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# S5/6 Pathways Prospectus



Education & Children's Services

## Headteacher's Letter

Dear Parent / Carer,

### Learner Pathways in the Senior Phase – Prospectus 2021-22

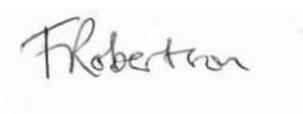
I am delighted to offer this year's prospectus for courses in the senior phase. Your child has already begun to build up their Senior Phase portfolio of qualifications and achievements and it is time to review progress and choose next steps in their learner pathway. A few pupils will move on at the end of S4 or S5 into a positive destination in employment, training or Further/ Higher Education. However, most will continue at school for at least one more year. To support them in this journey, we offer a wide range of courses that will enable your child to achieve their full potential whether they choose to leave school at the end of S4, S5 or S6 and whether they choose an academic or a vocational pathway.

This prospectus provides information about the courses we offer in the Senior Phase. Choosing the most suitable route is a matter which each learner will wish to discuss with you at home and the information in this booklet is designed to assist you with the decision-making process.

As with all course choice processes, we must emphasise that not all courses listed will necessarily run. This will depend upon staffing, accommodation and pupil interest. However, it is our intention to provide as many opportunities as we can to enable your child to follow the pathway that is the most appropriate for them.

I hope that you will find the school's arrangements to provide general information and individual advice supportive in assisting your child to make the right choices. Should you wish to discuss any aspect of the process or your child is having difficulty with their choices, please contact your child's Guidance teacher in the first instance.

Yours sincerely,



Fiona Robertson  
Head Teacher

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## Introduction

This booklet is designed to support you and your child to make choices for their 'Learner Pathway' through the Senior Phase from S4-6. At this stage, having completed S4 or S5, it is now possible to specialize further and concentrate on the courses that will support them towards the career they wish to follow. Our recent pupil survey showed that more than 2/3 of our young people in S4 and S5 have some idea of the career they would like to pursue. However, even for those who are not sure, the choices they make for now will help them to decide on their future learner pathway.

In making choices it is very important that pupils and parents see the Senior Phase as a 3-year opportunity to build up a portfolio of qualifications and achievements. As they make choices for S5/6 we ask pupils to think carefully about this. The choice form will ask you about intended leaving date (end of S4, S5 or S6), intended 'destination' (University, College or Employment) and the subjects that pupils think they will want to continue with if they are staying on.

## Developing the Young Workforce

There is now an increased emphasis in school on *Career Management Skills* – developing the skills young people need for the career they want. In 2014, Sir Ian Wood published a report into *Developing Scotland's Young Workforce*. This challenged the government, education, business and industry to find ways to improve opportunities for all young people whether they pursue an academic or vocational route to their chosen career.

It was clear from our recent pupil and parent surveys that many are now interested in a vocational pathway. At the same time, the labour market in Scotland is changing rapidly and there is now an increased focus on work-based learning. As a result, we are gradually evolving our curriculum to offer more vocational opportunities and qualifications. We also now work very closely with our Careers Advisers from *Skills Development Scotland* (SDS) and a range of business partners – particularly our new Strategic Partner, *Robertson's Construction* - to signpost young people towards new opportunities and areas of growth in the economy such as in STEM, in the Food and Drink Industry, in the Creative Industries and New Technology.

## Apprenticeships

There are now 3 different apprenticeship options: Foundation Apprenticeships, Modern Apprenticeships and Graduate Apprenticeships.

Foundation Apprenticeships (FA) are 2-year courses taken whilst still at school for 1 day per week in S5 & S6 and give experience in the workplace along with qualifications at SCQF Level 6. They allow young people to learn the skills they need for the future and gain a qualification that employers recognize and can be taken alongside other subjects offered at school. This year there will be a pilot of a 1-Year FA in Early Education & Childcare. You can find more information about the Foundation Apprenticeships offered by Perth College [here>>](#)

Full link: <https://www.perth.uhi.ac.uk/school-college-partnership/foundation-apprenticeships/>

Modern Apprenticeships are paid employment opportunities that offer industry-recognized training on the job. These are aimed at individuals aged 16+ and who have left school. Modern Apprenticeships allow young people to earn while they learn and build the experience and skills that employers want to see with a Modern Apprenticeship.

Graduate Apprenticeships are paid jobs that give an individual industry experience and training whilst working towards a degree. These are a brand-new way to work, earn and learn and avoid the debt that is often incurred at university.

For more information on apprenticeships, please visit [www.apprenticeships.scot](http://www.apprenticeships.scot).

## Skills Development Scotland & Career Management Skills

As your child moves through school into the Senior Phase, they will benefit from the improvements we are making to the curriculum to ensure that learner pathways are there for every individual whether they choose to go on to University, College or into the workplace. This means that the choice process is no longer just about picking subjects but about exploring interests and areas of strength, then matching these to the opportunities available and getting help and support with choices. The Skills Development Scotland (SDS) jigsaw describes these 'Career Management Skills' as: *Self, Strengths, Horizons and Networks* (see diagram below). All pupils have been taught this in SE. When making choices, the advice of SDS is to think about the 'Big 5' questions:

1. How do I like to learn?
2. Where could these subjects take me?
3. What subjects do I enjoy?
4. What subjects am I good at?
5. What do other people think?



## Our evolving curriculum – new courses and the SCQF

As well as traditional subject choices (Nationals and Highers), we now offer a wide range of new opportunities. This includes several new courses in several of our departments and a wider range of choices at Perth College or other city schools. Many of these new options are suited to individuals who want to pursue a vocational pathway. These courses might be National Progression Awards, National Certificate or Skills for Work courses. All are part of the same qualification's framework, the Scottish Credit & Qualifications Framework or SCQF. As your child moves through the Senior Phase, we aim to introduce continued improvements to these vocational learner pathways with even more courses and opportunities. This will give our young people access to courses that are at the same level as Nationals and Highers, but which are taught in a different, more practical way and support a vocational pathway.

## Perth City Campus

For many years, our school has worked in partnership with Perth College UHI and other schools within Perth City to deliver a shared Senior Phase curriculum and increase opportunities for all senior pupils. This means that pupils may travel to Perth College or to another city school to study. They may also experience pupils from other schools joining them in class at Perth Grammar.

For session 2021-22, the Campus is offering a very wide range of options at a variety of levels both at Perth College and at the city schools. Most of the Perth College courses focus on building employability skills and provide a pathway to full-time college courses or into employment, a modern apprenticeship, a graduate apprenticeship or further training.

Campus courses all take place on either Tuesday morning and Thursday afternoon (column D) or Wednesday afternoon and Friday morning (column E). The only exception is the Foundation Apprenticeship which takes place all day Friday.

When choosing a Campus course please consider the following points:

- All campus courses are in column D or E
- You can only choose ONE campus course in each column.
- In most cases pupils will only take ONE 'travelling' Campus course
- This session we will also share options with St John's Academy in column C

## City Campus School Contacts

Perth Academy	01738 458000
Perth High School	01738 628271
Perth Grammar School	01738 472800
St John's Academy	01738 472300

In the pages that follow, you will see all of the courses that will be available in columns D and E. The course descriptor and course choice sheets clearly indicate if the course is offered at:

*Perth Grammar (PGS) Perth Academy (PA) Perth High School (PH) St John's Academy (STJ)  
Perth College/ UHI (COL)*

Some Perth College courses are taught by College staff in a campus school (e.g. Psychology in column E at St John's Academy).

**All pupils must submit a college application and be interviewed before being accepted on a College Course.**

## Support

Pupils have already experienced a range of supports that will help them to make decisions about their courses for next session:

- An opportunity to visit the Careers Fair held in the school hall in November.
- Parent contact evening to discuss progress with teachers was held in December along with tracking reports.

### **Further Support and the Course Choice Process**

- Our Careers Coach, Gail Sinclair from Skills Development Scotland is available by request. You can contact by email ([gail.sinclair@sds.co.uk](mailto:gail.sinclair@sds.co.uk)) if you have any questions or wish to make an appointment.
- Emma Bowman from Perth College is giving a talk at the Senior Phase Pathways Evening on Tuesday 16<sup>th</sup> February to inform all about Foundation Apprenticeships and more information can be found [here>>](#).
- Pupils have all been taught how to use the tools on [My World Of Work](#) to help make choices and support is available from our senior pupil 'MyWoW' ambassadors'. Pupils should ask their Guidance teacher about this.
- Guidance & Personal Support teachers will check forms have been completed correctly and speak to pupils individually. If there are any issues, the Guidance teacher will contact you.
- Class teachers and PT's will discuss and explain the entry requirements and progression routes for courses in their curriculum areas and provide information to stimulate interest.
- PT's will also sign off the correct qualification level for each course choice.
- All pupils will complete the online choice form and keep a paper copy by 18<sup>th</sup> March at the very latest.

## Course Entry Requirements

The table below a broad indication of entry requirements for courses at different levels. Most pupils will sit courses at SCQF Level 5 or Level 6. Some will sit SCQF Level 4 courses if they have not yet achieved that level in the subject area.

SCQF Level	Entry Requirements
<b>Level 4</b>	Third Level (BGE) or Level 3 in the same subject or an equivalent.
<b>Level 5</b>	Fourth Level (BGE) or Level 4 in the same subject or equivalent. Level 5 is considerably more challenging than Level 4 and some candidates may require 2 years to achieve this level or choose to study a more practical Level 5 course such as a National Progression Award.
<b>Level 6</b>	Level 5 award at A or B in a National course in the same subject or equivalent. Level 5 Grade C or D – some candidates may take 2 years to achieve Level 6 Higher courses or may find a suitable other Level 6 course such as a National Progression Award or Foundation Apprenticeship.
<b>Level 7</b>	A or B award at Level 6 Higher level in the same subject or at the discretion of the Head of Department or Faculty.

## Assessment Arrangements

Recent national guidelines from the SQA mean that internal unit assessments are no longer required. However, subjects can still be studied as a units-only qualification.

Further changes to assessment arrangements may happen and will vary from subject to subject. We will keep you informed about these changes as they become clearer.

## Key Information

<b>SQA</b>	<a href="#">Scottish Qualifications Authority</a> – the national examination organisation that enables schools to provide National Qualifications and other achievements. <a href="#">See this link for support for parents &gt;&gt;</a>
<b>Senior Phase</b>	The three-year phase from S4 to S6 when young people build a portfolio of qualifications and achievements to help them towards a positive destination beyond school. <a href="#">More details here &gt;&gt;</a>
<b>Career Management Skills</b>	<b>The skills you need for the career you want.</b> Career Management Skills are the skills that best enable people to plan and pursue life, learning and work opportunities. <i>Skills Development Scotland</i> aims to help young people identify and develop these skills to ensure they are successful career planners throughout their lives. <a href="#">More details here &gt;&gt;</a>
<b>SDS</b>	<a href="#">Skills Development Scotland</a> – the organization responsible for supporting schools with careers education.
<b>SCQF</b>	Scotland's national qualifications framework. An interactive version is available on <a href="http://www.scqf.org.uk">http://www.scqf.org.uk</a> along with clear explanations of SCQF levels and credit points.
<b>MyWoW</b>	<b>My World Of Work</b> – a powerful online tool with information and activities to help young people, parents and teachers reflect on, research and the plan careers they want. There is a <a href="#">section for parents</a> and tools for young people to <a href="#">explore their strengths and skills</a> and <a href="#">choose their subjects</a> . More information from our senior pupil MyWoW Ambassadors or <a href="#">from this link &gt;&gt;</a>
<b>Learner Pathways</b>	A learning pathway is a learner's journey through education and learning. Courses, qualifications and learning experiences can be chosen at any age or stage of learners' lives. These learning choices are steps along the learning pathway. <a href="#">An excellent guide to this can be found here &gt;&gt;</a>

## Online Choice Form

We now use a digital form for course choice which pupils can complete online at school, at home or on a portable electronic device, including their phone. A paper return will still be available. A link to the form will be sent out in the parent bulletin and available on the school website and app.

# Course Descriptors

# Curriculum Area English

## Courses included in this section

- English
- Media Studies

# English SCQF Level 7 Advanced Higher (PGS - Col C shared with STJ)

## Course Description

The Advanced Higher English Course enables learners to develop their ability to interpret complex literary forms and to produce sophisticated language. The course fosters an in-depth appreciation of language and a wide range of literature and texts in different genres. Advanced Higher English enables learners to communicate, be critical thinkers, develop cultural awareness and be creative. Learners have the opportunity to personalise their study by applying critical, investigative and analytical skills to a literary topic of interest.

The course will involve the study of two units:

### 1. Analysis and Evaluation

In this unit learners will have opportunities to develop the skill of critically responding to complex and sophisticated texts by applying their knowledge of how meaning is created and by understanding critical concepts and approaches. They will extend and refine their skills of analysis and evaluation through the study of literary texts from the genres of drama, poetry and prose. Independent learning skills will be developed by selecting materials for research into an aspect of literature, formulating a task and researching primary and secondary sources in order to produce a dissertation.

### 2. Creation and Production

The purpose of this unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing. They will use language creatively for a variety of purposes and in a variety of forms.

### Internal Assessment

Unit 1: Learners will provide evidence of their ability to critically respond to previously studied texts and of their ability to carry out an independent study of an aspect of literature.

Unit 2: Learners will produce evidence of their writing skills through the production of writing which demonstrates a range of skills.

### External Assessment

Folio: One dissertation (2,500-3,000 words) plus two pieces of writing from a choice of genres. This comprises 60% of the total mark: 30 marks for the dissertation and 15 marks for each piece of writing.

Exam: Section 1 Critical Essay (20 marks) free choice of texts

Section 2 Textual Analysis (20 marks)

The course is graded A-D.

## English - Higher

### Course Description

The Higher English Course enables learners to develop detailed and complex language skills in the contexts of literature, language and media. The course fosters an appreciation of language awareness and of a wide range of literature and texts. This enables learners to access their own cultural heritage and history, as well as the culture and history of others. The course is graded AD. Pupils may progress to Advanced Higher English if they achieve a pass at grade A or B in Higher.

The course will involve the study of two units:

#### 1. Analysis and Evaluation

In this unit learners will study a selection of detailed and complex texts from literature, language and media, including Scottish texts. They will study different genres of text: drama, poetry and prose. Listening and reading skills will be used to provide evidence of understanding, analysis and evaluation of both oral and written forms. They will develop social and interpersonal skills which are essential for life and work.

#### 2. Creation and Production

In this unit learners will have the opportunity to develop talking and writing skills in a variety of contexts. They will create and produce detailed and complex texts in both written and oral forms, applying their knowledge and understanding of language. Learners will be required to demonstrate technical accuracy in written texts.

### Internal Assessment

From 2018-2019 pupils will not be required to complete internal assessments and reading and writing. However, they will need to complete a spoken language component. This will take the form of an assessed group discussion or solo talk and will be assessed as achieved/not achieved.

### External Assessment

Folio: The written folio accounts for 30% of the final grade. Pupils are required to produce two pieces of writing of approximately 1300 words each, one broadly discursive, and the other broadly creative.

Exam: There are two papers: *Reading for Understanding, Analysis and Evaluation* (formerly *Close Reading*) and *Critical Reading* (Set text questions on a Scottish text, plus a Critical Essay). These account for 70% of the final grade.

## English - National 5, SCQF Level 5.

### Course Description

The National 5 English Course enables learners to develop their literacy skills, along with skills in listening, talking, reading and writing, which are essential for learning, life and work. They will develop their ability to communicate their thoughts and feelings and respond to those of other people and to use different media effectively for learning and communication. Building on the four capacities, the course encourages learners to communicate, be critical thinkers, develop cultural awareness and be creative. The course is graded A-D. Pupils may progress to Higher English if they achieve a pass at grade A or B in National 5. Pupils also have the option of completing a two-year National 5 (where appropriate), which involves completing their National

4 English, National 5 literacy qualification and the folio in year one, allowing pupils to concentrate on the spoken language unit and the exam in year two.

The course will involve the study of two main areas:

#### 1. Analysis and Evaluation

In this unit learners will study a selection of detailed texts from literature, language and media, including Scottish texts. They will study different genres of text: drama, poetry and prose. Listening and reading skills will be used to provide evidence of understanding, analysis and evaluation of both oral and written forms. They will develop social and interpersonal skills which are essential for life and work.

#### 2. Creation and Production

In this unit learners will have the opportunity to develop talking and writing skills in a variety of contexts. They will create and produce detailed texts in both written and oral forms, applying their knowledge and understanding of language. Learners will be required to demonstrate technical accuracy in written texts.

#### Internal Assessment

Internal assessments in reading, writing, talking and listening are no longer required at National 5 level, however they will be embedded within the course as part of a literacy qualification. All National 5 pupils will be required to complete a Spoken Language unit, which is an assessed group discussion or solo talk. This is internally assessed as achieved or not achieved.

#### External Assessment

**Folio:** The written folio accounts for 30% of the final grade. Pupils are required to produce two pieces of writing of approximately 1000 words each, one broadly discursive, the other broadly creative.

**Exam:** There are two papers: *Reading for Understanding, Analysis and Evaluation (RUAE)* and *Critical Reading*. These account for 70% of the final grade.

## English and Literacy - National 4, SCQF Level 4

### Course Description

The National 4 English Course enables learners to develop their literacy skills, along with skills in listening, talking, reading and writing, which are essential for learning, life and work. They will have the opportunity to develop understanding of how language works, and to use language to communicate ideas and information.

On successful completion of National 4 English, some learners may progress to National 5, while for others National 4 Media will be a more suitable option. Many National 4 English pupils will also be encouraged to complete their National 5 Literacy qualification which carries an additional 6 SCQF points.

The course will involve the study of four units:

#### 1. Analysis and Evaluation

In this unit learners will be able to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate a variety of texts.

#### 2. Creation and Production

In this unit learners will have the opportunity to develop talking and writing skills in familiar contexts. They will develop the skills needed to create and produce straightforward texts in both written and oral forms.

#### 3. Literacy

The purpose of this unit is to develop the learner's reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. They will develop the ability to understand straightforward ideas and information presented orally and in writing, in addition to communicating ideas and information with technical accuracy.

#### 4. Added Value Unit

This unit provides learners with the opportunity to apply their language skills to investigate and report on a topic of their own choice. This assignment will allow the learner personalisation and choice, along with the ability to demonstrate challenge and application.

### Internal Assessment

Units 1 and 2 both consist of two assessment outcomes:

- **Unit 1:** Listening and Reading
- **Unit 2:** Talking and Writing
- **Unit 3:** Literacy this can be taught in combination with units 1 and 2 and the outcomes are the same.
- **Unit 4:** Added Value an assignment on the chosen topic.

These are internally assessed and resulted with a pass or fail. SCQF Level 4 courses are not graded.

## English and Literacy - National 3, SCQF Level 3

### Course Description

The National 3 English Course enables learners to develop their literacy skills, along with skills in listening, talking, reading and writing, which are essential for learning, life and work. They will have the opportunity to develop understanding of how language works, and to use language to communicate ideas and information.

On successful completion of National 3 English, some learners may progress to National 4, while for others National 3 or 4 Media will be a more suitable option.

The course will involve the study of three units:

#### 1. Understanding Language

In this unit learners will be able to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate simple texts.

#### 2. Producing Language

In this unit learners will have the opportunity to develop talking and writing skills in familiar contexts. They will develop the skills needed to create and produce simple texts in both written and oral forms.

#### 3. Literacy

The purpose of this unit is to develop the learners' skills in reading, writing, talking and listening in a variety of forms relevant for learning, life and work. They will develop the ability to understand simple ideas and information presented orally and in writing, in addition to communicating ideas and information with technical accuracy.

### Internal Assessment

Units 1 and 2 both consist of two assessment outcomes:

- **Unit 1:** Listening and Reading
- **Unit 2:** Talking and Writing
- **Unit 3:** Literacy: this can be taught in combination with units 1 and 2 and the outcomes are the same.

These are internally assessed and resulted with a pass or fail. SCQF level 3 courses are not graded.

## **Media - SCQF Level 6 - Higher**

### **Course Description**

This course offers the learner opportunities to analyse and create media texts in depth. The learner will expand their knowledge of the relationship between main features of media content, the institutional and audience contexts of media and its role within society. The learner will develop skills to plan, research, create and evaluate their own productions in depth. The learner will develop an appreciation of the opportunities and challenges that occur in the media industry. The course will provide the learner with opportunities to further develop both theoretical knowledge of media (with an emphasis on film) and the ability to create and produce their own short films.

### **The Work of the Course**

There are two Units within this award.

#### **Analysing Media Content**

In this Unit the learner will further develop the skills to analyse in depth media content and Contexts. This provides the learner with the opportunity to develop and refine their understanding of the Key aspects of Media literacy central to the detailed analysis of media context and content. This will be mainly acquired through the medium of film. The learner will analyse fiction and nonfiction feature films, trailers, adverts, etc.

#### **Creating Media Content**

In this Unit the learner will develop the skills to create media content and evaluate the production process. This provides the learner with the opportunity to develop and refine knowledge and understanding of the key aspects of media literacy central to creating media content. This will be achieved through the medium of film. The learner will plan, research, create, film, edit and evaluate a media production based on an agreed brief.

