of sources and presenting it appropriately in a variety of forms
- Processing information (using calculations, significant figures and units)
- Making predictions from evidence/information
- Drawing valid conclusions and giving explanations supported by evidence/justification
- Evaluating experimental procedures and suggesting improvements
- Communicating findings/information effectively

### Progression

Advanced Higher Physics/ tertiary level physics and engineering



<b>Subject</b>	Physics
<b>Level</b>	Advanced Higher
<b>Entry Requirement</b>	Higher Physics at B

### Course Outline

This course enables learners to build on the knowledge and skills developed in the Higher Physics Course and use their mathematical knowledge and skills to analyse and solve problems in real-life contexts. Through a deeper insight into the structure of the subject, the Course reinforces and extends knowledge and understanding of the concepts of physics and develops skills in investigative practical work.

Mandatory (compulsory) units:

- Rotational Motion and Astrophysics
- Quanta and Waves
- Electromagnetism
- Investigating Physics (incorporating the S6 project)

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
1	Question paper	Final SQA exam	120	75%
2	Project	In class, externally marked	40	25%

### Skills, Knowledge and Understanding for the course

The course aims to:

- Develop a critical understanding of the role of physics in scientific issues and relevant applications of physics
- Extend and apply knowledge, understanding and skills of physics
- Develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment, and materials
- Develop and apply scientific inquiry and investigative skills, including planning and experimental design
- Develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a physics context
- Extend and apply problem-solving skills in a physics context whilst extending and applying skills of autonomous working in physics
- Further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices

### Progression

Higher National Diploma (HND) or degree in physics or a related area



**Subject** Practical Cookery  
**Level** National 4  
**Entry Requirement** None

### Course Outline

In the course, which is practical and experiential in nature, you will develop a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, you will gain an understanding of the need to follow safe and hygienic practices in many cookery contexts. It will also help develop the thinking skills of remembering, understanding and applying, and aspects of numeracy.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Unit 1	Question paper	In class, over time	Pass/fail	25%
Unit 2	Assignment	In class, over time	Pass/fail	25%
Unit 3	Practical activity	In class, over time	Pass/fail	25%
Added value unit	Assignment and practical activity	In class over time	Pass/fail	25%

### Skills, Knowledge and Understanding for the course

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

### Progression

N5 Practical Cookery, Further study, employment or training



**Subject** Practical Cookery  
**Level** National 5  
**Entry Requirement** None

### Course Outline

The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, the course instils in candidates an understanding of the need to follow safe and hygienic practices in many cookery contexts. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Question paper	Final SQA exam	30	25%
Component 2	Assignment	In class, externally marked	18	13%
Component 3	Practical activity	In class, internally marked	82	62%

### Skills, Knowledge and Understanding for the course

- Using food preparation techniques and cookery processes in the preparation of dishes
- Understanding and demonstrating knowledge of the importance of food safety and hygiene and its application in the practical context
- Selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- Understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- Understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- Understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients
- Following recipes in the preparation of dishes and evaluating the product
- Planning, costing, organisational and time management in a cookery context
- Producing, portioning and presenting dishes appropriately

### Progression

Other qualifications in hospitality or related areas. Further study, employment or training



**Subject** Practical Woodworking  
**Level** National 5  
**Entry Requirement** None

### Course Outline

The National 5 Practical Woodworking course provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety. The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Practical Project	In class, overtime, internally marked	70 Marks	70%
Component 2	Exam	Final SQA exam	60 Marks	Scaled to 30%

### Skills, Knowledge and Understanding for the course

- Using a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features
- Reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts
- Measuring and marking out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features
- Practical creativity in the context of simple and familiar woodworking tasks with some complex features.
- Adjusting tools where necessary, following safe practices
- Applying knowledge and understanding of safe working practices in a workshop environment
- Knowledge and understanding of the properties and uses of a range of woodworking materials
- Knowledge and understanding of sustainability issues in practical woodworking

### Progression

National 5 Design and Manufacture, Level 4/5 Enterprise and Employability



<b>Subject</b>	RMPS
<b>Level</b>	National 4
<b>Entry Requirement</b>	None

### Course Outline

N4 RMPS has three areas of study which are:

World Religion – You will study religion and its impact, relevance and significance through studying the key beliefs and practices found in Islam.

Morality and Belief – You will study moral issues and their background, implications and responses through studying one major moral issue and responses to it.

Religious and Philosophical Questions – You will study the issues raised by religious and philosophical questions, their implications and responses by studying the debate surrounding the Existence of God.

