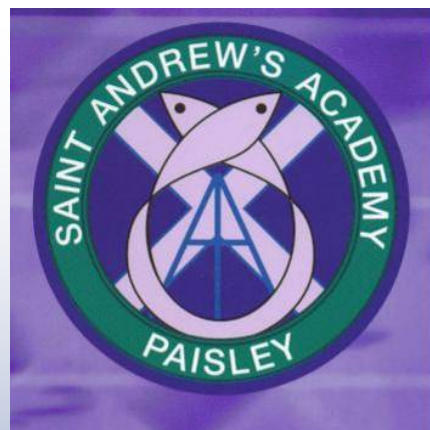


St Andrew's Academy

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# *Senior Phase Handbook*



**SESSION 2016 - 2017**

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# Introduction

**Welcome** to the senior school in St Andrew's Academy. Fifth and sixth year are crucial years for a variety of reasons. They are important because the decisions you make now can have an affect on your career and future prospects. You will be setting yourselves goals and targets which allow you to apply for employment, apprenticeships, college or university. You will have to concentrate much more of your time and effort to ensuring that you achieve theses targets.

As in previous years you will be expected to work hard, attend punctually and regularly and behave appropriately. However, now that you have reached the senior school an ever-greater degree of maturity is expected. You have chosen to return to school so a positive attitude and a sense of commitment should not be in question.

Moreover, as a senior member of St Andrew's Academy you will represent the school in the wider community and will be role models for the younger pupils. It is important that you take these responsibilities seriously. Your mode of dress and your attitude to your fellow students and teachers matter to all of us and I know that I will be able to rely on you.

Sixth year students will also have the opportunity to give something back to the community through the programme of community involvement. In particular, you will have the opportunity to take on the role of Prefect or House Captain. A number of you will stand for election for the important positions of Head Boy and Head Girl and I am sure that you will carry out the duties and responsibilities associated with these positions with the dedication and responsibility which I have come to expect of sixth year students.

I hope that you will enjoy your time in the senior school and that you will achieve all that you aim for.

**K Henry**  
Head Teacher

## It's Your Choice . . . Make the right one

The subject choice which you make now will affect the opportunities you have for employment and further or higher education. So think carefully and take advice.

Fifth year students must study five subjects at Higher or National. Sixth year students who are studying two or more subjects at Advanced Higher may be allowed some period for private study.

They should negotiate this with their Guidance Teacher. The majority of fifth year students will study English and Maths.

All senior students will also study Religious Education and Physical Education.

The options form for the Senior Phase will be issued separately.

## Equal Opportunities

3

Employers, colleges and universities are simply concerned about getting the right person for the job regardless of background, gender, race or disability. Your subject choice should be based on your abilities, interests, personality and health. Make your decisions with an open and independent mind.

### **The following thoughts might help you when making your choice:**

- ◆ Look at your National results and consider the subjects where you have performed best.
- ◆ Once you have received your results, your Guidance Teacher will discuss your SQA predictions with you.
- ◆ Think about the career which you would like to follow.
- ◆ Check the various university prospectuses in the Careers Library, discussion with SDS Career Coach and your Guidance Teacher.
- ◆ If applying for college or university, find out which subjects are compulsory for the various courses which interest you.
- ◆ If necessary think about achieving your goal over two years.
- ◆ Be realistic.
- ◆ Listen to the advice of your teachers. They are experts in their own field and they speak from experience. They know you as a student and they have your interest at heart.

# Careers Advice

## Skills Development Scotland – Career Management Skills

As young people begin to explore their options for further learning and work, it is important that they identify their skills and strengths as they make decisions about what they want to do next.

To help prepare your child for today's fast moving labour market, Skills Development Scotland (SDS) is leading a transformed careers service that works with schools to give young people the skills to manage their own career.

Our school-based career coaches offer pupils group sessions, drop-in lunchtime clinics and face-to-face coaching, where appropriate. This is supported by Scotland's careers and information web service My World of Work ([www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)).

It provides information on subject choices, exam results, preparing for further study, preparing for a job and Modern Apprenticeships.

There is an area on My World of Work for parents ([www.myworldofwork.co.uk/parents](http://www.myworldofwork.co.uk/parents)) where you can get more information or chat to one of our online advisers. If you would prefer to speak to someone, you can call our helpline on 0800 917 8000.

Pupils can request an appointment with the school Career Coach through their Guidance Teacher. There is also a Careers Drop-in Lunchtime Clinic available in the careers section of the school library on Monday and Tuesday from 1.30pm - 2pm. Pupils are welcome to call in for careers information and advice.