#### **Internal Assessment**

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

#### **External Course Assessment**

The learner will complete

Assignment- an assignment that focuses on creating media content (production) - 50% of overall grade. (approx. word count 1500- 3000 words)

Exam- a question paper that focuses on a detailed and in-depth analysis of relationship between the Key Aspects of Media content and contexts and the Role of the Media - 50% of overall grade

## Media - SCQF level 5 - National 5

### Course Description

This course offers the learner opportunities to analyse and create media texts. The learner will gain knowledge of the main features of media content, the institutional and audience contexts of media and its role within society. The learner will develop skills to plan, research, create and evaluate their own productions. The learner will develop an appreciation of the opportunities and challenges that occur in the media industry. The course will provide the learner with opportunities to develop both theoretical knowledge of the media (with an emphasis on film) and the ability to create their own short films.

### The Work of the Course

There are two Units within this award.

#### Analysing Media Content

In this Unit the learner will develop the skills to analyse media content and Contexts. This provides the learner with the opportunity to develop knowledge and understanding of the Key aspects of Media literacy central to the detailed analysis of media context and content.

This will be mainly acquired through the medium of film. The learner will analyse fiction and nonfiction feature films, trailers, adverts, etc.

#### Creating Media Content

In this Unit the learner will develop the skills to create media content and evaluate the production process. This provides the learner with the opportunity to develop knowledge and understanding of the key aspects of media literacy central to creating media content.

This will be achieved through the medium of film. The learner will plan, research, create and evaluate a production based on an agreed brief.

#### Internal Assessment

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

#### External Course Assessment

The learner will complete

**Assignment** - an assignment that focuses on creating media content (production) - 50% of overall grade. (approx. word count 1000 - 1500words)

**Exam** - a question paper that focuses on analysis of the Key Aspects of Media content and contexts and the Role of the Media - 50% of overall grade.

## **Media - SCQF Level 4 - National 4**

### **Course Description**

This course offers the learner opportunities to begin to analyse and create media texts. The learner will gain knowledge about the purpose, audience and context of media and its role within society. The learner will develop skills to plan, research, create and evaluate their own productions. The course will provide the learner with opportunities to develop skills in the analysis of the media (with an emphasis on film) and the ability to create their own short films.

### **The Work of the Course**

There are two Units within this award:

#### **Analysing Media Content**

The general aim of this Unit is to provide learners with the opportunity to develop the skills needed to analyse media content. This Unit provides learners with the opportunity to develop knowledge of the key aspects of media literacy central to the straightforward analysis of media content. This will be done through the medium on film. The learner will analyse fiction and non-fiction feature films, trailers etc.

#### **Creating Media Content**

The general aim of this Unit is to provide learners with the opportunity to develop the skills needed to create straightforward media content and to comment on production processes. Learners develop knowledge of the key aspects of media literacy central to creating straightforward media content. This will be done through film or advertising. The learner will plan, create and evaluate a production based on an agreed brief.

### **Internal Assessment**

To gain the award for the course the learner must pass all of the Units. This will include:

- Carrying out straightforward analysis of media content (such as film or TV)
- Creating straightforward media content (such as a short film)
- Carrying out an assignment which shows they can analyse and create straightforward media content (in the medium of film).

This course is suited to pupils who have successfully completed National 4 English and are looking for another literacy-rich subject at the same level or pupils who have an interest in studying Media and enjoy the technical aspects of producing media texts.

# Curriculum Area

## Modern Languages

**Courses included in this section**

- **French**
- **Gaelic**
- **Languages for Life and Work**
- **Spanish**
- **English for Speakers of Other Languages**

## **French Advanced Higher (Campus PGS Col E) (SCQF Level 7)**

### **Preferred Entry Level**

A good pass at Higher

The **Advanced Higher** course offers breadth and depth of linguistic experience and is both an excellent preparation for any pupil wishing to continue their study of a foreign language at university or for any pupil who wishes to enhance their ability to communicate fluently in a foreign language. Although the course is very much a continuation of Higher work, different topic areas, such as environmental, social, economic and political issues, are covered and the course has more rigour and depth.

### **Assessment**

In addition to an external assessment for reading, writing and listening at the end of the course, there will be an assessed speaking exam. The exam at each level will cover a variety of topics, which will be familiar to the candidates, and it will allow the pupils to show how fluently they can speak on the topics they have prepared. There will also be a Portfolio essay written in English about French films and literature studied during the year.

### **Homework**

Homework is an essential part of the learning process. As such, regular written and vocabulary based homework will be given and pupils will be expected to devote considerable time to homework throughout the year. As well as learning vocabulary and grammar, pupils will be given regular essays to write on the different topic areas that they cover as well as reading practice. At Advanced Higher, it is all recommended that pupils spend time doing extra listening practice by listening to authentic language extracts online.

### **Internal Assessment**

Internal assessments are no longer required at Advanced Higher level, however can be completed as part of a units-only qualification.

Unit 1: Listening and Reading

Unit 2: Talking and Writing

Unit 3: Logbook (Essay plan for the Portfolio)

These are internally assessed and resulted with a pass or fail.

### **External Assessment**

There is an external exam which accounts for 60% of the Course mark. The exam includes two question papers: 'Reading and Translation' and 'Listening and Discursive Writing'. There is also a Final Talking Performance that is completed under exam conditions and accounts for 25% of the Course mark. Finally, the completion of a portfolio is required, and this accounts for 15% of the Course mark.

## **French – Higher (SCQF Level 6)**

### **Course Description**

The purpose of the Higher French Course is to develop the learner's knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture. The Course enables learners to understand and use French within these context areas, to apply their knowledge of French, and to develop the language skills of translation. Successful completion of all course components can lead to the learner progressing to an Advanced Higher in French.

### **The work of the course**

There are two units in this course. They are:

#### **A: Understanding Language**

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

#### **B: Using Language**

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

### **Internal Assessment**

Internal assessments are no longer required at Higher level, however can be completed as part of a units-only qualification.

Each unit consists of two assessment outcomes:

Unit 1: Listening and Reading

Unit 2: Talking and Writing

These are internally assessed and resulted with a pass or fail.

### **External Assessment**

There is an external exam which accounts for 62.5% of the Course mark. The exam includes two question papers: 'Reading and Directed Writing' and 'Listening'. There is a written assignment which accounts for 12.5% of the Course mark. This is completed internally but submitted for assessment by the SQA. There is also a Final Talking Performance which is completed under exam conditions and accounts for 25% of the Course mark.

## **French - National 5, SCQF Level 5**

### **Course Description**

The purpose of the National 5 French Course is to develop learners' knowledge and understanding of detailed language in the contexts of society, learning, employability and culture. The Course enables learners to understand and use French within these context areas, to apply their knowledge of French, and to develop planning, research and language skills. Successful completion of this course can lead to the learner progressing to a Higher in French.

### **The work of the course**

There are two units in this course. They are:

#### **A: Understanding Language**

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of detailed language in the contexts of society, learning, employability and culture.

#### **B: Using Language**

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of detailed language in the contexts of society, learning, employability and culture.

### **Internal Assessment**

Internal assessments are no longer required at National 5 level, however can be completed as part of a units only qualification.

Each unit consists of two assessment outcomes:

**Unit 1:** Listening and Reading

**Unit 2:** Talking and Writing

These are internally assessed and resulted with a pass or fail.

### **External Assessment**

There is an external exam which accounts for 62.5% of the Course mark. The exam includes two question papers: 'Reading and Writing' and 'Listening'. There is a written assignment which accounts for 12.5% of the Course mark. This is completed internally but submitted for assessment by the SQA. There is also a Final Talking Performance which is completed under exam conditions and accounts for 25% of the Course mark.

## **French - National 4, SCQF Level 4**

### **Course Description**

The purpose of the National 4 French Course is to develop the skills of reading, listening, writing and talking, through studying the contexts of society, learning, employability and culture. The Course enables learners to understand and use French within these context areas, to apply their knowledge of French, and to develop planning, research and language skills. Successful completion of this course can lead to the learner progressing to a National 5 in French.

### **The work of the course**

There are three units in this course. They are:

#### **A: Understanding Language**

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of straightforward language in the contexts of society, learning, employability and culture.

#### **B: Using Language**

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of straightforward language in the contexts of society, learning, employability and culture.

#### **C: Added Value Unit**

In the Added Value Unit, learners will apply their language skills by investigating a chosen topic on a familiar context in French.

### **Internal Assessment**

Learners are required to pass one Unit assessment in each of the four skills: listening, reading, writing and talking. In addition, for the Added Value Unit, learners are required to read two texts on a chosen topic, and then create a related short presentation in French. The assessments are internally assessed and will be resulted with either a pass or a fail.

### **External Assessment**

There is no external exam for this award. The qualification is awarded on a pass/ fail basis taking into account course work and assessments completed within school.

## **French - National 3, SCQF Level 3**

### **Course Description**

The purpose of the National 3 French Course is to develop the skills of reading, listening, writing and talking, through studying the contexts of society, learning, employability and culture. The Course enables learners to understand and use French within these context areas and to apply basic knowledge of French. Successful completion of this course can lead to the learner progressing to a National 4 in French.

### **The work of the course**

There are two units in this course. They are:

#### **A: Understanding Language**

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of simple language in the contexts of society, learning, employability and culture.

#### **B: Using Language**

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of simple language in the contexts of society, learning, employability and culture.

### **Internal Assessment**

Learners are required to pass one Unit assessment in each of the four skills: listening, reading, writing and talking. The assessments are internally assessed and will be resulted with either a pass or a fail.

### **External Assessment**

There is no external exam for this award and the qualification is awarded on a pass/ fail basis taking into account course work and assessments completed within school.

## **Gaelic National 4 (for beginners) (Campus PA col D)**

(Candidates' progress during the course will determine whether or not they attempt **National 5**.)

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

The course aims to give you an accelerated introduction to the language and to its culture.

### **What are the recommended entry levels for this course?**

For National 4 you should have done a Modern Language at least until the end of S2.

### **What content is included in this course?**

You will learn to use and understand Gaelic on a range of topics in the contexts of Society, Learning, Employability and Culture.

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

You will learn to understand simple spoken and written Gaelic and to communicate your ideas in speaking and writing.

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

In common with other languages, your teacher will use a range of resources, including listening activities. A series of useful textbooks are sometimes used in addition to printed notes. A measure of old-fashioned vocabulary learning is, of course, required, but candidates are encouraged to experiment with different learning techniques, for example, recording themselves, preparing for regular class quizzes and attempting to apply familiar vocabulary to new contexts.

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

You will be given regular feedback on your work and on how you can develop your skills further. You will sit Unit Assessments for reading, listening, writing, and talking. You will complete an Added Value Unit which includes reading, listening and talking.

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

You will be expected to look over all new vocabulary which is introduced in class. Home study also involves preparation for assessments. It is essential that deadlines are met.

### **What are the possible progression routes?**

You will be able to progress from National 4 to National 5 in S6 if you are making good progress.

## **Modern Languages for Life and Work (French/Spanish) SCQF Level 3/4**

### **Course Description**

With Hospitality and Travel and Tourism booming in Scotland, this course provides pupils with relevant skills that can be transferred directly to the modern day workplace.

The purpose of this course is to provide learners with the opportunity to develop language skills in combination with employability skills.

**Level 3** talking and listening assessed only

**Level 4** talking, listening and reading assessed

### **No writing assessments**

### **The work of the course**

There are three Units in this course. They are:

#### **A: Modern Languages for Work Purposes - Unit in French and/or Spanish (staffing dependent)**

The purpose of this Unit is to provide learners with the opportunity to develop basic skills in writing, talking, listening and reading needed to communicate in the world of work

#### **B: Building Own Employability Skills Unit undertaken entirely in English**

The purpose of this Unit is to provide learners with the opportunity to acquire the employability skills needed in order to gain employment.

#### **C: Modern Languages for Life - Unit in French and/or Spanish (staffing dependent)** The purpose of this Unit is to develop basic skills in writing, talking, listening and reading in practical and relevant contexts using the language studied. Learners explore the culture and everyday life in countries where the modern language is used.

This course provides progression for our Languages for Life and Work pupils in S3 and for anyone who feels a more vocational and transactional approach to language learning would be more appropriate. Progression this course once completed at level 3 and level 4 would progress to National 4 Modern Language in S5 and then potentially National 5 Modern Language in S6.

## **Spanish - Advanced Higher (Campus PHS Col D) (SCQF Level 7)**

### **Preferred Entry Level**

A good pass at Higher

The **Advanced Higher** course offers breadth and depth of linguistic experience and is both an excellent preparation for any pupil wishing to continue their study of a foreign language at university or for any pupil who wishes to enhance their ability to communicate fluently in a foreign language. Although the course is very much a continuation of Higher work, different topic areas, such as environmental, social, economic and political issues, are covered and the course has more rigour and depth.

### **Assessment**

In addition to an external assessment for reading, writing and listening at the end of the course, there will be an internally assessed speaking exam. The exam at each level will cover a variety of topics, which will be familiar to the candidates, and it will allow the pupils to show how fluently they can speak on the topics they have prepared. There are internal nabs for the four skills of writing, speaking, listening and reading and pupils must pass these to be able to then achieve an overall award at the end of the course. The Nabs are spread throughout the year and they are a good indication of whether a pupil is achieving the necessary level in their chosen language.

### **Homework**

Homework is an essential part of the learning process. As such, regular written and vocabulary based homework will be given and pupils will be expected to devote considerable time to homework throughout the year. As well as learning vocabulary and grammar, pupils will be given regular essays to write on the different topic areas that they cover as well as reading practice. At Advanced Higher, it is all recommended that pupils spend time doing extra listening practice by listening to authentic language extracts on line.

### **Internal Assessment**

Internal assessments are no longer required at Advanced Higher level, however can be completed as part of a units-only qualification.

Unit 1: Listening and Reading

Unit 2: Talking and Writing

Unit 3: Logbook (Essay plan for the Portfolio)

These are internally assessed and resulted with a pass or fail.

### **External Assessment**

There is an external exam which accounts for 60% of the Course mark. The exam includes two question papers: 'Reading and Translation' and 'Listening and Discursive Writing'. There is also a Final Talking Performance that is completed under exam conditions and accounts for 25% of the Course mark. Finally, the completion of a portfolio is required, and this accounts for 15% of the Course mark.

## **Spanish – Higher (SCQF Level 6)**

### **Course Description**

The purpose of the Higher Spanish Course is to develop learner's knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture. The Course enables learners to understand and use Spanish within these context areas, to apply their knowledge of Spanish, and to develop the language skills of translation. Successful completion of all course components can lead to the learner progressing to an Advanced Higher in Spanish.

### **The work of the course**

There are two units in this course. They are:

#### **A Understanding Language**

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

#### **B Using Language**

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability and culture.

### **Internal Assessment**

Internal assessments are no longer required at Higher level, however can be completed as part of a units-only qualification.

Each unit consists of two assessment outcomes:

Unit 1: Listening and Reading

Unit 2: Talking and Writing

These are internally assessed and resulted with a pass or fail.

### **External Assessment**

There is an external exam which accounts for 62.5% of the Course mark. The exam includes two question papers: 'Reading and Directed Writing' and 'Listening'. There is a written assignment which accounts for 12.5% of the Course mark. This is completed internally but submitted for assessment by the SQA. There is also a Final Talking Performance which is completed under exam conditions and accounts for 25% of the Course mark.

## Spanish - National 5, SCQF Level 5

### Course Description

The purpose of the National 5 Spanish Course is to develop learner's knowledge and understanding of detailed language in the contexts of society, learning, employability and culture. The Course enables learners to understand and use Spanish within these context areas, to apply their knowledge of Spanish, and to develop planning, research and language skills. Successful completion of this course can lead to the learner progressing to a Higher in Spanish.

### The work of the course

There are two units in this course. They are:

#### **A: Understanding Language**

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of detailed language in the contexts of society, learning, employability and culture.

#### **B: Using Language**

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of detailed language in the contexts of society, learning, employability and culture.

### Internal Assessment

Internal assessments are no longer required at National 5 level, however can be completed as part of a units only qualification.

Each unit consists of two assessment outcomes:

**Unit 1:** Listening and Reading

**Unit 2:** Talking and Writing

These are internally assessed and resulted with a pass or fail.

### External Assessment

There is an external exam which accounts for 62.5% of the Course mark. The exam includes two question papers: 'Reading and Writing' and 'Listening'. There is a written assignment which accounts for 12.5% of the Course mark. This is completed internally but submitted for assessment by the SQA. There is also a Final Talking Performance which is completed under exam conditions and accounts for 25% of the Course mark.

## **Spanish - National 4, SCQF Level 4**

### **Course Description**

The purpose of the National 4 Spanish Course is to develop the skills of reading, listening, writing and talking, through studying the contexts of society, learning, employability and culture. The Course enables learners to understand and use Spanish within these context areas, to apply their knowledge of Spanish, and to develop planning, research and language skills. Successful completion of this course can lead to the learner progressing to a National 5 in Spanish.

### **The work of the course**

There are three units in this course. They are:

#### **A: Understanding Language**

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of straightforward language in the contexts of society, learning, employability and culture.

#### **B: Using Language**

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of straightforward language in the contexts of society, learning, employability and culture.

#### **C: Added Value Unit**

In the Added Value Unit, learners will apply their language skills by investigating a chosen topic on a familiar context in Spanish.

### **Internal Assessment**

Learners are required to pass one Unit assessment in each of the four skills: listening, reading, writing and talking. In addition, for the Added Value Unit, learners are required to read two texts on a chosen topic, and then create a related short presentation in Spanish. The assessments are internally assessed and will be resulted with either a pass or a fail.

### **External Assessment**

There is no external exam for this award and the qualification is awarded on a pass/ fail basis taking into account course work and assessments completed within school.

## **Spanish - National 3, SCQF Level 3**

### **Course Description**

The purpose of the National 3 Spanish Course is to develop the skills of reading, listening, writing and talking, through studying the contexts of society, learning, employability and culture. The Course enables learners to understand and use Spanish within these context areas and to apply basic knowledge of Spanish. Successful completion of this course can lead to the learner progressing to a National 4 in Spanish.

### **The work of the course**

There are two units in this course. They are:

#### **A: Understanding Language**

In this Unit, learners will develop their reading and listening skills in the modern language and develop their knowledge of simple language in the contexts of society, learning, employability and culture.

#### **B: Using Language**

In this Unit, learners will develop their talking and writing skills in the modern language and develop their knowledge of simple language in the contexts of society, learning, employability and culture.

### **Internal Assessment**

Learners are required to pass one Unit assessment in each of the four skills: listening, reading, writing and talking. The assessments are internally assessed and will be resulted with either a pass or a fail.

### **External Assessment**

There is no external exam for this award and the qualification is awarded on a pass/ fail basis taking into account course work and assessments completed within school.

## English for Speakers of Other Languages (ESOL) Higher (Campus STJ col D) (SCQF Level 6)

### Course Description

This course is designed for learners:

- whose first language is NOT English
- who have entered the British/ Scottish education system at some point during their secondary schooling
- who have not had enough time or exposure to English to fully develop the depth of vocabulary and literacy skills to be presented for National 5 or Higher English.

### The work of the course

2 units: ESOL in Everyday Life  
ESOL in Study-Related Context or Work-Related Context

Learners will improve all their literacy skills, broadening their knowledge of complex, detailed and specialist vocabulary through the study of British culture and contemporary issues.

### Internal Assessment

Graded Talk/ Performance (conducted internally - marks submitted to SQA and externally moderated) (30%)

Each unit has assessments for listening, speaking, reading & writing

### External Assessment

An external exam paper testing reading & writing skills - 2 hour 10 mins (50%)

An external exam paper testing listening skills - 35 minutes (20%)

## English for Speakers of Other Languages (ESOL) - National 5 (Campus STJ col D) (SCQF Level 5)

### Course description

This course is designed for learners:

- whose first language is NOT English
- who have entered the British/ Scottish education system at some point during their secondary schooling
- who have not had enough time or exposure to English to fully develop the depth of vocabulary and literacy skills to be presented for National 5 or Higher English.

### The work of the course

2 units ESOL in Everyday Life  
ESOL in Context (Work or Study)

Learners will improve all their literacy skills and broaden their knowledge of detailed and specialist vocabulary through the study of British culture and contemporary issues.

### Internal Assessment

Graded Talk/Performance (conducted internally with marks submitted to SQA and externally moderated) 30%. Each unit has assessments for listening, speaking, reading & writing.

### External Assessment

An external exam paper testing reading & writing skills - 1 hour 35 mins (50%)

An external exam paper testing listening skills - 25 minutes (20%)

# Curriculum Area Mathematics

**Courses included in this section**

- **Applications of Mathematics**
- **Mathematics**
- **Statistics**

## **Applications of Mathematics – Higher (SCQF Level 6)**

### **Purpose and Aims**

Higher Applications of Mathematics equips learners with the skills needed to interpret, analyse, and critically appraise statistical and mathematical information; simplify and solve problems; assess risk and make informed decisions by enhancing critical and logical thinking.