You will also complete an added value unit where you research and produce your findings in a style of your choice based on your chosen religious, moral or philosophical question.

### Course structure and assessment

Number of components	Component description	Assessment conditions
Component 1	Added Value Unit	In class, overtime
Component 2	Assessment	End of unit assessments for three units

### Skills, Knowledge and Understanding for the course

- Researching and using information to present findings about elements of religious, moral and philosophical topics or issues in a reasoned manner
- Describing the meaning and context of sources related to world religions
- Expressing views about contemporary moral questions and responses
- Describing religious and philosophical questions and responses
- Factual knowledge and understanding of the impact and significance of religion today through studying some beliefs, practices and sources found within one religion and the contribution these make to the lives of followers
- Knowledge and understanding of contemporary moral issues and responses
- Knowledge and understanding of religious and philosophical questions and responses

### Progression

National 5 RMPS, National 5 in a literacy based subject



<b>Subject</b>	RMPS
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

### Course Outline

National 5 RMPS has three areas of study which are:

World Religion - You will study religion and its impact, relevance and significance through studying the key beliefs and practices found in Islam.

Morality and Belief - You will study moral issues and their background, implications and responses through studying one major moral issue and responses to it.

Religious and Philosophical Questions - You will study the issues raised by religious and philosophical questions, their implications and responses by studying the debate surrounding the Existence of God.

You will also complete an assignment where you research and produce an extended essay based on a religious, moral or philosophical question of your choice.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Assignment	Timed in class under exam conditions, externally marked	20	20%
Component 2	Exam	Final SQA exam	80	80%

### Skills, Knowledge and Understanding for the course

- Knowledge and understanding of the impact, relevance and significance of religion and the contribution these make to the lives of followers
- Knowledge and understanding of moral issues and responses
- Knowledge and understanding of religious and philosophical issues and responses
- Analysing and evaluating religious, moral and philosophical issues and responses
- Expressing views about religious, moral and philosophical issues and responses
- Researching sources to present an analysis and evaluation of some viewpoints of a religious, moral or philosophical issue

### Progression

Higher RMPS, Higher in a literacy based subject



<b>Subject</b>	RMPS
<b>Level</b>	Higher
<b>Entry Requirement</b>	National 5 in RMPS or similar subject

### Course Outline

Higher RMPS has three areas of study which are:

World Religion - You will study religion and its impact, relevance and significance through studying the key beliefs and practices found in Islam.

Morality and Belief - You will study moral issues and their background, implications and responses through studying Morality and Relationships and responses to it.

Religious and Philosophical Questions - You will study the issues raised by religious and philosophical questions, their implications and responses by studying the debate surrounding the Existence of God.

You will also complete an assignment where you research and produce an extended essay based on a religious, moral or philosophical question of your choice.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Assignment	Timed in class under exam conditions, externally marked	30	27%
Component 2	Final exam	Final SQA exam	80	73%

### Skills, Knowledge and Understanding for the course

- Researching, analysing, evaluating and synthesising information to draw detailed, reasoned and well-structured conclusions
- Identifying and responding to different ideas and viewpoints
- Interpreting the meaning and context of sources related to world religions, and explaining relevant abstract ideas
- Evaluating and expressing reasoned and well-structured views about contemporary questions and responses
- Critically analysing and explaining contemporary questions, and explaining relevant theoretical ideas
- Demonstrating in-depth factual and abstract knowledge and understanding of the significance and impact of religion today by explaining some key beliefs, practices and sources, and the contribution these make to the lives of followers

### Progression

Advanced Higher RMPS, Advanced Higher in a literacy based subject



<b>Subject</b>	RMPS
<b>Level</b>	Advanced Higher
<b>Entry Requirement</b>	Higher in RMPS or similar subject

### Course Outline

The course has two areas of study which are:

Philosophy of Religion – You will develop skills to critically evaluate a range of issues arising from the existence of God. Pupils develop in-depth knowledge and understanding of key arguments and responses to these arguments.

Medical Ethics – You will develop skills to critically evaluate a range of issues involving medical ethics. Learners develop in-depth knowledge and understanding of the issues, and of religious and other responses to them, including the philosophical reasoning behind these responses.

You will also complete a dissertation where you research and produce a full thesis based on a religious, moral or philosophical area of your choice.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Dissertation	In class, overtime, externally marked	50	36%
Component 2	Final exam	Final SQA exam	90	64%

### Skills, Knowledge and Understanding for the course

- Demonstrating an in-depth knowledge and understanding of issues arising from philosophy of religion, medical ethics and religious experience
- Analysing and evaluating arguments and evidence
- Justifying appropriate research issues
- Using a wide range of sources to research a question or issue
- Organising, presenting and referencing findings using an appropriate referencing system
- Independent learning and disciplined self study

### Progression

Further education at college or university in Humanities.