Skills Development Scotland Leasachadh Sgilean na h-Alba  
[myworldofwork.co.uk](http://myworldofwork.co.uk) – for all your work, skills and learning needs  
[ourskillsforce.co.uk](http://ourskillsforce.co.uk) – making skills work for employers  
[skillsdevelopmentscotland.co.uk](http://skillsdevelopmentscotland.co.uk) – corporate website

Find us on    



## Work Shadowing

Many careers are vocational in their nature. They require particular training, preparation and knowledge of the job. Such careers tend to be in the caring sector, like teaching, medicine, nursing, the police service or childcare.

Before applying for a training place on any of these courses some knowledge of the job and a period of practical hands-on experience will be required. Sixth year is the ideal time for acquiring this experience. Your Guidance Teacher will be able to help you organise this type of experience - often referred to as work Shadowing.

# Higher and National Courses

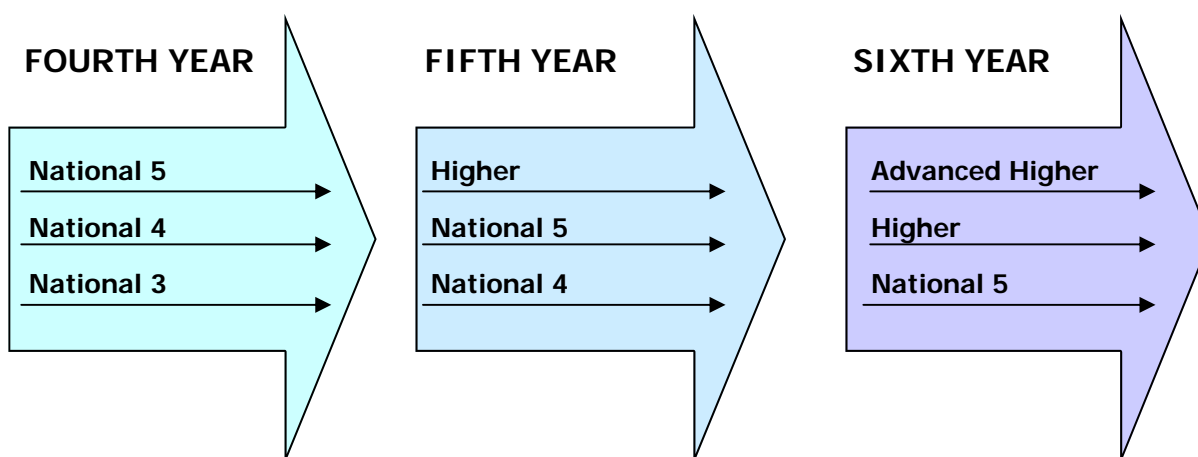
*Courses* currently offered in the school are taught at 4 levels, as follows:

<b>National 4</b>	<i>For students who have achieved a National 3 Qualification</i>
<b>National 5</b>	<i>For students who have achieved a National 4 Qualification</i>
<b>Higher (National 6)</b>	<i>For students who have achieved a National 5 Qualification</i>
<b>Advanced Higher</b>	<i>For students who have achieved a grade A pass at Higher</i>

However, before embarking on a Higher course you should discuss the different elements of your award with your Guidance Teacher. In certain subjects it would not be advisable to embark on a Higher course without achieving a **National 5 pass at A-C level**.

When you study a course at Higher or National 5 Course, you will sit a number of UNIT ASSESSMENTS (normally three) in the course of the year. These are supplemented by the traditional examination in May where students are given the opportunity to demonstrate their knowledge. Passes (at National 5 and Higher) are graded A, B, C and D.

However, in order to obtain an overall award, **the student must pass the internal unit tests AND the final exam**. This system is designed to combine the benefits of continuous "in school" assessment with the rigours of the traditional external examination.





## NATIONAL 4



### **Recommended entry:**

Candidates would normally be expected to have passed National 3 Art

### **Course structure :**

The Course consists of three mandatory Units, including the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Units at National 5.

### **Art and Design: Expressive Activity (National 4)**

This Unit helps learners to develop an understanding of the factors that influence and inspire artists' work. They will also consider how artists use art materials, techniques and/or technology in their work. Learners will research and develop their personal thoughts and ideas in 2D and/or 3D formats in response to given stimuli. They will produce observational drawings and studies and develop their expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways.

### **Art and Design: Design Activity (National 4)**

This Unit helps learners to plan, research and develop creative design ideas in response to a given brief. Learners will develop their creativity and problem-solving skills as they consider the design opportunities, issues and constraints of the brief. They will develop their understanding of designers' working practices and the factors that inspire and influence their work. They will also experiment with and develop media handling skills when producing their design ideas in 2D and/or 3D formats.

### **Art and Design Practical Activity (National 4)**

This Unit adds value by introducing challenge and application.

In the *Art and Design Practical Activity*, learners will draw on and extend their knowledge, and apply practical skills when producing art and design work. The practical activity will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning. They will develop problem-solving and reflective practice skills in the context of their expressive and design work.