The course aims to:

- select, apply, combine and adapt mathematical and statistical literacy skills needed for life, work and further study in a wide range of curricular areas
- further develop financial literacy in real-life contexts
- use appropriate digital technology to manipulate and model mathematical, statistical and financial information
- use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions in familiar and unfamiliar situations
- use a range of mathematical skills to analyse, interpret and present data and numerical information
- appraise quantitative information critically in the light of modelling or statistical assumptions

### **Course Content**

#### **Mathematical modelling**

- understanding and applying the process of mathematical modelling
- using software effectively in calculations

#### **Statistics and probability**

Applying statistical skills to:

- basic probability
- data
- correlation and linear regression
- data analysis, interpretation and communication

#### **Finance**

- calculating present and future values of monetary payments
- solving problems related to personal finance products and transactions
- applying personal financial planning skills

#### **Planning and decision making**

- project planning and associated decision making

# Applications of Mathematics – SCQF Level 5

## Course Description

This Course will develop skills for learning, life and work, through context and application-led learning. Through real-life contexts, learners will acquire and be able to apply mathematical operational skills directly relevant to life and work, and to appreciate the role of mathematical ideas in the world. In addition, learners will develop mathematical reasoning skills. They will learn how to draw conclusions, make and justify decisions.

This Course or its Units may provide progression to:

- Other qualifications in mathematics or related areas
- Further study, employment or training

There are 3 Units in this course. They are:

### 1 Managing Finance and Statistics

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts which may be new to the learner. This includes skills in analysing financial positions, budgeting as well as organising and presenting data to justify solutions and/or draw conclusions. The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

### 2 Geometry and Measures

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts which may be new to the learner. This includes skills in analysing and using geometry and measures to determine and justify solutions to real-life problems. The outcomes cover aspects of geometry and measurement in real-life situations requiring reasoning.

### 3 Numeracy

The general aim of this unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions

## Assessment

To gain the award of the Course the learner must pass the Course assessment. The Course assessment is externally marked and will provide the basis for grading attainment in the Course award.

# Applications of Mathematics – SCQF Level 4

## Course Description

This Course will develop skills for learning, life and work, through context and application-led learning. Through real-life contexts, learners will acquire the ability to apply mathematical operational skills relevant to life and work. In addition, learners will develop mathematical reasoning skills and will gain experience in problem solving and in using mathematics to draw conclusions and make informed decisions.

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

- National 5 Applications of Mathematics course
- Numeracy (National 5 Unit)

## The work of the course

There are 3 Units in this course. They are:

### 1 Managing 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. The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

### 2 Geometry and Measures

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. The Outcomes cover aspects of geometry and measurement in real-life situations requiring mathematical reasoning.

### 3 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. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

## Assessment

To achieve the National 4 Applications of Mathematics Course award, learners must pass all of the 3 Units and the course assessment. The Units and course assessment are internally marked and will be resulted with either a pass or fail.

## **Applications of Mathematics – SCQF Level 3**

### **Course Description**

This Course enables learners to acquire mathematical and numerical skills and apply them in a variety of real-life situations. In addition, learners will develop thinking skills and will gain experience in making informed decisions.

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

- National 4 Applications of Mathematics Course
- Numeracy (National 4) Unit

### **The work of the course**

There are 3 Units in this course. They are:

#### **1 Manage Money and Data**

The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.

#### **2 Space and Measures**

The general aims of this Unit is to enable learners to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Learners will build on their mathematical and numerical skills by using measures and elementary geometry to tackle real-life situations.

**3 Numeracy** The general aim of this unit is to develop learners' numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.

### **Assessment**

To achieve the National 3 Applications of Mathematics Course award learners must pass all of the 3 Units. The Units are internally marked and will be resulted with either a pass or fail.

# Mathematics Advanced Higher Statistics (Campus PGS Col E)

## Course Description

This Course introduces learners to experimental design and instills and nurtures the ability of learners to indulge in good analytical practice on data sets. It develops the ability to make informed judgments on calculated statistics and to communicate appropriate conclusions.

This Course or its Units may provide progression to:

- other qualifications in Mathematics or related areas
- Further study, employment and/or training

There are 3 Units in this course. They are:

### 1 Data Analysis and Modelling

The general aim of this Unit is to introduce the study of probability models. Learners will develop skills in data collection, presentation, and interpretation and will study the notion of probability and be introduced to some probability models. The theory behind the models will be explained, exploratory data analysis used as an indicator, and the uses of different random variables explored.

### 2 Statistical Inference

The general aim of this Unit is to develop and apply skills in statistical inference. Learners will select and use appropriate statistical models to assist with the analysis of data and interpret results in context, evaluating the strength and limitations of their models.

The practicalities of working with sample data to consider possible population distributions and to obtain best estimates of a population mean are introduced. The importance of the distribution of sample means is highlighted, and the power of the central limit theorem is outlined and used to evaluate the accuracy of the estimated population mean. A statistical investigation generated by the learner will be carried out using the skills developed in the Unit.

### 3 Hypothesis Testing

The general aim of this Unit is to develop and apply skills in hypothesis testing. These tests will be parametric, non-parametric and bi-variate. Learners will develop skills in effectively communicating conclusions reached on the basis of statistical analysis. A statistical hypothesis test generated by the learner will be carried out using the skills developed in the Unit.

## Internal Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The Units are internally marked and will be resulted with either a pass or fail.

## External Assessment

Course assessment will provide the basis for grading attainment in the Course award.

# Mathematics SCQF Level 7 Advanced Higher

## Course Description

This Course will develop, deepen and extend the mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring more complex mathematical ideas. In addition, learners will develop mathematical reasoning skills and will gain experience in logical thinking and methods of proof.

This Course or its Units may provide progression to:

- other qualifications in Mathematics or related areas
- Further study, employment and/or training

There are 3 Units in this course. They are:

### 1 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.

### 2 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.

### 3 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.

## Internal Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The Units are internally marked and will be resulted with either a pass or fail.

## External Assessment

Course assessment will provide the basis for grading attainment in the Course award.

# Mathematics SCQF Level 6 - Higher

## Course Description

This Course will develop, deepen and extend the mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

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

- Advanced Higher Maths
- Advanced Higher Statistics

There are 3 Units in this course. They are:

### **1 Mathematics: 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. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

### **2 Mathematics: 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. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

### **3 Mathematics: Applications**

The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

## **Internal Assessment**

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The Units are internally marked and will be resulted with either a pass or fail.

## **External Assessment**

Course assessment will provide the basis for grading attainment in the Course award.

# Mathematics National 5, SCQF Level 5

## Course Description

Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

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

- Higher Mathematics

There are 3 Units in this course. They are:

### **1 Mathematics: 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. The Outcomes cover aspects of number, algebra, geometry and reasoning.

### **2 Mathematics: 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. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

### **3 Mathematics: 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. The Outcomes cover aspects of these skills and also skills in reasoning.

## **Assessment**

To gain the award of the Course the learner must pass the Course assessment. The Course assessment is externally marked and will provide the basis for grading attainment in the Course award.

## **Mathematics - National 4, SCQF Level 4**

### **Course Description**

This Course will develop skills for further learning, as well as skills for life and work. Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

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

- National 5 Mathematics Course
- Numeracy (National 5) Unit

### **The work of the course**

There are 3 Units in this course. They are:

#### **1 Mathematics: 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. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

#### **2 Mathematics: 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. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

#### **3 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. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

### **Assessment**

To achieve the National 4 Mathematics Course award, learners must pass all of the 3 Units and the Course assessment. The Units and Course assessment are internally marked and will be resulted with either a pass or fail.

# Curriculum Area

# Social Subjects

**Courses included in this section**

- **Geography**
- **Environmental Science**
- **History**
- **Modern Studies**
- **People & Society**
- **Politics**
- **Religious, Moral and Philosophical Studies**
- **Travel & Tourism**

## **Geography – SCQF Level 7 Advanced Higher (Campus PA col E)**

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

The aims of the Advanced Higher Geography are to develop the students' geographical knowledge and skills and prepare the student for further geographical study at university.

### **What are the recommended entry levels for this course?**

Students should have gained a good pass (A or B) in Higher Geography.

### **What content is included in this course?**

- **Geographical Methods and Techniques** cover the three skill areas of fieldwork/research techniques, geographical data handling, and map interpretation.
- A **Geographical Study** involving researching a topic undertaken in the local area. The student will be planning, collecting and processing information that is then analysed, interpreted and presented in an illustrated report.
- A current **Geographical Issue** is selected by the candidate, from any region/country, to develop their critical thinking and ability to use a wide range of sources to analyse and evaluate evidence before reaching a valid conclusion.

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

The successful student will develop a range of individual research and fieldwork skills. These will involve planning, time management, in-depth analysis, presentation and evaluation of material and methods.

Learners will develop high level skills which are transferable to other areas of study and which they will use in everyday life. The emphasis on the critical evaluation of viewpoints and sources of information, including maps will develop higher order thinking skills. Learners will progressively develop skills in literacy by report writing and essay writing and skills in numeracy through data collection, processing and the use of statistical techniques and geographical information systems (GIS).

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

While these do include class teaching and group fieldwork exercises, the emphasis is on personal responsibility for the student's own learning

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

Advanced Higher is assessed both internally and externally. The Geographical Issue and Study are assessed externally and presented as a folio which is worth 100 of the 150 total marks awarded. The remaining 50 marks are gained from an external exam based on fieldwork/research techniques, geographical data handling, and map interpretation.

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

The student will have to plan, research and write up reports on a variety of topics, at home, as well as complete exam-style questions.

### **What are the possible progression routes?**

The Advanced Higher Geography Course is recognised as an entry qualification to employment, training, further and higher education. Relevant degree level programmes can include science, geology and social science. This Course, with its wide range of transferable skills, provides preparation for a diverse range of occupations and careers, such as town and transport planning, chartered surveying, renewable energy, development, tourism, land and water management, environmental consultancy, conservation, demography, housing and social welfare.

## **Geography - SCQF Level 6 (Higher)**

### **Course Description**

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

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

### **The work of the course**

The course will involve the study of 4 Units:

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

In this Unit, learners will develop geographical skills and techniques in the context of physical environments. Learners will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Learners will study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types will be chosen from: glaciated upland; upland limestone; coastal landscapes; and rivers and valleys.

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

In this Unit, learners will develop geographical skills and techniques in the context of human environments. Learners will develop a detailed knowledge and understanding of the processes and interactions at work within human environments. Learners will study and compare developed and developing countries drawn from a global context. Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

#### **Geography: Global Issues**

In this Unit, learners will develop skills in the use of numerical and graphical information in the context of global issues. Learners will develop a detailed knowledge and understanding of significant global geographical issues. Key topics include climate change; the impact of human activity on the natural environment; environmental hazards; trade and globalisation; tourism and health. Learners will study major global issues and the strategies adopted to manage these.

#### **Geography: Application of Skills**

Learners will be provided with a development scenario and, using map and source interpretation skills, evaluate the suitability/ advantages/ disadvantages/ impact of the proposal on the local area (social, economic and environmental impacts).

**Internal assessments** are no longer required at Higher level, however can be completed as part of a units only qualification.

### **External Assessment**

Candidates will be expected to complete an assignment and a final exam, both of which will be externally marked.

## **Geography – National 5, SCQF Level 5**

### **Course Description**

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

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

### **The work of the course**

The course will involve the study of 3 Units:

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

In this Unit, learners will develop geographical skills and techniques in the context of physical environments. Learners will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include formation of glaciated and coastal features; land use management and sustainability; and weather. Learners will study a selection of landscape types from contexts within Scotland and/or the UK.

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

In this Unit, learners will develop geographical skills and techniques in the context of human environments. Learners will develop a detailed knowledge and understanding of the processes and interactions at work within human environments. Learners will study and compare developed and developing countries. Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

#### **Geography: Global Issues**

In this Unit, learners will develop skills in the use of numerical and graphical information in the context of global issues. Learners will develop a detailed knowledge and understanding of significant global geographical issues. Key topics include climate change; the impact of human activity on the natural environment; environmental hazards; trade and globalisation; tourism and health. Learners will study major global issues and the strategies adopted to manage these.

### **Internal Assessment**

Internal assessments are no longer required at National 5 level, however can be completed as part of a units only qualification.

### **External Assessment**

Candidates will be expected to complete an assignment and final exam. Both components will be externally assessed.

## **Geography – National 3/4, SCQF Level 3/4**

### **Course Description**

The purpose of Geography is to develop the learners understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment. Geography opens up for learners the physical environment around them, and the ways in which people interact with this environment.

### **The work of the course**

The course will involve the study of 3 Units and the Added Value Unit (National 4 only):

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

In this Unit, the focus will be on the development of geographic skills and techniques in the context of physical environments. Learners will develop knowledge and understanding of the processes and interactions at work within physical environments. Key topics will include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Learners will study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types will be chosen from: glaciated upland; upland limestone; coastlines of erosion and deposition; and rivers and their valleys.

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

In this Unit, the focus will be on the development of geographic skills and techniques in the context of human environments. Learners will develop knowledge and understanding of the processes and interactions at work within human environments. Learners will study and compare developed and developing countries drawn from a global context. Key topics will include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

#### **Geography: Global Issues**

In this Unit, the focus will be on the use of numerical and graphical information in the context of global issues. Learners will develop knowledge and understanding of significant global geographical issues. Key topics will include climate change and sustainability; the impact of world climates; environmental hazards; trade and globalisation; and development and health. Learners will study major global issues and the strategies adopted to manage these.

#### **Added Value Unit**

In this Unit, learners will choose an issue for personal study drawn from physical environments, human environments or global issues contexts. They will research their issue and communicate their findings.

#### **Internal Assessment**

Learners are required to pass an assessment at the end of each unit and the Added Value Project (National 4 only). All assessments are internally marked and will be resulted with either a pass or a fail.

#### **External Assessment**

There is no external assessment for this course.

## **Environmental Science - SCQF Level 6 (Higher) (Geography Department) (S6 only)**

The Higher Environmental Science Course provides the opportunity for S6 candidates to achieve a **fourth science qualification**. Environmental science is an interdisciplinary subject, which draws from the sciences and earth sciences. The Course is practical and experiential and develops scientific awareness of environmental issues.

**Progression routes** include: further study at university/ college or employment within the growing environmental sector.

The three unit components are as follows:

### **Environmental Science: Living Environment (Higher)**

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of the living environment. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are investigating ecosystems and biodiversity, interdependence, and human influences on biodiversity.

### **Environmental Science: Earth's Resources (Higher)**

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are the geosphere, the hydrosphere, the biosphere, and the atmosphere.

### **Environmental Science: Sustainability (Higher)**

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of sustainability. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are, food, water, energy, and waste management.

### **Assessment & Qualification**

The course has two assessment components a written exam paper and a practical assignment both components are externally assessed.

### **Entry requirements**

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

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

## History - Advanced Higher (Campus only PA col D)

- **What are the aims of the course?**

- The Advanced Higher History Course articulates with, and provides progression from the Higher History Course. The Course aims to provide an opportunity for further reinforcing and extending the candidate's historical knowledge and understanding to analyse events and their relationships thoroughly and address complex historical issues and interpretations. It also aims to develop the ability to interpret complex primary and secondary historical evidence. In addition, candidates undertake historical study in depth through the research and production of a dissertation.

- **What are the recommended entry levels for this course?**

- Students should have a good pass at Higher History and an A pass is desirable.

- **What content is included in this course?**

- **What skills will I develop?**

- **The field of study is Scotland: Independence and Kinship, 1249-1334**

- The aims of the Advanced Higher History Course are to develop and enhance important skills. These skills include: critical analysis of historical research, including evaluating primary and other evidence; participating in debate and discussion, through which attitudes of open-mindedness and tolerance are fostered; organising and analysing lines of argument; adopting a structured approach to the research of a historical issue; constructing and sustaining lines of argument which reflect the complexity of the issues they address; presenting conclusions in a clear way, while reflecting the complexity of the issue under consideration.

- **How will I be assessed?**

- As well as completing unit assessments, candidates will complete a course assessment which will consist of an exam and a dissertation. The exam will take place over three hours and will consider both historical issues and the handling of historical sources. The exam makes up 90 marks, while the dissertation is marked out of 50.

- **What are the homework requirements?**

- This is an intensive course which requires candidates to work independently. Therefore, homework is a standing obligation and candidates must show their commitment to their studies throughout the entire duration of the course.

- **What are the possible progression routes?**

- This Course or its Units may provide progression to:



- ◆ Further or higher education courses in History, Law or Social Studies
- Training or employment

## History - SCQF Level 6 (Higher)

### Course Description

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

### The work of the course

The course will involve the study of 3 Units and an Assignment:

- **Historical Study: Scottish**

In this Unit, learners will develop techniques to evaluate a range of historical sources. Complex issues in Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

- **Historical Study: British**

In this Unit, learners will develop techniques to evaluate the impact of historical developments. Complex issues in British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

- **Historical Study: European and World**

In this Unit, learners will develop techniques to evaluate the factors contributing to historical developments. Complex issues in European and world history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

**Internal assessments** are no longer required at Higher level, however can be completed as part of a units only qualification.

### External Assessment

Candidates will be expected to complete an assignment and a final exam, both of which will be externally marked.

## **History – National 5, SCQF Level 5**

### **Course Description**

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live.

By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

### **The work of the course**

The course will involve the study of 3 Units and an Assignment:

#### **Historical Study: Scottish**

In this Unit, learners will develop techniques to evaluate a range of historical sources. Events and themes of Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

#### **Historical Study: British**

In this Unit, learners will develop techniques to evaluate the impact of historical developments. Events and themes of British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

#### **Historical Study: European and World**

In this Unit, learners will develop techniques to evaluate the factors contributing to historical developments. Events and themes of European and world history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

### **Internal Assessment**

Internal assessments are no longer required at National 5 level, however can be completed as part of a units only qualification.

### **External Assessment**

Candidates will be expected to complete an assignment and final exam. Both components will be externally assessed.

## History - SCQF Level 3/4

### Course Description

In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. History contributes to learners' understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today. This sense of heritage and historical understanding will, in turn, assist them in functioning as effective contributors to society and responsible citizens within that society, as well as giving them more individual confidence in their learning and working lives.

### The work of the course

The course will involve the study of 3 Units and an Added Value Unit (National 4 only):

#### Historical Study: Scottish

In this Unit, learners will develop techniques to use, interpret and evaluate a limited range of primary and secondary sources in ways which take into account their usefulness and purpose. Learners will be required to study one of a number of specified contexts. Through the context chosen, important themes of Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an important area of historical study.

#### Historical Study: British

In this Unit, learners will develop techniques to describe, explain and present information about the content and context of important historical themes and events. Learners will be required to study one of a number of specified contexts. Through the context chosen, important themes of British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an important area of historical study.

#### Historical Study: European and World

In this Unit, learners will develop techniques to compare differing historical viewpoints taking into account their content and context. Learners will be required to study one of a number of specified contexts. Through the context chosen, important themes of European or World history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an important area of historical study.

#### Added Value Unit: History Project

In this Unit, learners will exercise choice in selecting a topic and context for personal study drawn from Scottish, British or European and world contexts. They will research their chosen topic and communicate their findings.

#### Internal Assessment

Learners are required to pass an assessment at the end of each unit and the Added Value Project (National 4 only). All assessments are internally marked and will be resulted with either a pass or a fail.

#### External Assessment

There is no external assessment for this course.

## **Modern Studies Advanced Higher (Campus only PHS Col E)**

### **Introduction**

The Advanced Higher Modern Studies Course further develops learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners further develop an awareness of the political, social and economic issues they will encounter in their lives.

### **Course details**

In Advanced Higher Modern Studies S6 pupils will:

#### **Study Contemporary Issues**

Learners will analyse the complex political and social processes that lead to the understanding of today's society. They will understand and analyse the social issues in the UK and adopt an international comparative approach. Pupils will study a range of complex social issues relating to law and order in the United Kingdom.

#### **Complete a project-dissertation**

Completing the project-dissertation will allow learners to have the opportunity to develop their reading and writing skills as they research their chosen topic and write up. They will develop personal learning as they will work independently to identify and refine a topic or issue and carry out the research. To be successful learners must assess the usefulness of sources and express reasoned viewpoints with supporting evidence. This course provides opportunities to develop the skill of synthesising information to support conclusions/arguments. Overall learners will gain valuable knowledge and a good understanding of social research methods.

### **Next steps**

Modern Studies will provide an opportunity for candidates to prepare for further study in a wide range of other subjects in colleges and universities. The skills developed within Modern Studies are transferable and valued across a wide range of professions.

### **You can find out more at:**

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

## **Modern Studies - SCQF Level 6 (Higher)**

### **Course Description**

The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the three Units of the Course.

Through this Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. The Course will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.

Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

### **The work of the course**

This course will involve the study of 3 units and an assignment:

#### **Modern Studies: Democracy in Scotland and the United Kingdom**

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to detect and explain the degree of objectivity in contemporary Scottish and UK political contexts. They will investigate the differences in the UK and Scottish political systems, and how the two work together; including the study of voting systems.

#### **Modern Studies: Social Issues in the United Kingdom**

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to make and justify decisions about social issues. This will focus on inequality in society including child poverty, gender and racial inequalities, health issues in the UK; and the work of governments to change this situation.

#### **Modern Studies: International Issues**

Learners will be evaluating the key causes, effects and responses to a topical world issue, analysing the evidence to come to a variety of conclusions. They will also analyse the effectiveness of responses in bringing a resolution to the issue.

**Internal assessments** are no longer required at Higher level, however can be completed as part of a units only qualification.

#### **External Assessment**

Candidates will be expected to complete an assignment and final exam both components will be externally assessed.

## **Modern Studies – National 5, SCQF Level 5**

### **Course Description**

The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the three Units of the Course.

Through this Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. The Course will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.

Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

### **The work of the course**

This course will involve the study of 3 units and an assignment:

#### **Modern Studies: Democracy in Scotland and the United Kingdom**

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to detect and explain the degree of objectivity in contemporary Scottish and UK political contexts. Learners will apply a knowledge and understanding of democracy in Scotland and the United Kingdom.

#### **Modern Studies: Social Issues in the United Kingdom**

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to make and justify decisions about social issues. Learners will apply knowledge and understanding of social issues within the United Kingdom and Scotland.

#### **Modern Studies: International Issues**

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to draw and support conclusions in international contexts. Learners will apply knowledge and understanding of international issues.

### **Internal Assessment**

Internal assessments are no longer required at National 5 level, however can be completed as part of a units only qualification.

### **External Assessment**

Candidates will be expected to complete an assignment and final exam. Both components will be externally assessed.

## **Modern Studies – National 3/4, SCQF Level 3/4**

### **Course Description**

Modern Studies develops in learners a greater understanding of the contemporary world and their place in it. Through the skills and content of the Modern Studies Course, learners will develop an increased understanding of the democratic political system and their place in it as well as a sense of responsible citizenship.

The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. Modern Studies opens up the world of contemporary society for learners.

### **The work of the course:**

This Course has four mandatory Units, including the Added Value Unit (National 4 only):

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

In this Unit, the focus will be on the use of straightforward sources of information in order to detect and explain bias and exaggeration. Learners will develop a knowledge and understanding of the UK political structure including the place of Scotland within this structure. Learners will then have a choice of contexts for study which will be drawn from **either** the Scottish political system **or** the UK political system.

#### **Social Issues in the United Kingdom**

In this Unit, the focus will be on the use of straightforward sources of information in order to make and justify decisions. Learners have a choice of social issues within Scotland and the UK. Contexts for study will focus on **either** social inequality **or** crime and the law.

#### **International Issues**

In this Unit, the focus will be on the use of straightforward sources of information in order to draw and justify conclusions. Learners have a choice of contexts for study. Contexts for study can be **either** a socio/economic and political study of another contemporary society **or** an international issue.

#### **Added Value Unit: Modern Studies Project**

In this Unit, learners will choose an issue for personal study drawn from political, social or international contexts. They will research their chosen issue and communicate their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the knowledge, understanding and skills acquired in the other three Units of the Course.

#### **Internal Assessment**

Learners are required to pass an assessment at the end of each unit and the Added Value Project (National 4 only). All assessments are internally marked and will be resulted with either a pass or a fail.

#### **External Assessment**

There is no external assessment for this course.

## **Politics Higher (Campus PGS Col D S6 only)**

### **Course Description**

This course deals with a range of cognitive skills. Through a wide range of sources of information learners will develop investigating, evaluating and analysing skills in order to understand and explain complex political issues.

By undertaking this course, learners will develop a wide range of important and transferrable skills, including researching political issues, synthesising information from a wide range of sources to produce detailed and balanced conclusions, explaining, analysing and evaluating political concepts, comparing and contrasting political systems, and interpreting and evaluating electoral data.

### **Work of the Course**

There are three units within this award:

#### **Political Theory**

In this unit, learners will use a range of sources of information to evaluate different political ideologies and political concepts. They will draw on theoretical and conceptual knowledge and understanding of political ideologies and political concepts. Learners will develop an understanding of theories of power, authority and legitimacy; and be able to analyse these effectively.

#### **Political Systems**

In this unit, learners will use a range of sources of information to compare different political systems. They will draw on knowledge and understanding of different political systems to examine the constitutional arrangements of a variety of countries, and compare the legislative, executive and judicial branches of government.

#### **Political Parties and Elections**

In this unit, learners will analyse a range of electoral data to evaluate factors which contribute to the electoral performance of UK political parties. They will draw on knowledge and understanding of the complex factors that contribute to the electoral performance of UK political parties. They will complete a case study of a UK political party to examine what has contributed to that party's electoral success

**Internal assessments** are no longer required at Higher level, however can be completed as part of a units only qualification.

#### **External Assessment**

Candidates will be expected to complete an assignment and a final exam, both of which will be externally marked.

## **People and Society: SCQF Levels 3 and 4**

This is a skills based course which builds on the interests of the students. It incorporates 3 units and an Added Value Unit. All are internally assessed. The National 3 course is identical but without the Added Value Unit.

### **Investigating Skills (SCQF Level 4)**

In this Unit, learners will develop a range of straightforward investigating skills, including choosing suitable sources of information for an investigation, collecting information from sources of different types, and organising information. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

### **Comparing and Contrasting (SCQF Level 3/4)**

In this Unit, learners will develop straightforward skills of using information to compare and contrast. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

### **People and Society: Making Decisions (SCQF Level 3/4)**

In this Unit, learners will develop straightforward skills of using information to make decisions. Learners will develop these skills through choosing, with guidance, key ideas for study which will allow them to acquire straightforward knowledge and understanding of people and society.

### **Added Value Unit: People and Society: Assignment (SCQF Level 3/4)**

In this Unit, learners will choose an issue for personal study relating to at least one key idea of the Course. They will research their chosen issue and present their findings. Through this activity they will have opportunities to experience challenge and application as they further develop and apply the skills, knowledge and understanding acquired in the other three Units of the Course

### **Internal Assessment**

Learners are required to pass an assessment at the end of each unit and the Added Value Project (for National 4). All assessments are internally marked and will be resulted with either a pass or a fail.

**Progression:** This course could lead to progression at SCQF Level 5 in Travel and Tourism moving towards SCQF Level 6 in Activity Tourism (College).

Industry relevant skills e.g. research, investigating, presenting, organizing and evaluating are all developed through this course.

## **Religious Moral and Philosophical Studies - SCQF Level 6 (Higher)**

### **Course Description**

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the Course Units.

The Course will require learners to study a world religion in detail, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions. The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

### **Work of the course:**

This course has three mandatory units and an assignment:

#### **World Religion**

In this Unit, learners will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. They will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

#### **Morality and Belief**

In this Unit, learners will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

#### **Religious and Philosophical Questions**

In this Unit, learners will develop skills to critically analyse religious and philosophical questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice.

**Internal assessments** are no longer required at Higher level, however can be completed as part of a units only qualification.

#### **External Assessment**

Candidates will be expected to complete an assignment and a final exam, both of which will be externally marked.

## **Religious Moral and Philosophical Studies – National 5, SCQF Level 5**

### **Course Description**

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the Course Units.

The Course will require learners to study a world religion in detail, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions. The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

### **Work of the course:**

This course has three mandatory units and an assignment:

#### **World Religion**

In this Unit, learners will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. They will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

#### **Morality and Belief**

In this Unit, learners will develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice.

#### **Religious and Philosophical Questions**

In this Unit, learners will develop skills to critically analyse religious and philosophical questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice.

### **Internal Assessment**

Internal assessments are no longer required at National 5 level, however can be completed as part of a units only qualification.

### **External Assessment**

Candidates will be expected to complete an assignment and final exam. Both components will be externally assessed.

## **Religious Moral and Philosophical Studies – National 4, SCQF Level 4**

### **Course Description**

The Religious, Moral and Philosophical Studies Course will build on the religious and moral education. The Course allows learners to develop values and beliefs, learn to express these, and act in accordance with an informed conscience when making moral decisions. It encourages learners to develop an understanding and respect for different faiths, beliefs and values, and to put their values or beliefs into action in ways which benefit others in local, national and global communities.

### **Work of the Course**

The Course consists of four Units:

#### **World Religion**

In this Unit, learners will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. They will develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

#### **Morality and Belief**

In this Unit, learners will develop techniques to enquire into, evaluate and present reasoned views about religious and non-religious responses to moral issues. They will develop knowledge and understanding of at least one contemporary moral issue from a choice. Religious and nonreligious viewpoints will be explored.

#### **Contemporary Religious Debates**

In this Unit, learners will develop techniques to describe and analyse at least one significant religious belief from a choice, and responses to this belief from science or philosophy. They will develop knowledge and understanding of the area. The range of contexts for study will be flexible to allow for personalisation and choice.

#### **Added Value Unit: Religious, Moral and Philosophical Studies: Project**

In this Unit, learners will exercise choice in selecting an issue or topic for personal study drawn from religious, moral or philosophical contexts. They will research their chosen issue or topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension of knowledge and skills as they draw on and apply the skills and knowledge acquired in the other Units of the Course.

#### **Internal Assessment**

Learners are required to pass an assessment at the end of each unit and the Added Value Project. All assessments are internally marked and will be resulted with either a pass or a fail.

#### **External Assessment**

There is no external assessment for this course.

## **Travel & Tourism - SCQF Level 5**

### **Course Description**

Level 5 Travel and Tourism is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes needed for work in the travel/ tourism/hospitality industries and can provide progression towards: college courses; employment within the tourist/ hospitality industries.

Learners will develop:

- skills to become effective job-seekers and employees
- skills to deal effectively with all aspects of customer care and customer service in travel and tourism
- the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

### **Work of the Course**

There are four units within this award:

#### **Travel and Tourism: Employability**

The general aim of this Unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to a range of jobs across the travel and tourism industry. Learners will gain an understanding of the skills and qualities identified by employers as being the most important in the travel and tourism industry. They will also be able to demonstrate employability skills and plan for employment in a particular travel and tourism job.

#### **Travel and Tourism: Customer Service**

The general aim of this Unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.

#### **Travel and Tourism: Scotland**

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers. Learners who complete this Unit will be able to carry out an investigation of Travel and Tourism in Scotland and meet customer holiday needs.

#### **Travel and Tourism: UK and Worldwide**

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers.

### **Assessment**

Learners will complete an ongoing portfolio of evidence for assessment.  
There is no external assessment for this course.

## **ASDAN: SCQF Level 5**

ASDAN Short Courses are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas.

Because they are multi-level, the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level.

Learners can choose between subject based short courses or work related/ personal and social development short courses. Short courses are based on modules of varying length and this course is based around learner interest.

### **Skills Development:**

ASDAN courses motivate and enhance learners' confidence, self-esteem and resilience. In addition, learners develop core skills in teamwork, communication, problem solving, research and self-management.

### **Progression Pathways:**

ASDAN Awards can lead to progression towards college courses or employability awards. It could also provide progression towards a Foundation Apprenticeships.

# Curriculum Area Health & Wellbeing

Courses included in this section

- Health & Food Technology
  - Hospitality
  - Practical Cake Craft
  - Practical Cookery
- 
- Physical Education

## Health & Food Technology Advanced Higher (Campus PHS Col E)

The Advanced Higher Health and Food Technology Course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, legislation, sustainability, psychology of food trends, food production and development, and their effects on consumer choices. Learners research and apply knowledge and understanding of the relationships between nutrition, food and health, and develop detailed knowledge and understanding of the science and sensory testing of food.

### Recommended entry:

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

### Purpose and aims of the Course:

The Course has six broad and interrelated aims that enable learners to:

- develop skills of independent enquiry, critical thinking and analysis and evaluation
- research and apply knowledge and understanding of the relationships between nutrition, food and health, and the importance of these relationships
- develop detailed knowledge and understanding of the science and sensory testing of food
- apply knowledge and understanding of the functional properties of food
- develop in-depth knowledge and understanding of food systems in production, processing and consumption, and the importance of safe and hygienic practices
- analyse contemporary issues affecting consumer food choices

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

### Progression

This Course or its Units may provide progression to:

- Higher National Diplomas in areas such as food science and food technology
- Degrees in areas such as food science and technology, food product design, human nutrition and dietetics or food, nutrition and health, food engineering.
- Other progression pathways are also possible, including progression to other qualifications at the same or different levels.

### Assessment:

All Units are internally assessed against SQA requirements. They will be assessed on a pass/fail basis within centres.

For the Course Assessment the learner will be assessed by a **project** and a **question paper**.

**The project** will require application of skills, knowledge and understanding from across the Units. Learners will produce a project proposal, carry out research and evaluate the evidence they have gathered to come to conclusions. The project will be sufficiently open and flexible to allow for personalisation and choice. **The project will have 60% of the total marks available for Course assessment.**

**The question paper** will require demonstration and application of knowledge, understanding and skills from across Units. **The question paper will have 40% of the total marks available for Course Assessment. All questions will be mandatory. Within the question paper, there will be a range of question types which will ask learners to explain, evaluate and analyse.**

**Homework:** Homework will be set regularly and it is essential that this is completed and submitted on time, in order for learners to receive feedback and guidance on their progress and understanding.

## Health and Food Technology – SCQF level 6 - Higher

### Course Description

The purpose of this Course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, informed food and dietary choices. The Course has five broad and inter-related aims that enable learners to:

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

This Course would be ideal if you have an interest in developing skills and knowledge about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice. It will also appeal to those who enjoy learning through practical activity and have the ability to work and research independently.

Pupils will have to have achieved N5 to study Higher.

### The work of the course

There are 3 units in this course. They are:

#### 1. Food for Health,

The general aim of this unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition.

#### 2. Food Product Development

Learners will develop an understanding of the stages involved in developing a food product.

#### 3. Contemporary Food Issues

In this Unit, learners will investigate a range of contemporary food issues.

### Internal Assessment

Units will be internally assessed and will result with a pass or a fail.

### External Assessment

The learner will be assessed by an assignment (50% of the marks) and a question paper (50% of the marks) the assignment will require application of skills, knowledge and understanding from across the Units. The question paper will integrate knowledge and understanding from across the Units.

# Health and Food Technology National 5, SCQF Level 5

## Course Description

The purpose of this Course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, informed food and dietary choices. The Course has five broad and inter-related aims that enable learners to:

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

This Course would be ideal if you have an interest in developing skills and knowledge about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice. It will also appeal to those who enjoy learning through practical activity and have the ability to work and research independently.

Progression from National 5 will be to Higher or other related Level 6 courses at Perth College such as the Foundation Apprenticeship in Food & Drink Operations. Food and Drink is an area of growth in our local and national economy so there are many options and opportunities if you choose this pathway.

## The work of the course

There are 3 units in this course. They are:

### 1. Food for Health,

The general aim of this unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition.

### 2. Food Product Development

Learners will develop an understanding of the stages involved in developing a food product.

### 3. Contemporary Food Issues

In this Unit, learners will investigate a range of contemporary food issues.

## External Assessment

The learner will be assessed by an assignment (50% of the marks) and a question paper (50% of the marks) the assignment will require application of skills, knowledge and understanding from across the Units. The question paper will integrate knowledge and understanding from across the Units.

# Health and Food Technology National 4, SCQF Level 4

## Course Description

The purpose of this Course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, informed food and dietary choices. The Course has five broad and inter-related aims that enable learners to:

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

This Course would be ideal if you have an interest in developing skills and knowledge about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice. It will also appeal to those who enjoy learning through practical activity and have the ability to work and research independently.

Progression from National 4 will be to National 5 or other related Level 5 courses at Perth College. You could still be considered for the Level 6 Foundation Apprenticeship in Food & Drink Operations. Food and Drink is an area of growth in our local and national economy so there are many options and opportunities if you choose this pathway.

### The work of the course

There are 3 units in this course. They are:

#### 1. Food for Health

The general aim of this unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition.

#### 2. Food Product Development

Learners will develop an understanding of the stages involved in developing a food product.

#### 3. Contemporary Food Issues

In this Unit, learners will investigate a range of contemporary food issues.

### Internal Assessment

The learner will be assessed by an assignment will require application of knowledge and skills from across the Units. The assignment will be sufficiently open and flexible to allow for personalisation and choice. This added value unit will result in a pass or a fail.

### External Assessment

N/A

# Hospitality - Practical Cookery National 5, SCQF Level 5

## Course Description

This subject is ideal for those who enjoy cooking and want to develop their cooking skills. It is also great for those who have an interest in the Hospitality Industry and are interested in any type of career within the food industry. Learners will become familiar with a range of cookery skills, food preparation techniques and cookery processes and understand ingredients from a variety of different sources, their uses and responsible sourcing and sustainability. Learners must understand the impact of the choice of ingredients on health and wellbeing. Learners will have to plan and produce meals and present them appropriately while developing an understanding of the importance of food safety and hygiene. This Course or its Units may provide progression to other qualifications in Hospitality or related areas such as the Food & Drink Operations Foundation Apprenticeship at Perth College – as well as directly into further training or employment.

### The work of the course

There are 3 units in this course. They are:

#### 1. Cookery Skills, Processes and Techniques

This unit provides evidence of cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes while working safely and hygienically.

#### 2. Understanding and Using Ingredients

This unit will allow learners to apply their understanding of a range of ingredients and select appropriate ingredients and use them in the preparation of dishes while working safely and hygienically.

#### 3. Organisational Skills for Cooking.

This unit allows learners to plan a two-course meal follow recipes and implement a time plan to produce this two-course meal.

### Internal Assessment

The learner will be given opportunities to engage in practical activities drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend cookery-related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification. Learners will plan, prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately. The practical activity is awarded 62% of overall grade.

### External Assessment

The learner will be assessed by a question paper worth 25% of overall grade and an assignment (Planning) worth 13% of overall grade

# Hospitality Practical Cookery National 4, SCQF Level 4

## Course Description

This subject is ideal for those who enjoy cooking and want to develop their cooking skills. It is also great for those who have an interest in the Hospitality Industry and are interested in any type of career within the food industry. Learners will become familiar with a range of cookery skills, food preparation techniques and cookery processes and understand ingredients from a variety of different sources, their uses and responsible sourcing and sustainability. Learners must understand the impact of the choice of ingredients on health and wellbeing. Learners will have to plan and produce meals and present them appropriately while developing an understanding of the importance of food safety and hygiene. This Course or its Units may provide progression to National 5 Hospitality as well as to other Level 5 courses such as Professional Cookery at Perth College or into other training or employment in the rapidly growing local Food & Drink industry.

### The work of the course

There are 3 units in this course. They are:

#### 1. Cookery Skills, Processes and Techniques,

This unit provides evidence of cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes while working safely and hygienically.

#### 2. Understanding and Using Ingredients

This unit will allow learners to apply their understanding of a range of ingredients and select appropriate ingredients and use them in the preparation of dishes while working safely and hygienically.

#### 3. Organisational Skills for Cooking.

This unit allows learners to plan a two-course meal follow recipes and implement a time plan to produce this two-course meal.

### Internal Assessment

The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend cookery-related knowledge, understanding and skills and to apply them in the production of a meal to a given specification. Learners will prepare and cook a two course meal for a given number of people within a given timescale and present it appropriately. This added value unit will result in a pass or a fail.

### External Assessment

N/A

## **Hospitality: Practical Cake Craft - National 5**

### **Course Description**

The National 5 Hospitality: Practical Cake Craft Course enables learners to develop technical and creative skills in cake baking and finishing while following safe and hygienic practices. Developing their knowledge and understanding of cake design, and following trends in cake production, learners will use organisational skills to manage time and resources. This course is a national 5 course only. There will be a cost implication.

### **Course Aims**

The course assessment has three components.

- A question paper worth 25%
- An assignment worth 22% and
- A practical activity worth 53%

## **Physical Education – SCQF level 7 Advanced Higher (Campus – Col E)**

The Course allows candidates to complete a full and carefully planned cycle of performance analysis, research, and development. This experience should help candidates to understand that the development of performance is always an unfinished process. Candidates undertaking this course are expected to be self-motivated and dedicated to the pursuit of serious study and performance development goals. Although teachers can offer support and guidance at all stages, candidates must be able to work independently and take responsibility for learning and progress.

### **Course Aims**

The main purpose of the Course is to research and critically analyse factors, which underpin and impact on performance and develop performance. Through critical analysis and evaluation, learners will apply strategies, techniques and skills, which will enable them to build on and enhance performance.

The course has two mandatory units:

### **Performance Skills (8 SCQF Points) - 30 Marks**

In this Unit, learners will develop their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities. They will learn how to make effective decisions and to use advanced problem solving, while adapting these skills and techniques in challenging performance contexts.

### **Project – 70 Marks**

Factors Impacting on Performance (16 SCQF Points)

In this Unit, learners will develop their independent research, analytical, and evaluative skills by investigating a range of factors, which have an impact on performance in physical activities. Learners will investigate and consider how mental, emotional, social and physical factors can positively and negatively affect performance.

### **Recommended entry**

Candidates will be expected to have passed all the required units at Higher level (ideally at grade 'B' or above). Also it is advantageous for candidates to have passed Higher English in S5 at a grade 'B' or above. The course content is heavily weighted with compulsory written work and to allow pupils the best chance of passing the course they must be comfortable with extending writing tasks.

### **Progression**

Those who complete the Advanced Higher course may progress to Higher National programmes, Higher Education programmes, Training and employment

## **Physical Education – SCQF Level 6 Higher**

### **Course Description**

Higher Physical Education is a performance based course. It focuses on the sporting strengths of each individual and how they can use training to improve in four main areas. These are: Mental, Social, Emotional and Physical.

Candidates will increase their knowledge of these four factors through practically-based and theory-based lessons. Activities followed will be tailored around the individuals and make-up of the class.

### **The work of the course**

There are 3 aspects to this course. They are:

#### **Performance Skills**

Pupils will participate in a variety of activities over the course of the year. These activities will be determined by the teacher based on the skills/specialisms of individuals in the class.

Pupils will develop their skills by writing training programs, testing fitness and performing to a high standard in a competitive environment. They will also need to generate evidence of their development in these activities linked to “Factors Impacting Performance” (Mental, Social, Emotional, and Physical). Evidence can take many forms and may be a log book, questionnaires, match analysis, video and more.