<b>Subject</b>	Spanish
<b>Level</b>	National 4
<b>Entry Requirement</b>	None

### Course Outline

The study of a modern language has a unique contribution to make to the development of cultural awareness and provides students with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship. The Course provides learners with the opportunity to develop their reading, listening, talking and writing skills in order to understand and use a modern language and includes assessment of the four language skills.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1:	Reading	Assessment in class	Pass or Fail	N/A
Component 2:	Listening	Assessment in class	Pass or Fail	N/A
Component 3:	Writing	Assessment in class	Pass or Fail	N/A
Component 4:	Speaking	Assessment in class	Pass or Fail	N/A
Component 5:	AVU (Added Value Unit)	Assessment in class	Pass or Fail	N/A

### Skills, Knowledge and Understanding for the course

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

- reading, listening, talking and writing skills in the modern language in the contexts of society, learning, employability, and culture
- knowledge of straightforward language required to understand and use a modern language
- applying grammatical knowledge
- learning about the country and culture of the chosen language

### Progression

National 5 Spanish



<b>Subject</b>	Spanish
<b>Level</b>	National 5
<b>Entry Requirement</b>	None

### Course Outline

The study of a modern language has a unique contribution to make to the development of cultural awareness, providing students with opportunities to enhance their understanding and enjoyment of other cultures and of their own. They gain insights into other ways of thinking and other views of the world, and therefore develop a much richer understanding of active citizenship. The course provides candidates with the opportunity to develop reading, listening, talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Paper 1 Reading	Final SQA exam	30 marks	25%
Component 2	Paper 1 Writing	Final SQA exam	20 marks	12.5%
Component 3	Paper 2 Listening	Final SQA exam	20 marks	25%
Component 4	Assignment-writing	In class, marked externally	20 marks	12.5%
Component 5	Performance-talking	In class, internally assessed and verified by SQA	30 marks	25%

### Skills, Knowledge and Understanding for the course

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

- reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability, and culture
- knowledge and understanding of detailed language required to understand and use a modern language
- applying grammatical knowledge and understanding
- learning about the country and culture of the chosen language

### Progression

Higher Spanish



<b>Subject</b>	Spanish
<b>Level</b>	Higher
<b>Entry Requirement</b>	National 5 (Crash Higher is also available)

### Course Outline

Learning a language enables students to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Students reflect, communicate and develop ideas through language. This course provides students with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

### Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Paper 1 Reading	Final SQA exam	30	25%
Component 2	Paper 1 Directed writing	Final SQA exam	20	12.5%
Component 3	Paper 2 Listening	Final SQA exam	20	25%
Component 4	Assignment-writing	In class, marked externally	20	12.5%
Component 5	Performance-talking	In class, internally assessed and verified by SQA	30	25%

### Skills, Knowledge and Understanding for the course

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

- reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability, culture
- applying knowledge and understanding of detailed and complex language to understand and use a modern language
- applying knowledge and understanding of language to translate detailed and complex language
- applying grammatical knowledge and understanding
- learning about the country and culture of the chosen language

### Progression

Advanced Higher



<b>Subject</b>	Spanish
<b>Level</b>	Advanced Higher
<b>Entry Requirement</b>	Higher

## Course Outline

The Advanced Higher Modern Languages course provides academic and personal challenges for students. It provides a pathway for those who want to progress to more specialised training, further education, or entry into a diverse range of occupations and careers. The course offers students opportunities to develop and extend a wide range of skills. In particular, it aims to enable candidates to develop advanced skills in reading, listening, talking, and writing. Students will learn how to work more independently and access online materials to support their studies. Students will study literature or film in the foreign language and write an analytical essay.

## Course structure and assessment

Number of components	Component description	Assessment conditions	Component Mark	Component percentage
Component 1	Reading and Translation	Final SQA exam	50	25%
Component 2	Listening and Discursive Writing	Final SQA exam	70	35%
Component 3	Portfolio	Done in school, marked externally	30	15%
Component 4	Performance-talking	Visiting assessor - marked externally	50	25%

## Skills, Knowledge and Understanding for the course

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

- Advanced reading, listening, talking, and writing skills in the modern language, as appropriate to purpose and audience, in the contexts of society, learning, employability, culture
- Advanced knowledge and understanding required to understand and use complex and sophisticated language, as appropriate to purpose and audience, in the contexts of society, learning, employability, culture
- Applying advanced grammatical knowledge to read, listen and use the language
- Applying inferencing skills to analyse and evaluate complex and sophisticated texts in the modern language
- Applying advanced knowledge and understanding to translate complex and sophisticated language