### **Progression**

This Course or its Units may provide progression to:

- ◆ National 5 in Art and Design
- ◆ other qualifications in art and design
- ◆ further study, employment and/or training

# Art & Design



## NATIONAL 5

### **Purpose and aims of the Course:**

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

Learners will investigate the factors influencing artists and designers work and practice and will use this understanding when developing and producing their creative expressive art and design work.

### **Recommended entry:**

Candidates would normally be expected to have passed National 4 Art and Design.

### **Course structure:**

The Course consists of two mandatory Units and the Course assessment. Both Units are designed to provide progression to the corresponding Units at Higher.

### **Art and Design: Expressive Activity (National 5)**

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

### **Art and Design: Design Activity (National 5)**

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

### **Progression**

This Course may provide progression to:

- ◆ **Higher Art**
- ◆ other qualifications in art and design
- ◆ Further study, employment and/or training.



# Art & Design

## HIGHER



### Entrance Requirements:

Entry to the Higher Art and Design course is a National 5 pass at A-C grade.

### Purposes and aims of the Course:

The purpose of the Course is to provide a broad practical experience of Art and Design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work. Learners will analyse the factors influencing artists and designers and practice. They will use this understanding when developing and producing their own creative and personal expressive art and design work.

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

### Course structure:

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways. The Course consists of two mandatory units and the Course assessment. Both units are designed to provide progression to the related units at Advanced Higher.

### Art and Design: Expressive activity (Higher)

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

### Art and Design: Design Activity (Higher)

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

### Progression:

On successful completion of Higher Art & Design candidates may choose to study at Advanced Higher. Students may prefer to build a portfolio for entry to a degree course at Art School in their sixth year or for entry to college to study one of a number of available courses at either Higher National Certificate (HNC) or Higher National Diploma (HND).



## AWARD in PERSONAL FINANCE

School Based Course

The **Foundation Certificate in Personal Finance (FCPF)** offered by the Institute of Financial Services which is now approved by SQA has been designed to equip individuals with the knowledge and skills to be able to cope confidently and effectively with basic financial encounters they are likely to meet.

Students will learn what influences how we spend or save money and how to become competent at managing their own money.

### RECOMMENDED ENTRY:

A general interest in the world of finance both from a business and personal perspective would be beneficial.

### COURSE DETAILS:

The course is divided into two units:

- Unit 1: Introduction to Money
- Unit 2: Money Management

All units can be assessed either by a paper-based examination or via the Financial Services' e-test electronic examination system.

Each unit is assessed by a single 30 minute objective test that will comprise 30 questions; 21 stand alone multiple choice questions and three sets of stimulus material with 3 associated questions.

A 50% pass must be achieved on both units to gain the award. Higher grades will be credited with distinction and merit awards.



## ENTERPRISE & EMPLOYABILITY

NATIONAL PROGRESSION AWARD



### Purpose:

Enterprise and Employability is a very strong focus of development in Scotland's economy as they bring a lot of wealth and prosperity to the country. With high unemployment figures for young people Enterprise and Employability is ideal for getting ahead in today's competitive employment and further education market. The Enterprise and Employability Course will provide you with the experiences and understanding you require through enterprise, work experience and self development to help you achieve your next stepping stone, whether it be work, college or university.

The subject will offer you hands on experience through various enterprising activities as well as the knowledge you require for working with others and the tasks involved in the work place such as finance, personal development, e-commerce, marketing and business. A work experience unit is offered, which could further enhance your skills for work or further education. For S6 pupils participating in the course a highly recognised qualification will be offered, the Young Enterprise Programme within 1 period of class time.

### Recommended Entry

There are no formal entry requirements, however it is desired that you have National 4 English to achieve unit assessments.

### Course Structure

Each unit will have an assessment to build up a portfolio of your skills and activities. Enterprise activities and the work experience unit will be assessed by your teacher and your employer. There is no formal examination for this subject.

## National 5 Unit Assessments:

- ◆ Personal Development Self and Work
- ◆ Personal Development Self Awareness
- ◆ Working for Yourself
- ◆ Working with Others
- ◆ Work Experience
- ◆ Establishing your Business Identity
- ◆ Enterprise Activity
- ◆ Customer Service Skills for the Entrepreneur
- ◆ Establishing your Business Identity
- ◆ Financial Skills for a Small Business: An Introduction
- ◆ Establishing your Business Identity
- ◆ Business and E-Commerce: An Introduction
- ◆ Business and Marketing: An Introduction
- ◆ Business and Finance: An Introduction

### Progression:

Candidates who undertake an NPA in Enterprise and Employability could expect:

- ◆ Increased employment opportunities, following on from improved work-related skills and qualities, especially following a successful work placement
- ◆ An understanding of the key aspects of starting a business and some of the fundamental knowledge and skills that underpin them
- ◆ Progression onto Business related awards at SCQF level 5 and 6

## ADMINISTRATION & IT NATIONAL 4



### **Recommended Entry:**

Candidates will normally be expected to have attained National 3 Administration.