#### **Performance (60 Marks) Internal Assessment 2x 30 Mark One Off Performances**

Pupils will work towards developing and carrying out their own performances. Pupils should do this in their preferred activities. The performances are designed to be carried out in a challenging context and will be assessed on the day and not on a period by period basis. Candidates will take part in two ‘one off performances’ each valued at 30 marks both marked internally.

#### **Exam Question (50 Marks) External Assessment**

Pupils will sit an external exam in May. This paper will consist of 3 main sections based on Factors Impacting Performance, Sporting Scenarios and Training Program Development. Pupils will need to show an understanding of the Mental, Social, Emotional and Physical factors and discuss them in relation to training and performance. How was information gathered? How were strengths and development needs addressed? What was the Impact and how is it measured? Pupils will be expected to write their answers in essay format.

## **Physical Education - SCQF Level 5 - National 5**

National 5 Physical Education is a performance based course. It focuses on the sporting strengths of each individual and how they can use training to improve in four main areas. These are: Mental, Social, Emotional and Physical. Candidates will increase their knowledge of these four factors through practical based sessions and develop theoretical knowledge within them. Activities followed will be tailored around the individuals and make-up of the class.

### **The work of the course**

There are 2 aspects to this course. They are:

#### **1. Portfolio**

Pupils must identify a factor impacting on performance e.g. confidence, motivation, physical differences and types of fitness. They will then record the development of these factors and discuss how they trained to improve them in certain activities. They will do so by carrying out practical training sessions that they have designed. This is worth 60 marks (50% of the overall grade) and is marked externally by the SQA.

#### **2. Performance (pupils will choose the activities based on their strengths)**

These performances are worth 60 marks or 50% of the overall grade. They involve two one off performances (30 marks for each) where pupils will be in a challenging context. Marks will be awarded based on the level of ability across a range of set criteria on the day. A performance could range from a swim in a gala to a judo match with the emphasis being on the pupil showing themselves at their best.

## **Physical Education - National 4, SCQF Level 4**

### **Course Description**

National 4 Physical Education is a performance based course. It focuses on the sporting strengths of each individual and how they can use training to improve in four main areas. These are: Mental, Social, Emotional and Physical. Candidates will increase their knowledge of these four factors through practical based sessions and develop theoretical knowledge within them. Activities followed will be tailored around the individuals and make-up of the class.

### **The work of the course**

There are 3 aspects to this course. They are:

#### **Performance**

- Choose (with teacher support) at least 2 activities within which to develop performance.
- Evaluate individual performance through reflection and monitoring.

#### **Factors Impacting Performance**

- Investigate and understand factors impacting performance.
- Implement this knowledge to improve performance as an individual and as a team.
- Record the processes in an assessment booklet.

#### **Final Performance**

Towards the end of the course pupils will identify a further activity for personal development. They will use the knowledge they have gained to prepare and carry out a performance of their own.

#### **Internal Assessment**

All aspects are internally assessed.

## **Dance - National 5, SCQF Level 5**

### **Course Content:**

The Course provides opportunities for learners to be inspired and challenged by creating, demonstrating and appreciating dance. Learners will use knowledge and understanding of dance techniques and choreographic skills to inform practice. Learners will also develop skills in appreciating theatre arts and dance practice.

As learners develop their performing skills in dance, they will learn how to use dance techniques and choreography creatively to enhance performance.

They will experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performances of others. Learners will also be encouraged to explore the possibilities of theatre arts.

### **Aims of the Course**

- Demonstrate and apply knowledge and understanding of dance
- Develop a range of technical dance skills
- Develop performance skills to enhance performance
- Develop knowledge, understanding and appreciation of dance practice
- Understand and apply knowledge of a range of choreographic skills to create a dance
- Evaluate their own work and the work of others
- Work imaginatively and demonstrate creativity
- Co-operate, support and work with others
- Consider how theatre arts can enhance a performance
- Apply the principles of safe dance practice

### **Assessment:**

The course assessment is graded A-D. To achieve the National 5 dance course, learners must pass all of the required units.

### **Performance**

The purpose of the performance is to assess a solo performance in one dance style and the dancer's ability to apply and combine technical skills and performance skills. (35% overall award)

### **Practical activity**

The purpose of the practical activity is to assess the creation and presentation of choreography for two dancers and the application of problem-solving, critical-thinking, interpretation and reflective practice.

There are two sections: choreography and choreography review (45% overall course award)

### **Question paper**

The question paper requires learners to draw on and apply a sample of all the skills, knowledge and understanding throughout the course. (20% overall course award)

# Physical Education – Sport and Recreation Level 5

## Course Content

### Performance

Pupils will be guided through coursework based around careers available in the Sport and Leisure Industry. Aspects of the course include first aid, handling of equipment, managing groups and a short work experience.

### Assessment

Performance is assessed internally and verified by the SQA.

### Entry requirements

A keen interest in Sport is essential but a high level sporting ability is not required.

### Homework

Attending lunchtime clubs.

### Progression

There are many courses available at Perth College, other colleges and universities which lead to careers in sports coaching, sport and recreation, leisure management, professional sport, sports psychology and sports science.

### Department Notes

You are expected to follow the PE health and safety code.

The PE dress code is plain black t-shirt and black shorts/tracksuit bottoms. This is strictly adhered to in this class.

## **Sports Coaching and Leadership (CSLA) Level 5**

### **Aims of the course**

- To develop the confidence and skills required to lead sports coaching sessions
- To lead a group of young people and progress their skills in a chosen activity
- To gain coaching awards

### **Course Description**

Pupils will complete SQA units in Leadership. This will involve coaching and passing qualifications for coaching.

Pupils will firstly participate in and gain their Community Sports Leader Award (CSLA). This will be completed between August and October and is a general award relating to a variety of activities. They will then use their new skills to complete coaching certificates in Rugby, Cricket and complete a refereeing course. In order to pass the units for the Leadership aspect of the course diaries will be kept and written projects will be completed in line with the coaching work. These projects will be based around planning and leading sessions in the PE department for P7 or S1 pupils. After Christmas pupils will be visiting the local primary schools and delivering PE sessions to children from Nursery age and above.

### **Entry Requirements**

Pupils should have an interest in sport and be willing to bring PE kit every period. A good grasp of English is needed to complete written tasks (National 4 would suffice). Pupils must be aware that outside agencies will be coming in to deliver some of the sessions and a mature and respectful attitude is expected at all times.

## **NPA - Level 6 Higher**

The NPA in Exercise and Fitness Leadership provides a structured opportunity for candidates to experience a number of recognised ways of leading others in fitness activities as defined by the National Occupational Standards in an environment which is realistic but supported. The NPA allows candidates to develop their personal leadership qualities and to develop their knowledge and skills in fitness.

### **Benefits**

- Excellent starting point for a career in the fitness and leisure industry
- Skills from the course compliment those deemed desirable by leaders in the fitness industry
- Work within a team
- Learn essential life skills and team working skills

### **Assessment**

Assessment for the NPA is completed internally through a series of written and practical assessments. Closed book internal examination.

### **NPA Course Pre-Requisites**

Candidates should have a keen interest in fitness and health and be willing to work hard on improving their understanding of the benefits of this lifestyle. Biological elements of the course require commitment to study. Candidates should be aware that there will be a heavy focus on their own personal fitness and classes will be physically challenging.

# Curriculum Area

# Expressive Arts

**Courses included in this section**

- **Art & Design**
- **Photography**
  
- **Music**
- **Drama**

## Art and Design - SCQF Level 7 (Advanced Higher) (Campus PHS Col D)

The preferred entry to this course is an 'A' or 'B' at Higher level.

### The Course

The course is designed to give students the opportunity to gain an Advanced Higher but also to produce a Portfolio of work to apply to Art Colleges or other Higher Education courses. The course will entail producing a comprehensive portfolio of work focusing on either Design or Expressive Art. Students are encouraged to develop either an Expressive or a Design line of enquiry, selecting a relevant personal theme. There is an Expressive Art or Design Studies unit linked to the practical work. The course provides the opportunity for pupils to develop their creativity, visual awareness and apply their understanding of how to communicate their personal thoughts, ideas and opinions.

### Assessment

A continuous process of discussion and review of both practical and written is essential part of the learning / teaching process. These reviews will take place on a regular basis thorough out the year.

This is a portfolio based course therefore there is no final exam. The completed portfolio of work and written study and evaluation is sent to SQA for external assessment.

The portfolio is produced on A1 sheets and must contain 8-15 sheets. This portfolio is broken down into units;

Design Brief or Statement of intent	0 marks
Practical work	60 marks
Critical Analysis	30 marks
Evaluation	10 marks

### Homework

Investigation drawing is necessary to provide a starting point for all practical work. As the practical unit develops, pupils will continue to develop their ideas working towards their practical outcomes both in class and at home. Notes and research for the Art and Design Studies are essential. This should also take place both in class and at home.

## Art and Design - SCQF Level 6 (Higher)

### Course Description

The Higher course is portfolio based providing the opportunity for learners to explore their creativity while communicating their personal thoughts, ideas and feelings through their work. The course offers opportunity for self-expression and provides an insight into the world of the visual arts, helping to develop many transferable skills such as research, problem solving, resilience and the development of personal opinion.

### Expressive Portfolio

The Expressive Unit is a practical course based on identification of a theme of personal interest; investigation of a variety of stimuli; creative development of a single line of thought; resolution of ideas and interpretation this into a final composition. Pupils are encouraged to experiment with a range of media to develop their skills and abilities while learning to critically evaluate and reflect on their work. Pupils will develop a greater knowledge of artists' working practices and the social, cultural and other influences affecting their art work and practice.

### Design Portfolio

This unit is a practical course based on identifying a design problem; considering a range of design issues; researching and developing approaches and possibilities; formulating and communicating through visual means an appropriate design solution. This supports the development of creative thought, problem-solving and critical thinking skills as they progress through the design process. Pupils will be encouraged to experiment with a range of materials and techniques to explore 2D and/or 3D design ideas while reflecting on their creative choices. They will also develop a greater understanding of designers' working practices and the social, cultural and other influences affecting their design pieces.

### External Assessment

The Expressive and Design portfolios along with the written examination are externally assessed by the SQA.

Expressive Portfolio	100 marks	38.5% of overall grade
Design Portfolio	100 marks	38.5% of overall grade
Written Exam	60 marks	23 % of overall grade

SCQF Level 6 Art and Design can lead to SCQF Level 7 Art and Design and is an essential qualification for those wishing to work in the creative field.

## Art and Design - SCQF Level 5 (National 5)

### Course Description

The National 5 course is portfolio based providing the opportunity for learners to explore their creativity while communicating their personal thoughts, ideas and feelings through their work. The course offers opportunity for self-expression and provides an insight into the world of the visual arts, helping to develop many transferable skills such as research, problem solving, resilience and the development of personal opinion. Candidates may wish to progress to Level 6 Higher Art and/or another creative qualification such as the Foundation Apprenticeship in Creative and Digital Media.

### The work of the course

#### Expressive Portfolio

The Expressive Unit is a practical course based on identification of a theme of personal interest; investigation of a variety of stimuli; creative development of a single line of thought; resolution of ideas and interpretation this into a final composition. Pupils are encouraged to experiment with a range of media to develop their skills and abilities while learning to critically evaluate and reflect on their work. Pupils will develop a greater knowledge of artists' working practices and the social, cultural and other influences affecting their art work and practice.

#### Design Portfolio

This unit is a practical course based on identifying a design problem; considering a range of design issues; researching and developing approaches and possibilities; formulating and communicating through visual means an appropriate design solution. This supports the development of creative thought, problem-solving and critical thinking skills as they progress through the design process. Pupils will be encouraged to experiment with a range of materials and techniques to explore 2D and/or 3D design ideas while reflecting on their creative choices. They will also develop a greater understanding of designers' working practices and the social, cultural and other influences affecting their design pieces.

#### Internal Assessment

All work will be continually assessed throughout the progression of the course.

#### External Assessment

National 5 portfolios will be externally assessed by SQA along with the written exam.

Expressive Portfolio	100 marks	40% of overall grade
Design Portfolio	100 marks	40% of overall grade
Written Exam	50 marks	20% of overall grade

## **Art and Design - SCQF Level 4 (National 4)**

### **Course Description**

The National 4 course is portfolio based providing the opportunity for learners to explore their creativity while communicating their personal thoughts, ideas and feelings through their work. The course offers opportunity for self-expression and provides an insight into the world of the visual arts, helping to develop many transferable skills such as research, problem solving, resilience and the development of personal opinion.

### **The work of the course**

#### **Expressive Portfolio**

The Expressive Unit is a practical course based on identification of a theme of personal interest; investigation of a variety of stimuli; creative development of a single line of thought; resolution of ideas and interpretation this into a final composition. Pupils are encouraged to experiment with a range of media to develop their skills and abilities while learning to critically evaluate and reflect on their work. Pupils will develop a greater knowledge of artists' working practices and the social, cultural and other influences affecting their art work and practice.

#### **Design Portfolio**

This unit is a practical unit based on identifying a design problem; considering a range of design issues; researching and developing approaches and possibilities; formulating and communicating through visual means an appropriate design solution. This supports the development of creative thought, problem-solving and critical thinking skills as they progress through the design process. Pupils will be encouraged to experiment with a range of materials and techniques to explore 2D and/or 3D design ideas while reflecting on their creative choices. They will also develop a greater understanding of designers' working practices and the social, cultural and other influences affecting their design pieces.

#### **Art and Design Studies**

Art and Design Studies is a written unit which is closely linked to the pupil's practical work. Pupils will research the life, influences and work of the appropriate Artists and Designers. This supports the units and adds depth, knowledge and understanding and gives insight into the working methods and the influences on the chosen artists and designers.

### **Assessment**

The National 4 Art and Design course is internally assessed with external verification from the SQA.

Following success at SCQF Level 4 pupils may wish to progress to SCQF Level 5 Art and Design.

## **Art and Design - National 3, SCQF Level 3**

### **Course Description**

The National 3 course is portfolio based providing the opportunity for learners to explore their creativity while communicating their personal thoughts, ideas and feelings through their work. The course has an integrated approach to learning, and includes a combination of practical activities in response to given art and design tasks, and supporting knowledge and understanding. In the course learners will draw upon their understanding of art and design work and practice as they experiment with using art and design materials, techniques and/or technology to develop their ideas. Each of the two Units covers the processes required for learners to develop basic skills in producing creative expressive and design work. The Units also enable learners to develop a basic knowledge and understanding of art and design practice by presenting some simple facts and ideas in relation to art and design practice. The Course consists of two mandatory Units. Each of the component Units of the Course is designed to provide progression to the corresponding Units at SCQF Level 4.

### **Art and Design: Expressive Activity**

In this Unit, learners will, with guidance, consider some of the things that inspire artists and will develop a basic understanding of how artists use art materials, techniques and/or technology in their work. They will select, use and experiment with art materials, techniques and/or technology, producing imaginative art work at a basic level in response to chosen stimuli for an expressive art activity.

### **Art and Design: Design Activity**

In this Unit, learners will, with guidance, consider some of the things that inspire designers and how they use design materials, techniques and/or technology in their work. They will develop their personal design ideas in 2D and/or 3D work, selecting, using and experimenting with materials, techniques and/or technology at a basic level when producing design work in response to a given brief.

### **Assessment**

To achieve SCQF Level 3 Art and Design, learners must pass all of the required Units. These are internally assessed and verified by SQA. On successful completion of this course the progression route would be SCQF Level 4 (National 4) Art and Design.

# Photography NPA - Level 5

## Course Description

The context and the content of NPA Photography puts the learner at the center of the learning process. The aim is to develop knowledge and understanding in practical photography and are aimed at those who want to explore their interest in photography and perhaps take it to a more advanced level.

The NPA Photography at SCQF level 5 will build on the foundation composition and photographic skills and prepare learners to understand more advanced techniques. It will promote a progression route into SCQF Level 6 Higher Photography.

## Assessment

The NPAs at SCQF level 4 and 5 offer realistic opportunities for holistic assessment across outcomes and units. The content and contexts will promote learner confidence in photography skills for everyday use - e.g. gathering and selecting images, identifying key components, labelling and storing, mounting and presenting final images, understanding categories of photography (still life, portraiture and landscape), and identifying a selection of diverse images taken indoors and outdoors.

Each Unit is individually assessed, and learners will be expected to use simple automatic functions of cameras to capture good images and to work with their peers to critique their work. Great emphasis will be placed on enhancing images to present and exhibit work.

## Skills

The focus will be mainly on practical photography delivered in a flexible format with the use of practical activities, workshops, discussion, self/peer and tutor assessment, project work, practical visits and exhibition work.

During delivery there will be opportunities to develop:

- Co-operative working
- Communication skills
- Research skills
- Planning
- Organising
- Decision making
- Problem Solving
- ICT
- Creative Digital Technology

## Music – SCQF Level 7

### Course Description

Music at SCQF level 7 continues with the three elements: performing, composing and understanding music. Studying music enables the learner to develop self-discipline, confidence and provides each pupil with a range of transferable skills. The course provides a wide range of performing opportunities both in class and in the wider learning community. This course will support learners who wish to study Music beyond their school career and is a highly valued qualification.

### The work of the course

There are four units in this course. They are:

**A Performing Skills** performing on two instruments at Grade 5 or equivalent standard. Candidates are required to perform throughout the course, recording evidence of their progression and reflecting on their performances throughout.

**B Composing Skills** Pupils will continue to explore a variety of more advanced composing techniques, the work of other composers, realising their musical intentions in their own composing, and reflecting on the process.

**C Understanding Music** Pupils will be introduced to and encouraged to explore a variety of Higher Understanding music concepts and music literacy.

**D Added Value** in this unit at Advanced Higher pupils can choose one of two pathways

- 1. Performance** performing on two instruments in an exam situation at Grade 5 standard or equivalent.
- 2. Composing** producing a folio of original music.

### Internal Assessment

Performing Skills video/audio evidence and reflection

Composing Skills analysis, research, theory exercises, completed folio and reflection

Understanding Music research tasks, score and audio analysis and theory exercises

### External Assessment

- Performance on both instruments which will last for a total of 18 minutes.
- Understanding Music Paper in which pupils will be asked to identify music concepts and demonstrate a knowledge of music literacy.
- Composition assignment which consists of one complete composition/arrangement and a composition review describing their compositional process.
- An analysis (600-800 words) of a piece of music.

## Music - SCQF Level 6 - Higher

### Course Description

Music at SCQF level 6 continues with the three elements: performing, composing and understanding music. Studying music enables the learner to develop self-discipline, confidence and provides each pupil with a range of transferable skills. The course provides a wide range of performing opportunities both in class and in the wider learning community. This leads a natural progression to music at SCQF level 7.

### The work of the course

There are four units in this course. They are:

- A. Performing Skills** Performing on two instruments at Grade 4 or equivalent standard. Candidates are required to perform throughout the course, recording evidence of their progression and reflecting on their performances throughout.
- B. Composing Skills** Pupils will continue to explore a variety of more advanced composing techniques, the work of other composers, realising their musical intentions in their own composing, and reflecting on the process.
- C. Understanding Music** Pupils will be introduced to and encouraged to explore a variety of Higher Understanding music concepts and music literacy.

### Internal Assessment

Continuous assessment of all three elements.

### External Assessment

- Performance on both instruments which will last for a total of 12 minutes
- Understanding Music Paper in which pupils will be asked to identify music concepts and demonstrate a knowledge of music literacy
- Composition assignment which consists of one complete composition and a composing review describing their compositional process.

## Music SCQF Level 5

### Course Description

Music at SCQF level 5 consists of three elements: Performing, Composing and Understanding Music. Studying music enables the learner to develop self-discipline, confidence and provides each pupil with a range of transferable skills. The course provides a wide range of performing opportunities both in class and in the wider learning community. This naturally leads to a pathway into music at SCQF level 6 and 7.

### The course entails the following:

- A. Performing Skills** Performing on two instruments at Grade 3 or equivalent standard. Candidates are required to perform throughout the course, recording evidence of their progression and reflecting on their performances throughout.
- B. Composing Skills** Pupils will explore a variety of composing techniques, the work of other composers, realising their musical intentions in their own composing, and reflecting on the process.

**C. Understanding Music** Pupils will be introduced to and encouraged to explore a variety of Understanding music concepts and music literacy.

**Internal Assessment**

Continuous assessment of all three elements.

**External Assessment**

Performance on both instruments which will last for a total of 8 minutes

Understanding Music Paper in which pupils will be asked to identify music concepts and demonstrate a knowledge of music literacy.

Composition assignment which consists of one complete composition and a composition review describing their compositional process.

## Music National 4, SCQF Level 4

### Course Description

National 4 Music consists of three elements: Performing, Composing and Understanding Music. Studying music enables the learner to develop self-discipline, confidence and provides each pupil with a range of transferable skills. The course provides a wide range of performing opportunities both in class and in the wider learning community. This naturally leads to a pathway into National 5 and Higher.

### The course entails the following:

- D. Performing Skills** Performing on two instruments at Grade 2 or equivalent standard. Candidates are required to perform throughout the course, recording evidence of their progression and reflecting on their performances throughout.
- E. Composing Skills** Pupils will explore a variety of composing techniques, the work of other composers, realising their musical intentions in their own composing, and reflecting on the process.
- F. Understanding Music** Pupils will be introduced to and encouraged to explore a variety of Understanding music concepts and music literacy.