## Progression

Further Education & Life Skills



## S5/6 Only

<b>Subject</b>	Sports Leadership and NPA Exercise and Fitness Leadership
<b>Level</b>	Level 5/6
<b>Entry Requirement</b>	National 5 / Higher PE

### Course Outline

#### **Sports Leadership**

This is a nationally recognised qualification that enables successful learners to independently lead purposeful and enjoyable sport/physical activity. This is a practical course which gives candidates the skills and confidence required to lead a sports session successfully. Students will plan, and evaluate sessions that they have delivered to peers in the class and younger pupils. The course is internally assessed through the year in a number of different units.

#### **NPA Exercise and Fitness Leadership**

The National Progression Award in Exercise and Fitness is designed to support candidates who have a strong interest in the area of Exercise and Fitness. The intention is that candidates undertaking any of the Units will gain personal skills and knowledge that can lead towards employment in the future.

A very high level of commitment to developing your own level of personal fitness and to coaching younger children is required and the determination to get involved is vital, i.e. coaching extra curricular clubs or out-with the school with local clubs.

### Course structure and assessment

Number of components	Component description	Assessment conditions
Unit 1	Cardiovascular Training	Written and practical internal assessment
Unit 2	Free Weight Training	Written and practical internal assessment
Unit 3	Circuit Training	Written and practical internal assessment

All three units need to be completed / passed for the course award.

### Skills, Knowledge and Understanding for the course

- Develop the candidate's knowledge and understanding of current practices, thinking and philosophies of sport and fitness and their impact on specific aspects of industry.
- Develop the candidate's knowledge and skills in planning, implementing and evaluating aspects of the Sport and Fitness Industry.
- Enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills.



## **LEAPS Transitions Course**

**Get the academic edge for university**

### **LEAPS Transitions Course**

#### **Course Overview**

The LEAPS Transitions Course is designed to give students the skills and experience they need to make a positive transition from school to university. Throughout the course, students work with academics and students from other schools on first-year university-level academic skills, developing confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to get the 'uni' experience before starting for real.

#### **Course Description**

The course will be taught via interactive lectures, workshops, tutorial discussion, online participation and independent study. Students will also participate in project work, library research and meetings with tutors and students. Semester one will focus on academic skills and a writing assessment; semester two will have a lecture series and a group poster assessment.

#### **Entry Requirements**

The course is offered to [LEAPS-eligible](#) UCAS applicants and will typically be taken in S6. We have no formal entry requirements, other than we anticipate students taking the course will be planning to apply to higher education. For example, students will either have Highers/Nat 5s required for university entry, or are taking these in S6.

#### **Course Level**

The course has been credit-rated by the Centre for Open Learning at the University of Edinburgh and is offered as a 20 credit SCQF Level 7 course, which is the same level as Advanced Higher/first-year university-level study.

#### **Length of Course/Time Commitment**

25 Weeks, from September 2022 – March 2023. (Total time commitment approx. 200 hours.) The time commitment is approximately six hours per week, plus assessment preparation.

#### **Location of Course**

The course will be a blend of remote online sessions and in-person sessions (TBD) on university campuses in Edinburgh. Travel arrangements and costs will be supported by LEAPS.

#### **Course Structure**

The course forms one option on a student's S6 timetable. Sessions will take place on a Tuesday and a Thursday afternoon from September 2022 until March 2023. Students must attend these live sessions whether digitally or in person, and their classes will comprise a mix of students from other schools.



## Skills

- **Higher Education Academic Skills** (critical thinking, academic writing, academic resources, discussion & presentation skills, academic posters, evidence including referencing and plagiarism, feedback)
- **Independent Learning** (self-directed study, time management, problem solving)
- **Digital Literacy** (virtual learning environments, online academic library collections)

## Coursework (homework)

Weekly coursework (independent study) will be allocated to students. This includes weekly preparation for tutorials.

## Assessment

There are two formal (graded) assessments and additional informal (formative) assessments;

- Individual Written Assessment on Academic Skills 60% (Formal)
- Academic Poster Presentations (group work) 40% (Formal)
- Reflective zine 'notes for my future self' drawing on all of the themes of the course (Informal)

## University Admissions

University admissions officers may take the course into consideration when deciding if they will offer a student a place, as by taking the course students are demonstrating that they are committed to preparing for university-level study. Conversations with individual universities about how they will specifically consider the course are ongoing.

## Possible Progression

Students who take this course are likely to be aiming for university, either directly after school or via college

## Useful Links:

[www.leapsonline.org/transitions-course](http://www.leapsonline.org/transitions-course)

A video overview of the course can be found at: [www.leapsonline.org/transitions-course](http://www.leapsonline.org/transitions-course)

We will update this web page with more detailed information about the course as and when it is available.

## Queries

If you have any queries, please contact us at [leaps@ed.ac.uk](mailto:leaps@ed.ac.uk) or see Mr Milligen.



## Additional Information

### Edinburgh College: Schools College Partnership (SCP)



The SCP allows Edinburgh College to work with secondary schools in Edinburgh and the Lothians to offer additional course opportunities for S4-S6 pupils. The SCP courses are added to your existing school timetable, allowing you to attend college on a part-time basis. At Penicuik High School your college course becomes one of your subjects, and is traditionally on a Tuesday and Thursday afternoon. Opting for a college course requires dedication and a willingness to travel, and be disciplined in your studies without direct school support. College provides a different learning environment compared to school which can help prepare you for your next steps. Doing a college course whilst at school gives you extra skills and experience.

**Link:**

<https://www.edinburghcollege.ac.uk/information-and-advice/information-for-school-pupils-teachers-and-guardians/how-to-apply-for-schools-college-partnership-scp-and-foundation-apprenticeship-fa-courses>

### Midlothian Council: Foundation Apprenticeships



These are two year courses open to students in S5 and S6. They help young people gain valuable, real-world work experience and access vocational training while they're still at school.

Students can take a Foundation Apprenticeship as one of their senior phase subject choices. Students may get the chance to learn in a real workplace, and develop new skills that their future employers need. This gives them a competitive edge while they're still at school. The course is delivered over two academic years, so they will be committing to studying through S5 and S6.

If either sound like something you would be interested in, please contact your Guidance teacher.

**Link:**

[https://www.midlothian.gov.uk/info/1084/jobs\\_and\\_training/588/foundation\\_apprenticeships/3](https://www.midlothian.gov.uk/info/1084/jobs_and_training/588/foundation_apprenticeships/3)



## The Careers Adviser

The Careers Adviser for Penicuik High School is **Caroline Steele**.

If pupils want to help themselves to find out more about different career opportunities, they should register on the My World of Work website [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk). As a starting point they can use the **About Me** and **My Strengths** tools to help identify areas of study or employment that may suit them. The website has lots of useful advice on applications, CV's, interviews, college and university. For help using the website, they can check with the Careers Adviser or their Guidance Teacher.

If pupils have used these resources and still feel undecided or need more help, they can speak with their Guidance Teacher who may refer them to **Caroline Steele** for a face to face interview. The school Guidance Team may also refer pupils who they feel need extra support with planning ahead.

All pupils can attend the Careers Drop-In Sessions, which are held in the guidance base. These are run on most Wednesday and Thursday lunchtimes during term time. No appointment is needed for these, just pop along.

Caroline will also attend relevant Parents' Evenings to answer any questions parents and pupils may have about subject choice and career options.

When not in school, the Careers Adviser can be contacted at: [caroline.steele@sds.co.uk](mailto:caroline.steele@sds.co.uk)

After S4 there are several options open to pupils:

- Staying on at school – this involves choosing relevant subjects for S5 and S6 and requires careful consideration. Careers Advisers can discuss career ideas and help pupils choose appropriate subjects.
- Many pupils will be aiming to enter Higher Education after completing S5/S6. Careers Advisers can give advice on the range of courses offered by universities and colleges and discuss entry requirements and graduate destinations.
- Going to college – Careers Advisers can provide advice on courses, entry requirements and possible progression routes.
- Training – Careers Advisers can give information about Employability Fund Training programmes, Modern Apprenticeship, Graduate Apprenticeship programmes and other training programmes including vocational qualifications and training allowances.
- Entering employment – Careers Advisers can raise awareness of local labour market opportunities and discuss the qualifications, skills and personal qualities required. Help can also be given with employability skills such as writing CV's, completing application forms and interview technique.



## Study Periods

Sixth year students are given some study time within the timetable which allows them to take a measure of responsibility for the organisation of their own work.

Students in sixth year are expected to arrange their study periods, as far as possible, within the department whose courses they are taking.

Any student who wishes to take additional time for study or research outside of school, or for college or university interviews or open days, must bring a letter from his/her parents requesting this permission for the absence.

Fifth Year students who take 5 Higher subjects do not have any timetabled study time. Some courses, however, may have a single period of supervised study. Students should use this period for homework or revision.