### Assessment

- A recorded performance on both instruments which will last for a total of 8 minutes.
- Evidence of an ability to identify concepts and demonstrate knowledge of music literacy through course projects.
- Composition assignment which consists of one composition and a composition review. describing their compositional process.

## **Drama SCQF Level 7 (Campus PGS Col D)**

Drama at SCQF level 7 is a very demanding course, requiring a mature and independent approach to all tasks completed. Pupils will face new academic and personal challenges, requiring them to develop their knowledge, skills and abilities, and to think and most importantly work independently. The course also allows learners to specialise in a practical aspect of theatre, either directing, acting or design. It develops abilities in research, investigation and textual analysis to arrive at performance concepts for a prescribed text. The course maintains an emphasis on interaction and teamwork, while seeking also to provide opportunities for independent learning and supported self-study.

The Course consists of two elements:

### **Drama Skills**

In this element, candidates will use skills of creative drama and dramaturgy to explore a selected theme. They will be responsible for writing and directing this work as well as acting within it. The style must reflect a theatre practitioner that they have studied.

### **Performing Skills**

In this element, candidates will use skills of creative drama and dramaturgy to explore text and approach it in the style of a specific theatre practitioner.

### **Internal Assessment**

There is continuous internal assessment for all aspects.

### **External Assessment**

There will be an external performance exam in either Acting, Design or Directing. This is worth 50% of the overall course award and will be presenting live in front of an SQA examiner. There will also be a written assignment which will take place under exam conditions and this is worth 20% of the overall course award. Finally, there is a 3000-word project dissertation on a performance issue, and this is worth 30% of the overall course award.

## **Drama SCQF Level 6**

### **Course Description**

The SCQF level 6 Drama course aims to develop theatre skills; encouraging pupils to experiment with more complex ideas and gain a deeper awareness of meaning and purpose, while broadening their knowledge of the social/historical/theatrical contexts of plays.

SCQF level 6 Drama can lead to SCQF level 7 drama and is accepted by universities and colleges as an entry requirement and is an essential requirement for any Performing Arts courses. It is also highly valued as a qualification by employers in any fields.

### **The work of the course**

There are 2 elements to this course. They are:

#### **Drama Skills**

Pupils will explore a significant theme or issue and working as an ensemble will devise and perform a performance piece. Individuals take on a director's responsibility for a section of the devised production as well as the role of an actor within it.

#### **Production Skills**

Pupils will explore production skills in more depth and create their own design concepts for a piece of text.

### **Internal Assessment**

There is continuous internal assessment for all aspects.

### **External Assessment**

#### **Performance Exam**

Choosing either an acting, directing or design role, pupils will present their final work in a live exam in front of an SQA examiner. This is worth 60% of the overall course award.

#### **Written Exam Paper**

Pupils will explore and test their knowledge and understanding of a selected text in terms of the role of an actor, designer and/or director. Pupils will also analyse a live theatre performance they have seen during the course. The written paper is worth 40% of the overall course award

## **Drama National 5, SCQF Level 5**

### **Course Description**

The National 5 Drama course enables pupils to develop and use a range of drama skills and production skills. Pupils will develop practical skills in creating and presenting drama, knowledge and understanding of performance as well as evaluative skills. It helps your personal and social development: working with others helps you to learn patience, tolerance, self discipline and respect. The course also allows you to improve your self-confidence, concentration and communication skills.

National 5 Drama can lead to Higher, then Advanced Higher Drama. This is an excellent course for students interested in a career or further training in the world of theatre or media. Employers value Drama as a qualification as it requires pupils to develop strong communication and team work skills and so it is a valuable course for any career path.

### **The work of the course**

There are 2 main parts to this course. They are:

#### **Drama Skills**

Pupils will explore a range of stimuli for inspiration, share ideas, use and evaluate drama techniques to devise and perform a short, original piece of drama.

#### **Production Skills**

Pupils will explore the production areas; lighting, sound, costume, set design, make-up & hair, or props. Pupils will then apply this knowledge and use design concepts in presentations.

### **Internal Assessment**

There is continuous internal assessment for all aspects.

### **External Assessment**

#### **Performance Exam**

Pupils will choose either an acting or design role to be assessed in. The pupils will then work as part of a group to create a performance of an extract which will be performed in front of an SQA examiner in a live exam.

#### **Written Exam Paper**

Section 1 will ask pupils to evaluate themselves and others and their effectiveness in a recent performance. Section 2 gives pupils a choice of stimuli from which they are to create a piece of drama that uses a variety of different techniques to plan for performance.

# Curriculum Area Science

Courses included in this section

- **Biology**
- **Laboratory Skills**
- **Chemistry**
- **Physics**
- **Psychology**

## **Biology - Advanced Higher (SCQF level 7 course) Campus PGS**

### **Course Description**

This course is suitable for students who already have Higher biology at grade A or B. This course provides the ideal opportunity for pupils to work using their own initiative. It is therefore ideal for those intending to go to university, whether the intention is to study Biology or not. It is excellent for students who intend to progress onto biology, dentistry, medicine and vet medicine at university. Each week there will be two or three homework sets. In addition to this students will be expected to spend time learning the theory covered in class.

### **The work of the course**

The course will involve the study of 3 Units

#### **Biology: Cells and Proteins**

This unit develops an understanding of the genome and of proteomics. The study of protein is primarily a laboratory-based activity, so the unit includes important laboratory techniques for biologists. This skills-based sequence covers health and safety considerations, through the use of liquids and solutions, to a selection of relevant separation and antibody techniques. In addition, much work on cell biology is based on the use of cell lines, so includes techniques related to cell culture and microscopy.

#### **Biology: Organisms and Evolution**

This unit builds on understanding of selection in the context of evolution and immune response from higher biology. Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this unit and is best observed in the natural environment. This unit covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced. Evolution is considered from the impact of drift and selection on variation. The study of sexual behaviour provides opportunities to use the techniques of ethology. There are many opportunities to explore the systems approach required for the understanding of parasite biology. In addition, there are many opportunities to explore wider ethical issues.

#### **Investigative Biology**

This unit builds on understanding of the scientific method from Higher biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The unit covers scientific principles and processes, experimentation and critical evaluation of biological research. Learners will do this through the key aspects of the scientific method, literature and communication and ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions. The collection of experimental data will provide an opportunity to develop planning and organising skills.

#### **Internal Assessment**

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

#### **External Assessment**

The course is assessed by an external exam which is worth 100 marks. There is also a project which is worth 30 marks. The final grade is awarded based on the combined total of marks gained out of 130.

## **Biology – Higher (SCQF level 6 course)**

### **Course Description**

This course is suitable for students who already have National 5 biology at grade A or B. The Course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function; genotype and niche. Within each of the units, the scale of topics ranges from molecular through to whole organism and beyond.

Analytical thinking and problem solving skills will be developed contextually throughout the whole course. Students can progress from this course onto advanced higher biology, or further study at college or university. Each week there will be two or three homework sets. In addition to this students will be expected to spend time learning the theory covered in class.

### **The work of the course**

The course will involve the study of 3 Units

#### **Biology: DNA and the Genome**

In this unit, learners will develop knowledge through study of DNA and the genome. The unit covers the key areas of structure of DNA; replication of DNA; control of gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing. This unit explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression.

#### **Biology: Metabolism and Survival**

In this unit, learners will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival. The unit covers the key areas of metabolic pathways and their control; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism; ethical considerations in use of microorganisms, hazards and control of risks. In whole organisms, it considers adaptations for the maintenance of metabolism for survival. In addition, it examines the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.

#### **Biology: Sustainability and Interdependence**

In this unit, learners will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. The unit covers the key areas of food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; mass extinction and biodiversity.

### **Internal Assessment**

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### **External Assessment**

There is an external exam which accounts for 100 of the available marks. There is also an assignment which is completed under exam conditions and accounts for the final 20 marks. The final grade is awarded based on the combined total of marks gained out of 120

## **Biology - National 5 (SCQF level 5 course)**

### **Course Description**

This course is suitable for students who have studied biology in the third year of their BGE and have been recommended by their teachers, or have already achieved National 4 biology.

Through enjoyable learning in biology, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in biology are needed across all sectors of society and the economy.

Following good success at National 5, students may have the opportunity to study Higher biology. Homework will be given to enhance pupil learning and to develop their problem solving skills. Pupils will be given homework each week.

### **The work of the course**

The course will involve the study of 3 Units

- Cell Biology
- Multicellular Organisms
- Life on Earth

### **Internal Assessment**

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### **External Assessment**

There is an external exam which accounts for 100 of the available marks. There is also an assignment which is completed under exam conditions and accounts for 25 of the marks. The final grade is awarded based on the combined total of marks gained out of 125.

## Biology - National 4 (SCQF level 4 course)

### Course Description

This course is designed as a course with less emphasis on quantity of theory to study and learn compared to National 5, and with more emphasis on practical applications and abilities.

Through enjoyable learning in biology, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in biology are needed across all sectors of society and the economy.

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher. Regular homework will be given to enhance pupil learning and develop their skills.

Following success at National 4 level in Biology pupils may have the possibility of progression to National 5 level Biology. Pupils may also wish to go on to study chemistry or physics at National 4 level.

### The work of the course

The units studied are:

- Cell Biology
- Multicellular Organisms
- Life on Earth

In addition there is an **Added Value Unit**, which is the overall assessment for the course.

### Internal assessment

To be awarded National 4 in Biology, learners must pass all of the required units, including the Added Value Unit. All units are internally assessed on a pass/fail basis.

The Added Value Unit is designed to allow learners to draw on and extend the skills they have learned from across the other units, and demonstrate breadth of knowledge and skills acquired in unfamiliar contexts and/or integrated ways.

Students will be given credit for each unit they complete and pass. If students are unable to pass the added value unit they will be awarded the course award for National 3 biology providing they have passed all units.

## **Biology - National 3 (SCQF level 3 course)**

### **Course Description**

Through enjoyable learning in biology, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in biology are needed across all sectors of society and the economy. We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher.

Following success at National 3 level in Biology pupils may have the possibility of progression to National 4 level biology. They could also choose to study another science at National 3.

### **The work of the course**

The units studied are:

- Cell Biology
- Multicellular Organisms
- Life on Earth

### **Internal assessment**

To be awarded National 3 in Biology, learners must pass all of the required units. All units are internally assessed on a pass/fail basis.

Students will be given credit for each unit they complete and pass.

## Laboratory Skills - National 5 (SCQF level 5 course)

### Course Description

The National 5 Laboratory Science Course is designed to introduce candidates to the knowledge and skills which are required for employment/further study in the wide range of industries and services using laboratory science, and to develop an awareness of the opportunities and range of employment within the sector.

This course is suitable for students who have studied any of the three sciences to National 4 level and above.

It offers students who have achieved National 4 science a National 5 level practical course that does not have an external exam. It offers students with a keen interest in any of the sciences the opportunity to become proficient in a wide range of practical science skills.

***This is a new course that is being offered by the science department and we are really looking forward to teaching this. If you enjoy doing experimental work in science then this could be the course for you.***

### The work of the course

There are four units –

**Unit 1** Careers using Laboratory Science

**Unit 2** Working in a Laboratory

**Unit 3** Laboratory Science: Practical Skills

**Unit 4** Laboratory Science: Practical Investigation

This course is a practical course where students will learn how to do a range of laboratory skills from biology, physics and chemistry. They will also learn about careers that need these skills through research, talks and visits to relevant companies (e.g. a Biotech company, brewery, dairy laboratory) as part of their course.

### Internal Assessment

Assessment is through a mixture of assessed practical work and written assessment.

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

### External Assessment

There is no external assessment.

## Chemistry - Advanced Higher (SCQF level 7 course) Campus STJ

### Course Description

The purpose of the Advanced Higher Chemistry Course is to develop learner's knowledge and understanding of the physical and natural environments beyond higher level. The Course builds on higher chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. The course also develops the skills of independent study and thought that are essential in a wide range of occupations. This course provides grounding for the progression to the study of chemistry and chemistry-related subjects at University.

You **must** have a pass at higher chemistry, with the strong recommendation that an A or B pass would provide evidence of the background skills needed to be successful at Higher chemistry. In addition you should have a strong pass at National 5 in maths.

Each week there will be homework set. In addition to this students will be expected to spend time learning the theory covered in class.

### The work of the course

The Course has **three** mandatory units:

- Inorganic and Physical Chemistry
- Organic Chemistry and Instrumental Analysis
- Researching Chemistry

As well as this there is a project.

### Internal Assessment

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### External assessment

There is an external exam which is worth 100 marks. There is also a project which is worth 30 marks, making a total of 130 marks. The final grade is awarded based on the combined total of marks gained out of 130

## Chemistry – Higher (SCQF level 6 course)

### Course Description

The study of chemistry at Higher extends the knowledge and understanding of physical and natural environments and develops problem solving and practical skills. This course provides grounding for the future study of chemistry and chemistry-related subjects at University.

You **must** have at least a pass at National 5 chemistry, with the strong recommendation that an A or B pass would provide evidence of the background skills needed to be successful at Higher chemistry. In addition you should have a strong pass at National 5 in maths.

Each week there will be homework set. In addition to this students will be expected to spend time learning the theory covered in class.

A strong performance at higher (A or B) can lead to advanced higher in the subject.

### The work of the course

The Course has **three** mandatory Units:

- Periodicity, Polarity and Properties
- Consumer Chemistry
- Principles to Production

As well as this there is a **researching chemistry** section of the course where candidates will develop the key skills necessary to undertake research in chemistry and demonstrate the relevance to everyday life by exploring the chemistry behind a topical issue.

### Internal Assessment

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### External assessment

There is an external exam which accounts for 100 of the available marks. There is also an assignment which is completed under exam conditions and accounts for the final 20 marks. The final grade is awarded based on the combined total of marks gained out of 120

## **Chemistry - National 5 (SCQF level 5 course)**

### **Course Description**

Through learning in chemistry, learners develop their interest in and understanding of the world in an engaging and enjoyable way. They engage in a wide range of investigative tasks which, while fostering an enjoyment of chemistry and learning, allow them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in chemistry are needed across all sectors of society.

This course is suitable for students who have studied chemistry in the third year of their BGE and have been recommended by their teachers, or have already achieved National 4 chemistry. Pupils should be at National 5 level in English and Maths to take this course.

Homework will be given to enhance pupil learning and develop problem solving skills. Pupils will be given homework each week in chemistry. This can range from formal written exercises to individual research to revision for unit tests.

An A or B pass at National 5 level would give a strong indication that students will have the skills and abilities to progress to study Higher chemistry. Chemistry is an excellent qualification and is required for a variety of careers including hairdressing, forensic science, dentistry, medicine and health related occupations, nursing, engineering etc.

### **The work of the course**

The course consists of three units:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

### **Internal Assessment**

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### **External assessment**

There is an external exam which accounts for 100 of the available marks. There is also an assignment which is completed under exam conditions and account for 25 of the marks. The grade is determined on the basis of the total mark of 125.

## Chemistry - National 4 (SCQF level 4 course)

### Course Description

This course is designed as a course with less emphasis on quantity of theory to learn compared to National 5, and more emphasis on practical applications and abilities. Through learning in chemistry, learners develop their interest in and understanding of the world in an engaging and enjoyable way. They engage in a wide range of investigative tasks which, while fostering an enjoyment of Chemistry and learning, allow them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in chemistry are needed across all sectors of society.

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher.

Students would be expected to complete private study at home as well as regular weekly homework.

Following success at National 4 level in chemistry pupils may have the possibility of progression to National 5 level chemistry. Since this demands the use of mathematical formulas, students should also have passed National 4 maths or the equivalent. Pupils may also wish to go on to study biology or physics at National 4 level.

### The work of the course

The course consists of three units:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

In addition there is an **Added Value Unit**.

### Internal Assessment

To be awarded National 4 in chemistry, learners must pass all of the required units, including the Added Value Unit. All units are internally assessed on a pass/fail basis.

The Added Value Unit is designed to allow learners to draw on and extend the skills they have learned from across the other units, and demonstrate breadth of knowledge and skills acquired in unfamiliar contexts and/or integrated ways.

Students will be given credit for each unit they complete and pass. If students are unable to pass the added value unit they will be awarded the course awards for National 3 chemistry providing they have passed all units.

## **Chemistry - National 3 (SCQF level 3 course)**

### **Course Description**

This course is designed as a course with less emphasis on quantity of theory to learn compared to National 4, and more emphasis on practical applications and abilities. Through learning in chemistry, learners develop their interest in and understanding of the world in an engaging and enjoyable way. They engage in a wide range of investigative tasks which, while fostering an enjoyment of chemistry and learning, allow them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed in chemistry are needed across all sectors of society.

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher.

Following success at National 3 level in chemistry pupils may have the possibility of progression to National 4 level chemistry. Pupils may also wish to go on to study biology or physics at National 3 level.

### **The work of the course**

The course consists of three units:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

### **Internal Assessment**

To be awarded National 3 in chemistry, learners must pass all of the required units. All units are internally assessed on a pass/fail basis.

Students will be given credit for each unit they complete and pass.

## Physics - Advanced Higher (SCQF level 7 course)

**Preferred Entry Level** Passes in Higher Physics and Higher Mathematics

### Introduction

This course is designed to be attractive to pupils who wish to gain a greater insight into Physics at an advanced level, or plan to continue their studies at University in Physics or Engineering. Throughout the course there are references to recent advances, discoveries and applications of Physics which pupils will find interesting and stimulating and which will lead to the pupil being well-informed about some of the current aspects of Physics research.

One of the objectives of the course is to encourage and develop independence of thought and initiative. Formal teaching forms a significant part of the course, within which pupils will be expected to use their mathematical skills with confidence. A considerable amount of time is given to practical, experimental work. Each pupil undertakes a major investigation as part of their course assessment.

### The Course

The course consists of 4 units:

- Rotational Motion and Astrophysics: Angular Motion, Gravitation, General Relativity, Stellar Physics
- Quanta and Waves: non-classical Physics including Wave theory, Simple Harmonic Motion, Quantum theory and Cosmic Radiation.
- Electromagnetism: Electric and Magnetic Fields, ac and dc circuits, Capacitors and Inductors
- Investigating Physics: Students research, plan and carry out a research investigation of their choice.

### Homework

Regular revision of current work, both theoretical and experimental, is invaluable. Pupils are encouraged to read ahead in their course work so that they may be acquainted with physics concepts and ideas prior to meeting them in class. A minimum review time of 30 minutes per lesson is recommended. Commitment, self-discipline and a keen interest in the subject is the ideal response to the challenge of Advanced Higher Physics!

The report the student submits for the Investigating Physics unit is marked externally, and is worth 30 marks.

### Internal Assessment

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### External assessment

There is an external exam which is worth 100 marks. There is also a project which is worth 30 marks, making a total of 130 marks. The final grade is awarded based on the combined total of marks gained out of 130.

## Physics – Higher (SCQF level 6 course)

### Course Description

This course offers opportunities to extend knowledge of the physical world gained in the National 5 and link this knowledge to issues which affect both individuals and society in general.

You **must** have at least a pass at National 5 physics, with the strong recommendation that an A or B pass would provide evidence of the background skills needed to be successful at Higher physics. In addition, you **must** be studying higher maths having achieved a strong pass at National 5 level in maths.

You must also possess a scientific calculator (we recommend Casio) and bring it to every lesson, test and exam.

Written homework is given at least once a week or when course progress dictates. This usually takes the form of revision or past-paper questions. Continual revision of earlier work is also expected.

A strong performance at higher (A or B) can lead to advanced higher in the subject.

### The work of the course

The Course has three mandatory Units:

- Our Dynamic Universe (Higher)
- Particles and Waves (Higher)
- Electricity (Higher)

As well as this there is a **researching physics** section of the course where candidates will develop the key skills necessary to undertake research in physics and demonstrate the relevance to everyday life by exploring the physics behind a topical issue.

### Internal Assessment

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### External assessment

There is an external exam which is worth 100 marks. There is also a project which is worth 30 marks, making a total of 130 marks. The final grade is awarded based on the combined total of marks gained out of 130

## Physics - National 5 (SCQF level 5 course)

### Course Description

Through learning in physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

Presently, only about a third of pupils studying physics are girls. We wish to encourage more girls to choose physics, because those who do choose it seem to enjoy it and are often very successful in school and their careers. In recent years many of the year prizes have been won by girls.

This course is suitable for students who have studied chemistry in the third year of their BGE and have been recommended by their teachers, or have already achieved National 4 chemistry. Pupils should be at National 5 level in English and Maths to take this course.

Homework will be given to enhance pupils' learning and develop problem solving skills. Pupils will be given regular homework in physics. This can range from formal written exercises to individual research to revision for unit tests.

**Please note:** We expect pupils to own a scientific calculator to assist with homework and classwork.

An A or B pass at National 5 level would give a strong indication that students will have the skills and abilities to progress to study Higher physics. Physics is an excellent qualification for many university courses and can lead into a whole host of careers such as engineering, medicine, medical physics, research, technology etc.

### The work of the course

The three units are:

- Dynamics and Space
- Waves and Radiation
- Electricity and Energy

### Internal Assessment

Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### External Assessment

There is an external exam which accounts for 80% of the available marks. There is also an assignment which is completed under exam conditions and account for 20% of the marks. The grade is determined on the basis of the total mark for both assessments.

## Physics - National 4 (SCQF level 4 course)

### Course Description

This course is designed as a course with less emphasis on quantity of theory to learn compared to National 5, and more emphasis on practical applications and abilities. Through learning in physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

Presently, only about a third of pupils studying physics are girls. We wish to encourage more girls to choose physics, because those who do choose it seem to enjoy it and are often very successful in school and their careers. In recent years many of the year prizes have been won by girls.

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher

Homework sheets are given out regularly throughout the course.

If pupils achieve a good pass at National 4 in S4, they will be encouraged to progress to National 5 in S5. Since this demands the use of mathematical formulas, students should also have passed National 4 Maths or the equivalent. Pupils may also wish to go on to study biology or chemistry at National 4 level.

### The work of the course

The units studied are:

- Dynamics and Space
- Waves and Radiation
- Electricity and Energy

In addition there is an Added Value Unit.

### Internal Assessment

To be awarded National 4 in physics, learners must pass all of the required units, including the Added Value Unit. All units are internally assessed on a pass/fail basis.

The Added Value Unit is designed to allow learners to draw on and extend the skills they have learned from across the other units, and demonstrate breadth of knowledge and skills acquired in unfamiliar contexts and/or integrated ways.

Students will be given credit for each unit they complete and pass. If students are unable to pass the added value unit they will be awarded the course awards for National 3 physics providing they have passed all units.

## **Physics - National 3 (SCQF level 3 course)**

### **Course Description**

This course is designed as a course with less emphasis on quantity of theory to learn compared to National 4, and more emphasis on practical applications and abilities. Through learning in physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

Presently, only about a third of pupils studying physics are girls. We wish to encourage more girls to choose physics, because those who do choose it seem to enjoy it and are often very successful in school and their careers. In recent years many of the year prizes have been won by girls.

We work hard to ensure each pupil is placed into the right course to allow them to achieve success. Therefore, pupils will be recommended for this course by their science teacher

If pupils achieve a good pass at National 3 in S4, they may be able to go on to study National 4. Pupils may also wish to go on to study biology or chemistry at National 3 level.

### **The work of the course**

The units studied are:

- Dynamics and Space
- Waves and Radiation
- Electricity and Energy

### **Internal Assessment**

To be awarded National 4 in Physics, learners must pass all of the required units. All units are internally assessed on a pass/fail basis.

Students will be given credit for each unit they complete and pass.

## **Practical Science – Level 5 National Progression Award (SCQF level 5 course)**

### **Course Description**

The National Progression Award (NPA) in Practical Science at SCQF level 5 develops techniques that are important in the STEM (science, technology, engineering and maths) sector and is particularly important given the existing and projected shortfall in suitably qualified individuals in these areas.

The NPA in Practical Science at SCQF level 5:

- develops knowledge and understanding of biology, chemistry and physics and develops skills in good laboratory practice
- helps learners develop an understanding of science health and safety and an awareness of the Essential Skill of Citizenship
- prepares candidates for progression to extended qualifications at SCQF level 5 and above **The**

### **work of the course**

The course will involve the study of 5 Units

- Introduction to Chemistry
- Waves and Optics
- Radioactivity
- The Human Body
- Forensic Science: Applications

### **Internal Assessment**

All assessment for this course is marked internally, with evidence being gathered throughout the year. Learners will be given assessments for each unit and throughout the course to track their progress and attainment.

### **External Assessment**

There is no external assessment for this course

# Curriculum Area Technologies

## Courses included in this section

### Business Education

- Administration & IT
- Business
- Business Management

### Computing

- Computing Science
- Digital Media
- PC Passport
- Cyber Security

### Technology

- Design & Manufacture
- Engineering Science
- Graphic Communication
- Practical Craft Skills

## Administration & IT Higher (Level 6 SCQF)

### Course Description

The Course aims to enable learners to:

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

There are 3 units in this course. They are:

**Administrative Theory and Practice** – enables learners to develop an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as strategies for effective time and task management and for complying with workplace legislation, and of what makes effective teams. The theory in this unit also covers customer care and the impact of digital technologies.

**IT Solutions for Administrators** – learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, databases and to use them to analyse, process and manage information.

**Communication in Administration** – learners will develop a range of IT skills for communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

### External Course Assessment

The Course Assessment has 2 components.

Component	Marks	Duration
Question Paper	50	1 hour 30 minutes
Assignment	70	2 hours

## Administration & IT National 5 (Level 5 SCQF)

### Course Description

The Courses aims to enable learners to:

- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop IT skills and use them to perform straightforward administrative tasks
- acquire organisational skills in the context of organising and supporting small-scale events (including meetings)

There are 3 units in this course. They are:

**Administrative Theory and Practice** – gives learners a broad introduction to administration in the workplace. Learners will develop an understanding of the Tasks and Skills of an Administrative Assistant, Customer Care, Health & Safety, Security of People, Property and Information. In addition, they will apply their skills to organise and support events.

**IT Solutions for Administrators** – learners will develop skills in IT, problem solving and organising and managing information in administration-related contexts. Learners will develop their knowledge of IT applications such as word processing, spreadsheets, and databases. They will be able to select the relevant software to create and edit business documents.

**Communication in Administration** – this unit enables learners to use IT for gathering and sharing information with others in administration-related contexts. Learners will develop an understanding of reliable sources of information and how to use software to communicate information in ways appropriate to its context, audience and purpose. Learners will learn to safely use the Internet, develop PowerPoints and use Desktop Publishing as well as Email and Ed diary. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### External Course Assessment

The Course Assessment has 2 components – both of a practical nature.

Component	Marks	Duration
Question Paper	50	2 hours
Assignment	70	3 hours

## Administration & IT National 4 (Level 4 SCQF)

### Course Description

The Courses aims to enable learners to:

- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop IT skills and use them to perform straightforward administrative tasks
- acquire organisational skills in the context of organising and supporting small-scale events (including meetings)

There are 3 units in this course. They are:

**Administrative Theory and Practice** – gives learners a broad introduction to administration in the workplace. Learners will develop an understanding of the Tasks and Skills of an Administrative Assistant, Customer Care, Health & Safety, Security of People, Property and Information. In addition, they will apply their skills to organise and support events.

**IT Solutions for Administrators** – learners will develop skills in IT, problem solving and organising and managing information in administration-related contexts. Learners will develop their knowledge of IT applications such as word processing, spreadsheets, and databases. They will be able to select the relevant software to create and edit business documents.

**Communication in Administration** – this unit enables learners to use IT for gathering and sharing information with others in administration-related contexts. Learners will develop an understanding of reliable sources of information and how to use software to communicate information in ways appropriate to its context, audience and purpose. Learners will learn to safely use the Internet, develop PowerPoints and use Desktop Publishing as well as Email and Ediary. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### Internal Course Assessment

There is a Unit Assessment for each of the 3 units and an Added Value Unit.

Each unit is broken down into a variety of individual tasks which will be completed when pupils have reached the required level of skill. The Added Value Unit will draw on the knowledge, understanding and skills developed in the other three Units. Learners will undertake practical administration and IT-based tasks to organise and support a small-scale event or events.

## Business Management Advanced Higher (Level 7 SCQF) Campus PHS col D

### Course Description

The purpose of this Course is to prepare learners to play an active part in this culture by equipping them with an understanding of the national and global nature of business. This will include the challenges posed by globalisation and the effect it has on Scotland's businesses and environment, business and management theories, and principles of effective management used in different organisations. Learners will develop analytical and research skills by investigating real organisations in a range of contexts.

There are 3 units in this course. They are:

***The External Business Environment*** – learners will develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. The Unit provides learners with the opportunities to investigate how an organisation is affected by external factors and to gain an in-depth understanding of the responsibilities of managers in an economic, social and environmental context. Learners will analyse and evaluate the impact of such external factors and consider the effectiveness of various courses of action.

***The Internal Business Environment*** – learners will gain a thorough grounding in the discipline that forms the basis of management practice. The Unit allows learners to carry out activities that will expand their knowledge of both traditional and contemporary management theories used by organisations to maximise their efficiency. It also allows learners to analyse and evaluate theories relating to internal factors that influence the success of teams.

***Evaluating Business Information*** – learners will develop skills in evaluating a range of business information used by organisations to reach conclusions. This will help learners to become competent and confident in the analysis and evaluation of business information, based on a research project carried out on a topic from the Course.

### Course Assessment

The Course Assessment consists of 2 components:

Component	Marks	Duration
Component 1: question paper	80	2 hours 45 minutes
Component 2: assignment	40	5 hours
Unit Assessments for 3 Units		

## Business Management Higher/National 5 (Level 6/5 SCQF)

### Course Description

The purpose of the Course is to highlight the different ways in which large organisations operate and the steps they take to achieve their strategic goals. A main feature of this Course is the development of enterprising and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts.

Candidates develop an understanding of the ways in which society relies on organisations and how external influences can affect them; the range of methods that businesses and other organisations use to meet customer needs; and how to analyse and interpret business information and communicate it clearly.

**Course content is similar for both Higher and National 5 levels but the depth of knowledge and powers of analysis required will be greater at Higher level.**

There are 5 units in this course. They are:

**Understanding Business** - learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. This Unit also allows learners to analyse the impact that the internal and the external environment has on an organisation.

**Management of Marketing** – learners develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.

**Management of Operations** – learners develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.

**Management of People** – learners develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.

**Management of Finance** – learners develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.

### Course Assessment

The Course Assessment consists of 2 components for both Higher and National 5 levels:

Component	Marks	Duration
Component 1: question paper	90	2 hours
Component 2: assignment	30	5 hours

## Business SCQF Level 4 - National 4

### Course Description

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. September 2014, version 1.1 5 The purpose of the Course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments, and to encourage enterprising attitudes.

The Course is practical and experiential in nature and develops a wide range of skills for learning, life and work. These include: employability skills and attributes, including flexibility and adaptability, independence, reliability and working with others; numeracy, by being able to interpret data, tables, charts and other graphical displays to draw conclusions, and understanding money; and effective use of ICT in a business context.

The Course consists of 3 mandatory Units including the Added Value Unit.

**Business in Action** – learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society and will develop skills and knowledge and understanding relating to the role of business and entrepreneurship within society, and of the actions taken by business to meet customers' needs. Learners will discover how businesses are organised by exploring the functional activities, such as marketing, finance, operations and human resources, and applying their understanding of these areas to support business planning and decision making.

**Influences on Business** – learners will carry out activities that will give them an appreciation of the impact that a range of internal and external influences has on business decision making. Learners will investigate stakeholders' influence on businesses and will acquire skills and knowledge and understanding relating to the financial, economic, competitive and social environment in which businesses have to operate. This will provide learners with a growing understanding of how these influences can affect business survival and success.

**Added Value Unit: Business Assignment** – learners will draw on and apply the skills, knowledge and understanding they have gained from across the other Units of the Course. This will be demonstrated by an assignment. The criteria for the assignment will be sufficiently flexible and open to allow for a degree of personalisation and choice as to the aspect of business to be investigated and how the findings may be presented.

### Course Assessment

To achieve the National 4 Business Course, learners must pass all of the Unit Assessments, including the Added Value Unit.

## Computing Science Level 7 Advanced Higher (Campus PA col D)

### Course Description

Both courses will be taught in Perth Academy. In column D, this course will be a campus course and will be open to all pupils from other schools.

### The aims of this course are to extend:

- knowledge and understanding of computer concepts
- apply skills and knowledge in analysis, design, development, implementation and evaluation to arrange of digital solutions with increasingly complex aspects
- apply creative problem solving skills across a range of computing concepts
- awareness of the professional, social, ethical and legal implications of computing
- ability to communicate computing concepts clearly and concisely using appropriate terminology
- the necessary skills of the pupils to allow them to become ICT tool designers of the future

### What are the recommended entry levels for this course?

Higher Computing at Grade A or B and/or the informed opinion of the Principal Teacher of Computing.

### What content is included in this course?

Course content is split into two units

- Software Design and Development
- Information System Design and Development

It includes the following:

**SDD** languages and environments/programming paradigms, advanced computational constructs, standard searching and sorting algorithms, testing and documenting solutions, development methodologies

**ISDD** human computer interaction, project planning and management, roles of computer professionals, legal and ethical implications, environmental/economic/social impact

### What skills will I develop?

This course acts as a bridge towards further study in higher education. This course consolidates and extends learning, provides opportunity for independent and investigative work, while encouraging teamwork, and requires candidates to undertake and report on a significant software development project.

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

A wide variety of learning and teaching approaches will be adopted each suited to the individual part of the course being studied. These approaches will include teacher-led lessons and demonstrations, working in pairs and groups, whole class discussions, making use of the Interactive white board, teaching to your peers and individual research

### How will I be assessed?

The Course assessment for Computing at Advanced Higher level will consist of two components:

- Question Paper (40%)
- A project involving a significant computing problem which the candidate has to analyse, design and implement a solution for (60%)

The purpose of the question paper is to assess the candidate's competence to integrate and retain knowledge and understanding and demonstrate higher order cognitive abilities across the contents of all the Units, and in varied contexts, and to demonstrate the ability to communicate computing concepts clearly.

The project provides candidates with the opportunity to demonstrate and integrate the practical skills, knowledge and understanding from the Units, and apply these in a more complex practical context.

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

Homework will be issued regularly and will include the following activities:

- answering written questions
- learning necessary facts and reading over notes
- working independently on individual software development projects

Pupils will be expected to produce homework of a very high standard and to hand it in punctually.

### **What are the possible progression routes?**

The course is designed to provide progression to degree courses in Computer Science and related subjects

# Computing Science - Higher

## Course Description

Studying Computing Science in the Senior Phase aims to provide pupils with the opportunities to:

- Develop and apply aspects of computational thinking in a range of contemporary contexts; extend and apply knowledge and understanding of advanced concepts and processes in computing science;
- Apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions with some complex aspects;
- Communicate advanced computing concepts and explain computational behaviour clearly and concisely using appropriate terminology;

Successful completion of all course components can lead to the learner progressing to **Advanced Higher in Computing Science**.

There are 4 units in this course. They are:

- **Software Design & Development**

The general aim of this unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software development through appropriate software development environments. Learners will develop their programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work.

- **Database Design & Development**

The purpose of this unit is for the learner to develop knowledge and understanding of advanced concepts and practical problem-solving skills related to the design and development of database systems through a series of practical and investigative tasks. Learners will develop their database design and computational thinking skills by designing, implementing, testing and evaluating practical solutions.

- **Web Design & Development**

The purpose of this unit is for the learner to develop knowledge and understanding of advanced concepts and practical problem-solving skills related to the design and development of Web based systems through a series of practical and investigative tasks. Learners will develop their web based systems and computational thinking skills by designing, implementing, testing and evaluating practical solutions.

- **Computer Systems**

This unit will allow students to develop a knowledge and understanding of computer architecture and the concepts that underpin how programs work. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies.

## Computing Science Assessment

### Assignment

This unit requires pupils to apply skills and knowledge from the other units to analyse and solve an appropriate challenging Computing Science problem. The assignment is completed under exam conditions and accounts for 31% of the marks. This is marked externally by SQA.

### External Assessment

The exam accounts for 69% of the available marks which is completed under exam conditions. Your performance in the exam and the assignment will result in the grade awarded for the course

# Computing Science - National 5 (Level 5: 24 SCQF credit points)

## Course Description

Studying Computing Science in the Senior Phase aims to:

Prepare pupils to be the programmers of the future in many areas of technology; information systems, gaming, web design, app development, creative industries, ethical hacking, cyber security

Studying computing will develop the skills that you currently have and allow you to apply them to new situations.

Successful completion of all course components provides automatic certification of Information and Communication Technology at SCQF level 5 and can lead to study at Higher in Computing Science or other computing related courses and awards.

The course has four areas of study:

### Software Design & Development

- An exciting unit where pupils develop their problem solving skills, learn the principles of computer programming, develop solutions through code and be given an insight into how programming works in the world of work.

### Computer Systems

- Discover how data and instructions are stored in binary form and basic computer architecture; an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems

### Database Design & Development

- Develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical tasks; apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.
- Develop knowledge and understanding of information system hardware, security, databases, web-based information systems and multimedia information systems through a range of practical and investigative tasks.

### Web Design and Development

- Builds on the work of the Database Design & Development Unit in a web context, developing web solutions and demonstrating knowledge and Understanding in the use of html, CSS and Javascript.

### Computing Science Assignment

This unit requires pupils to apply skills and knowledge from the other units to analyse and solve an appropriate challenging Computing Science problem. The assignment is 8 hours long, completed under exam conditions and accounts for 31% of the marks. This is marked externally by SQA.

### External Assessment

The external exam accounts for 69% of the available marks. Your performance in the exam and the assignment will result in the grade awarded for the course.

## Digital Media – SCQF Level 6

### Course Description

Digital Media explores the creation, use and impact of digital content and information. Our Level 6 National Progression Award (NPA) provides students with a progression pathway from our Level 5 award to develop more complex skills in the planning, acquisition and editing a range of multimedia elements. The level 6 award is ideal for students looking to develop skills and knowledge for entry to further education or prepare for a career in the Creative Industries sector.

There are 3 units in this course. They are:

#### 1. Still Images

- Plan the capture of digital still images for a specified brief.
- Acquire and edit digital still images for the specified brief.
- Produce an extensive portfolio of shots to meet the requirements of the specified brief.
- Evaluate the final digital media product and your own performance against the requirements of the specified brief.

#### 2. Audio

- Plan the acquisition of digital audio for a specified brief.
- Acquire digital audio for the specified brief.
- Produce edited digital audio in a format required by the specified brief.
- Evaluate the final digital audio product and own performance within the requirements of the given brief.

#### 3. Video

- Plan a moving image narrative for a specified brief.
- Acquire moving image material for the specified brief.
- Produce an edited and finished moving image narrative in a format required by the specified brief.
- Evaluate the final moving image narrative and own performance against the requirements of the specified brief.

### Internal Assessment

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

**External Assessment** There is no external assessment for this course.

## Digital Media - Level 4/5 (Both levels: 18 SCQF Credit Points)

### Course Description

Digital Media explores the creation, use and impact of digital content and information. Aimed at providing an introduction to the fast paced digital media, design and creative industries, our senior phase National Progression Award (NPA) offers students a comprehensive introduction to the planning, acquisition and editing a range of multimedia elements. Through units in still images, audio and moving images, the course aims to provide opportunities for learners to follow a development lifecycle — from planning through to design, and then on to creation and editing. Successful completion of all course components can lead to the learner progressing to **Digital Media at Level 6**.

### The work of the course

There are 3 units in this course. They are:

#### 1. Still Images

- Plan the capture of digital still images for a specified brief.
- Acquire and edit digital still images for the specified brief.
- Produce a finished digital media product using the portfolio of still images to meet the requirements of the specified brief.
- Evaluate the final digital media product and your own performance against the requirements of the specified brief. **(Level 5 Only)**

#### 2. Audio

- Plan the acquisition of digital audio for a specified brief.
- Acquire digital audio for the specified brief.
- Produce edited digital audio in a format required by the specified brief.
- Evaluate the final digital audio product and own performance within the requirements of the given brief. **(Level 5 Only)**

#### 3. Moving Images

- Plan a moving image narrative for a specified brief.
- Acquire moving image material for the specified brief.
- Produce an edited and finished moving image narrative in a format required by the specified brief.
- Evaluate the final moving image narrative and own performance against the requirements of the specified brief. **(Level 5 Only)**

### Internal Assessment

Learners are required to pass an assessment at the end of each unit. The assessments are internally marked and will be resulted with either a pass or a fail.

**External Assessment** There is no external assessment for this course.

## **Cyber Security Fundamentals - SCQF Level 4/5**

### **Course Description**

Critical thinking, problem solving and working within a group/team are essential for working in a modern business environment.

Cyber security Fundamentals is designed to be an introduction to the field of CyberSecurity. It covers a range of topics from cyberhygiene, cyberwarfare and cyberreliance. It will equip learners with basic knowledge and skills relating to cybersecurity which are essential for every citizen. Learners will gain practical experience of protecting personal digital devices, such as a smartphone or personal computer. The role of social engineering in cyberattacks and the implications of cyberthreats for personal privacy are also explored in this Award

Candidates will study three outcomes which will allow them to

- identify common cyber security threats to individuals, businesses and nations
- defensive measures to minimise the risks posed by these threats
- secure a digital device for personal use

### **Internal Assessment**

Learners are required to pass an assessment to evidence each of 3 outcomes. These will be a mix of practical and theory.

The assessment will be resulted with either a pass or a fail.

### **External Assessment**

There is no external assessment for this course.

## **Digital Literacy - Level 4/5**

### **Course Description**

This course delivers a range of knowledge and skills that build on and improve learners' digital literacy. Learners will also develop confidence and skills in using digital devices such as smartphones, tablets or laptops and they will gain an understanding of digital citizenship that includes educational, community, political and business aspects

The course develops skills in critical thinking, problem solving and working within a group/team as well as the ability to communicate effectively and present information accurately. These are all essential for working in a modern business environment

### **Assessment**

Learners progress will be assessed through monitoring of classwork. Assessment of this award will be a combination of knowledge and practical assessments under closed- and open-book assessment conditions.

## **Cyber Security (Level 4/5 : 18 SCQF )**

### **Course Description**

The National Progression Award (NPA) in Cyber Security at SCQF levels 4 and 5 provide foundation knowledge and skills in data security, digital forensics and ethical hacking — and provide a skills pipeline into the cyber security industry.

### **The work of the course**

There are 3 units in this course:

- Data Security: How personal data can be stored, used and shared by social media; the risks associated with this; applying basic protection methods
- Digital Forensics: steps in digital forensics process; data acquisition; examining digital evidence
- Ethical Hacking: basic methods ethical and malicious hackers use to compromise computer systems

### **Assessment**

Each unit has two assessment elements resulted with either a pass or a fail.

- Internal : practical task
- External : a multiple choice theory test accessed via SQA SOLAR

## **Design and Manufacture - SCQF Level 6 - Higher**

### **Course Description**

This subject is ideal for learners who are creative, who have interest in design theory, enjoy sketching and rendering. They should also enjoy creating Computer based models and practical modelling. This course would suit those who are interested in any type of career within the design industry. Ideally Learners who select Design and Manufacture will have achieved this subject at National 5. However a National qualification in Art and Design and/or Graphic Communication is also acceptable. Future progression is to study Product Design at University / College.

### **The work of the course**

There are 2 units in this course. They are:

#### **1. Design**

This Unit covers the product design process from brief to a final design proposal. It allows learners to develop an appreciation of design concepts and the various factors that influence the design of products.

#### **2. Materials and Manufacturing**

This Unit covers the product design process from design proposals to prototype or product. In this unit the learner will manufacture their design ideas. It allows pupils to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques.

### **Internal Assessment**

Both units will be internally assessed and will result with a pass or a fail.

At Higher the added value will be assessed in the Course assignment this has 70 marks awarded to it.

Pupils will draw on, extend and apply the skills and knowledge they have developed during the Course. This assignment will be assessed through a project that will include a design folio and a prototype or a completed product.

### **External Assessment**

The external exam will test knowledge in both manufacturing processes and design theory. This exam has 70 marks awarded to it.

More information can be found at our Website

<http://pgstechnology.weebly.com/higher-design-and-manufacture.html>

# Design and Manufacture National 5, SCQF Level 5

## Course Description

This subject is ideal for learners who are creative, who have interest in design theory, enjoy sketching and rendering. They should also enjoy creating Computer based models and practical modelling. This course would suit those who are interested in any type of career within the design industry. Ideally Learners who select Design and Manufacture will have achieved level 4 in Design and Technology. Art and Design and Graphic Communication compliment Design and Manufacture. Future progression is to study Product Design at Higher Level.

## The work of the course

There are 2 units in this course. They are:

### 1. Design

This Unit covers the product design process from brief to a final design proposal. It allows learners to develop an appreciation of design concepts and the various factors that influence the design of products.

### 2. Materials and Manufacturing

This Unit covers the product design process from design proposals to prototype or product. In this unit the learner will manufacture their design ideas. It allows pupils to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques.

## Assessment

The course assessment has three components

Component	Mark	Duration
Component 1: question paper	80	1 hour and 45 minutes
Component 2: assignment design	55	
Component 3: assignment practical	45	

## **Design and Manufacture National 4, SCQF Level 4**

### **Course Description**

This subject is ideal for learners who are creative, who have interest in design theory, enjoy sketching and rendering. They should also enjoy creating Computer based models and practical modelling. This course would suit those who are interested in any type of career within the design industry. Art and Design and Graphic Communication compliment Design and Manufacture. Future progression is to study Product Design at National 5.

### **The work of the course**

There are 2 units in this course. They are:

#### **1. Design**

This Unit covers the product design process from brief to a final design proposal. It allows learners to develop an appreciation of design concepts and the various factors that influence the design of products.

#### **2. Materials and Manufacturing**

This Unit covers the product design process from design proposals to prototype or product. In this unit the learner will manufacture their design ideas. It allows pupils to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques.

### **Internal Assessment**

At National 4 the added value will be assessed in the Added Value unit. Pupils will draw on, extend and apply the skills and knowledge they have developed during the Course. This unit will be assessed through a project that will include a design folio and a prototype or a completed product.

### **External Assessment**

N/A

## **Engineering Science - SCQF Level 6 - Higher**

### **Course Description**

This subject is ideal for learners who are interested in any form of Engineering. Learners will apply knowledge and understanding of key engineering facts and ideas and understand the relationships between engineering, mathematics and science.

Learners will apply skills in analysis, design, construction and evaluation to a range of engineering problems and communicate engineering concepts clearly and concisely, using appropriate terminology. Learners will also develop an understanding of the role and impact of engineering in changing and influencing our environment and society

Ideally learners will have previously achieved N5 Engineering. Progression will be to study engineering at University or College.

### **The work of the course**

There are 3 units in this course. They are:

#### **1. Engineering: Contexts and Challenges**

This Unit provides a broad context for the Course. Its purposes are to develop an understanding of engineering, and its role and impact in changing and influencing our environment and society including some existing and emerging technologies.

#### **2. Electrical and Electronic Systems**

This Unit explores an appropriate range of key concepts and devices used in electrical and electronic systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

#### **3. Mechanical Systems**

This Unit explores an appropriate range of key concepts involving mechanical systems, such as gears, pneumatics, structures, forces, energy and efficiency.

### **Internal Assessment**

The units will be internally assessed.

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course in an assignment which will account for 60 marks. TBC

### **External Assessment**

The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the Units. The question paper is externally assessed and will account for 90 marks. TBC. The Higher is graded A-D

# Engineering Science National 5, SCQF Level 5

## Course Description

This subject is ideal for learners who are interested in any form of Engineering.

Learners will apply knowledge and understanding of key engineering facts and ideas and understand the relationships between engineering, mathematics and science.

Learners will apply skills in analysis, design, construction and evaluation to a range of engineering problems and communicate engineering concepts clearly and concisely, using appropriate terminology. Learners will also develop an understanding of the role and impact of engineering in changing and influencing our environment and society.

Progression will be to study engineering science at Higher.

## The work of the course

There are 3 units in this course. They are:

### 1. Engineering: Contexts and Challenges

This Unit provides a broad context for the Course. Its purposes are to develop an understanding of engineering, and its role and impact in changing and influencing our environment and society including some existing and emerging technologies.

### 2. Electrical and Electronic Systems

This Unit explores an appropriate range of key concepts and devices used in electrical and electronic systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

### 3. Mechanical Systems

This Unit explores an appropriate range of key concepts involving mechanical systems, such as gears, pneumatics, structures, forces, energy and efficiency.

## Assessment

### The course assessment has two components

Component	Marks	Duration
Component 1: question paper	110	1 hour and 50 minutes
Component 2: assignment	50	

# Engineering Science National 4, SCQF Level 4

## Course Description

This subject is ideal for learners who are interested in any form of Engineering.

Learners will apply knowledge and understanding of key engineering facts and ideas and understand the relationships between engineering, mathematics and science.

Learners will apply skills in analysis, design, construction and evaluation to a range of engineering problems and communicate engineering concepts clearly and concisely, using appropriate terminology. Learners will also develop an understanding of the role and impact of engineering in changing and influencing our environment and society.

Progression will be to study engineering at National 5 or College.

## The work of the course

There are 3 units in this course. They are:

### 1. Engineering: Contexts and Challenges

This Unit provides a broad context for the Course. Its purposes are to develop an understanding of engineering, and its role and impact in changing and influencing our environment and society including some existing and emerging technologies.

### 2. Electrical and Electronic Systems

This Unit explores an appropriate range of key concepts and devices used in electrical and electronic systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

### 3. Mechanical Systems

This Unit explores an appropriate range of key concepts involving mechanical systems, such as gears, pneumatics, structures, forces, energy and efficiency.

## Internal Assessment

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course in an added value unit which will also result in a pass or a fail.

## External Assessment

N/A

# Graphic Communication Advanced Higher (Campus STJ col D)

## Introduction

The Advanced Higher Graphic Communication Course develops learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. Learners have opportunities to study a diverse range of graphic applications which might include business, industrial and the built environment, computer-aided work, publishing and moving graphic media.

## Course Details

With significant opportunities for personalisation and choice, the Course encourages creative and independent minds and provides skills and enthusiasm for lifelong learning.

The Course develops through a number of graphic themes and approaches, and the learner may tailor their studies and choices to suit their future pathways.

## There are 2 units in this course:

### 1. Technical Graphics - (3D CAD Modelling)

This Unit will enable learners to experience graphic communication in technical detail. Learners will have significant opportunities to explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical animation.

### 2. Visual Media Graphics - (Desk Top Publishing)

This Unit will enable learners to develop their knowledge of commercial and visual media activity. Learning activities span digital, moving and print media, with a key focus on design principles, graphic techniques and contemporary graphics technology.

## Internal Assessment

Both units will be internally assessed and will result with a pass or a fail.

At Advanced Higher the added value will be assessed in the project assignment, this has 120 marks awarded to it. This will require the learner to produce practical responses to a graphics situation of their choice.

## External Assessment

The question paper will require learners to demonstrate aspects of breadth and application in a graphic context, based on recognised graphic principles and those used in industry and commerce. This question paper has 80 marks awarded to it.

## Recommended entry

Learners would normally be expected to have a pass at Higher Graphic Communication.

## **Graphic Communication - SCQF Level 6 - Higher**

### **Course Description**

This subject is ideal for learners who are creative, who have interest in Graphics and enjoy both computer based work and manual graphic work. This course would suit those who are interested in any type of career within the design industry. It also helps understand good visual presentation techniques that can be used in a variety of ways. The Higher Graphic Communication Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. Learners can progress by studying Advanced Higher Graphic Communication or Design courses at College/University. Pupils will have to have achieved N5 to study Higher.

### **The work of the course**

There are 2 units in this course. They are:

#### **1. 2D Graphic Communication**

This Unit helps learners develop their creativity and skills within a 2D graphic communication context.

#### **2. 3D and Pictorial Graphic Communication**

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context.

### **Internal Assessment**

Both units will be internally assessed.

At Higher the added value will be assessed in the course assignment, this has 70 marks awarded to it. TBC .This will require the learner to produce practical responses to a graphics situation. This will allow the learner to confirm their capabilities through challenge and application.

### **External Assessment**

The question paper will require learners to demonstrate aspects of breadth and application in a graphic context, based on recognised graphic principles and those used in industry and commerce. This question paper has 70 marks awarded to it.

# Graphic Communication National 5, SCQF Level 5

## Course Description

This subject is ideal for learners who are creative, who have interest in Graphics and enjoy both computer based work and manual graphic work. This course would suit those who are interested in any type of career within the design industry. It also helps understand good visual presentation techniques that can be used in a variety of ways. The National 5 Graphic Communication Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. Learners can progress by studying Higher Graphic Communication or Design courses at College.

### The work of the course

There are 2 units in this course. They are:

#### 1. 2D Graphic Communication

This Unit helps learners develop their creativity and skills within a 2D graphic communication context.

#### 2. 3D and Pictorial Graphic Communication

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context.

### Assessment

The course assessment has two components

Component	Marks	Duration
Component 1: question paper	80	2 hours
Component 2: assignment	40	

# Graphic Communication National 4, SCQF Level 4

## Course Description

This subject is ideal for learners who are creative, who have interest in Graphics and enjoy both Computer based work and manual graphic work. This course would suit those who are interested in any type of career within the design industry. It also helps understand good visual presentation techniques that can be used in a variety of ways. The National 4 Graphic Communication Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy. Learners can progress by studying Higher Graphic Communication or Design courses at College.

### The work of the course

There are 2 units in this course. They are:

#### 1. 2D Graphic Communication

This Unit helps learners develop their creativity and skills within a 2D graphic communication context.

#### 2. 3D and Pictorial Graphic Communication

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context.

### Internal Assessment

At National 4 the added value will be assessed in the Added Value unit this will require the learner to produce practical responses to a graphics situation. This will allow the learner to confirm their capabilities through challenge and application. This unit will also result with a pass or a fail.

### External Assessment

N/A

More information can be found at our Website

## **Practical Craft Skills National 5, SCQF Level 5**

### **Course Description**

This subject is ideal for those who have previously had workshop experience. It is a totally practical subject. Practical Craft is ideal for learners who want to develop their woodworking skills. This course would suit pupils who are interested in any type of career within the construction industry. Learners will improve skills in woodworking techniques, measuring and marking out timber sections and sheet materials and safe working practices in workshop environments. Learners will also gain knowledge of sustainability issues in a practical woodworking context.

### **The work of the course**

There are 3 units in this course. They are:

#### **1. Practical Woodworking: Flat-frame Construction (National 5)**

This Unit helps learners develop skills in setting out and making basic woodworking joints used in flat-frame joinery. Learners will read and use simple woodworking drawings.

#### **2. Practical Woodworking: Carcase Construction (National 5)**

As above but for carcase joinery. This may include working with manufactured board or with frame and panels. The Unit includes use of simple working drawings or diagrams.

#### **3. Practical Woodworking: Machining and Finishing (National 5)**

This Unit helps learners develop skills in setting up and using common machines and power tools. It also helps learners develop skills in a variety of simple woodworking surface preparations and finishing techniques.

### **Internal Assessment**

All units will be internally assessed.

There will also be a requirement for a practical activity this has 80 marks awarded to it. This practical activity requires learners to draw on and extend their range of practical woodworking experiences and skills in order to produce an effective overall project.

### **External Assessment**

A written exam will test materials tools and processes in the workshop.

## **Practical Craft Skills National 4, SCQF Level 4**

### **Course Description**

This subject is ideal for those who have previously had workshop experience. It is a totally practical subject. Practical Craft is ideal for learners who want to develop their woodworking skills. This course would suit pupils who are interested in any type of career within the construction industry. Learners will improve skills in woodworking techniques, measuring and marking out timber sections and sheet materials and safe working practices in workshop environments. Learners will also gain knowledge of sustainability issues in a practical woodworking context.

### **The work of the course**

There are 3 units in this course. They are:

#### **1. Practical Woodworking: Flat-frame Construction (National 4)**

This Unit helps learners develop skills in setting out and making basic woodworking joints used in flat-frame joinery. Learners will read and use simple woodworking drawings.

#### **2. Practical Woodworking: Carcase Construction (National 4)**

As above but for carcase joinery. This may include working with manufactured board or with frame and panels. The Unit includes use of simple working drawings or diagrams.

#### **3. Practical Woodworking: Machining and Finishing (National 4)**

This Unit helps learners develop skills in setting up and using common machines and power tools. It also helps learners develop skills in a variety of simple woodworking surface preparations and finishing techniques.

### **Internal Assessment**

All units will be internally assessed.

There will also be a requirement for a practical activity added value unit. This practical activity requires learners to draw on and extend their range of practical woodworking experiences and skills in order to produce an effective overall project. This will also result in a pass or a fail.

### **External Assessment**

N/A

# Curriculum Area Other Courses

**Courses included in this section**

**ASDAN**

**Steps to Work**

**YASS modules**

# ASDAN

## Course Description

ASDAN Short Courses provide a range of programmes to accredit young people's activities. They can be used as stand-alone awards or as progression routes into qualifications such as CoPE (Certificate of Personal Effectiveness), AoPE (Award of Personal Effectiveness) or Wider Key Skills.

This nationally recognised course is flexible as a variety of different subjects can be covered and counted towards your achievement of the overall award.

## Work of the Course

There are two short courses that we will focus on. Both of these cover a variety of topics:

### Course 1 - Volunteering

Students present a portfolio of evidence of their volunteering activities. This course contains:

- Opportunities to develop your own projects in areas of interest to you
- The chance to work with other people on group projects
- The chance to work with community groups, fundraise and mentor Scope to build your skills for life and work

### Course 2 - Citizenship

This course covers topics such as:

- Rights and Responsibilities
- Individuals and Communities
- Government and Democracy
- Laws and the Courts
- Finance,
- Work and the Media
- Global Citizenship

There will be plenty of opportunity for practical activities and non-classroom based experiences within this course.

## Internal Assessment

Learners will complete an ongoing portfolio of evidence for assessment.

## External Assessment

There is no external assessment for this course

## Steps to Work Award

### Course Description

*Pupils will be allocated to this course by Pupil Support Staff*

This course offers pupils flexible opportunities to attain qualifications and develop and recognise a range of skills for learning, skills for employment and skills for life. The award aims to develop self-esteem, self-awareness and self-confidence.

This course best suits pupils who are thinking this is their final year of learning at school as it offers a stepping stone between school, further education, training and employment.

### The work of the course

This course is delivered over 2 column choices in the senior phase to allow pupils to undertake an individual learning program to best suit their needs. Pupils will be expected to complete the following as part of their course:

- Extended voluntary work placement
- ASDAN Employability Award
- SQA Working Together Unit
- SQA Practical Abilities Unit

Pupils will undertake two projects throughout the year to complete the Working Together unit and Practical Abilities unit designed to enhance their skills in independence out with the school environment.

This course also offers the flexibility to attend college link courses either at Perth or at the Fife College campus in Cupar.

### Internal Assessment

Pupils will be expected to complete a portfolio of their work including all the evidence for the challenges. Pupils will also need to complete a log book to evidence their voluntary work placement.

### External Assessment

The portfolios for the SQA units will go through an external verification process. Pupils will be presented at SCQF Levels 3 or 4. Pupils who complete a voluntary work placement will receive a Saltire Volunteering Award.

## The Open University Young Applicants in Schools Scheme (YASS)

### Course Description

The Open University Young Applicants in Schools Scheme enables motivated students, usually in their sixth year, to study a range of Higher Education (HE) modules in school alongside the school curriculum. YASS is designed to bridge the gap between school and full-time university and help able and motivated students stand out from the crowd. Over 500 young people from more than 100 schools took Open University modules last year.

Modules are offered in a wide range of subject areas including science, engineering, business studies, health and social care, IT and computing, arts, mathematics and sport and fitness. Each module offered through YASS is at level 1, equivalent to SCQF Level 7 and the first year at a traditional university.

Modules can last from 10 weeks to 40 weeks and are clearly structured with timetables and deadlines.

However, studying with the OU gives you the flexibility to decide when and where you study each week.

Shorter modules normally require up to 10 hours of study a week, while a longer one can require up to 16 hours a week.

The benefits of YASS

- YASS is FREE. All 10 and 15 point modules are fully funded.

- YASS is an opportunity for students to experience learning at university level and develop important skills such as independent study and time management.
- YASS students are treated just the same as other OU students. They have access to the whole range of OU online learning resources, student and IT support, as well as guidance about course choice and careers.
- YASS modules are highly regarded by Universities. They are an excellent addition to your personal statement or CV.

#### How to get started

Speak to your school YASS coordinator (Mr Haine) who has a list of all modules available and information on how to apply or visit <http://www.open.ac.uk/scotland/study/young-applicants-schools> and then speak to Mr Haine.

YASS modules admirably supplement the range of traditional award-bearing courses and units that any one school can offer in the Sixth Year. This flexible alternative gives students a taste of University-style work, and an opportunity either to specialise and deepen their knowledge and skills in one particular area or to initiate study in a new field. The means of delivery promotes student responsibility for their own learning, which is at the heart of Curriculum for Excellence

#### Courses at Perth College UHI

A strong school/college partnership exists between Perth Grammar and Perth College. This partnership enables us to offer an even greater variety of choice in a range of vocational, practical or academic skills. Most of these courses are taught at College although sometimes college staff come into school to deliver the course. Many of these courses support a vocational pathway and focus on employability skills. They can provide a route into Modern Apprenticeships and Graduate Apprenticeships as well as into other qualifications at College or University.

College courses fit in quite easily to the normal school timetable. They are taught either on Tuesday morning and Thursday afternoon or on Wednesday afternoon and Friday morning. A few are either online or 'blended' courses (part taught, part distance learning). The only exception to this is the Foundation Apprenticeship which involves a full day on a Friday out of school. Courses are available at a range of levels from SCQF Level 4 to Level 6 and 7.

All of the courses available for session can be viewed on the 2019-20 Pathways form and the full prospectus with the details for each course is on the Perth College Website at the link below.

If you are interested in a college course, you MUST complete an online application as well as selecting the course on your Pathways form. All applications for School-College courses are now made online.

Each course has its own webpage and the application link is at the bottom of the page under 'Apply'.

See: [www.perth.uhi.ac.uk/school-college-partnership/courses-for-school-pupils/](http://www.perth.uhi.ac.uk/school-college-partnership/courses-for-school-pupils/)

Once you have completed it, an alert will be sent to your Guidance teacher to complete a reference for you. Once the process is complete, the college will then contact you to invite you for interview. If successful, they will then contact you again to offer you a place.

## Information on Core Social Education and RE

All pupils will follow a programme on a one period per week basis.

In Social Education, the aims are to:

- To develop personal and interpersonal skills,
- increase self-awareness and improve self-esteem,
- instill positive habits and attitudes towards studying and learning both at school and at home,
- explore values and attitudes about personal issues,
- develop responsible citizenship,
- provide relevant vocational guidance.

The fourth year programme builds on many of the themes that were introduced in the Social Education programme throughout the Broad General Education:

- Sexual Health & Relationship Education
- Social, Mental and Emotional Wellbeing
- Parenting
- Finance
- Revision habits
- Study skills

The methods used will encourage active learning through participation in discussions, group work and workshops where pupils are encouraged to express their opinions freely in the context of their lessons.

During the session pupils are given opportunities to reflect on their personal and academic progress. There will be an attainment focus throughout the year in the form of Monitoring and Tracking across the subjects with Target Setting interviews.