### **Course structure:**

This Course comprises four mandatory Units, including the Added Value Unit as detailed below.

### **Administrative Practices (National 4)**

The purpose of this Unit is to give learners a basic introduction to administration in the workplace. Learners will begin to appreciate key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this basic understanding in carrying out a range of straightforward administrative tasks required for organising and supporting small-scale events.

### **IT Solutions for Administrators (National 4)**

The purpose of this Unit is to develop learners' basic skills in IT and organising and processing simple information in familiar administration-related contexts. Learners will use the following IT applications: word processing, spreadsheets and databases, to create and edit simple business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### **Communication in Administration (National 4)**

The purpose of this Unit is to enable learners to use IT for gathering and sharing simple information with others in familiar administration-related contexts. Learners will develop a basic understanding of what constitutes a reliable source of information and an ability to use appropriate methods for gathering information. They will also become able to communicate simple information in ways which show a basic awareness of its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### **Added Value Unit: Administration and IT Assignment (National 4)**

The purpose of this Unit is to 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.

### **Progression -**

This course may provide progression to

- ◆ National 5 Administration and I.T.
- ◆ other qualifications in Administration and I.T. or related areas
- ◆ further study, employment and/or training



## ADMINISTRATION & IT NATIONAL 5

### **Purpose:**

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

### **Recommended Entry:**

Candidates will normally be expected to have attained National 4 Administration.

### **Course structure:**

The Course comprises three mandatory Units as detailed below. Each of these Units is designed to provide progression to the corresponding Units at Higher.

### **Administrative Practices (National 5)**

The purpose of this Unit is to give learners a broad introduction to administration in the workplace. Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. The Unit will also enable them to apply this understanding in carrying out a range of administrative tasks required for organising and supporting events.

### **IT Solutions for Administrators (National 5)**

The purpose of this Unit is to develop learners' skills in IT, problem solving and organising and managing information in largely familiar administration-related contexts. Learners will select the following IT applications — word processing, spreadsheets, databases — and will use them to create and edit business documents. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### **Communication in Administration (National 5)**

The purpose of this Unit is to enable learners to use IT for gathering and sharing information with others in largely familiar administration-related contexts. Learners will develop an understanding of what constitutes a reliable source of information and an ability to identify and use the most appropriate methods for gathering information. They will also become able to communicate information in ways appropriate to its context, audience and purpose. The Unit will allow emerging technologies to be incorporated so as to ensure that its content remains current and relevant.

### **Progression -**

This course may provide progression to

- ◆ Higher **Administration and I.T.**
- ◆ other qualifications in **Administration and I.T.** or related areas
- ◆ further study, employment and/or training



## ADMINISTRATION & IT: HIGHER



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

### Recommended Entry:

If you have a good background in IT skills, a general or credit pass at National 5 in Administration & IT at level A-C. Pupils with no Administration and IT qualifications wishing to study this course in S5 or S6 should discuss this with a member of staff from the Faculty.

### Course Construction:

This course comprises of three mandatory units. Pupils must also complete a course assessment.

#### Administration Theory and Practice

The purpose of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace. Learners will acquire an in-depth knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as effective time and task management, complying with workplace legislation, effective teams and customer care.

#### IT Solutions for Administrators

The purpose of this unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions, some of them advanced, of IT applications covering word processing, spreadsheets, or emerging equivalent technologies, and to use them to analyse, process and manage information in order to create and edit relatively complex business documents.

#### Communication in Administration

The purpose of this unit is to enable learners to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. Learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information. This will enable learners to communicate information, taking account of the needs of the audience.

### Progression:

- Higher National Certificates and Diplomas
- A wide variety of degree courses.
- Employment.



## BUSINESS MANAGEMENT: NATIONAL 4



### **Purpose:**

Business plays an important role in society. We all rely on businesses and entrepreneurs to create wealth, prosperity, jobs and choices. 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 aims to enable learners to develop:

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

### **Recommended entry**

Learners would normally be expected to have attained a National 3 in Business Practises.

### **Course Details:**

The Course combines practical and theoretical aspects of business management. Skills, knowledge and understanding are developed through a range of real-life contexts. The Course consists of two mandatory Units and an Added Value Unit.

### **Business in Action (National 4)**

In this Unit, learners will carry out activities that will give them an appreciation of how and why businesses develop and operate in today's society. Learners 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 (National 4)**

In this Unit, 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.

### **Progression:**

This Course or its Units may provide progression to:

- National 5 Business Management
- further study, employment and/or training



## BUSINESS MANAGEMENT: NATIONAL 5

### **Purpose:**

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers to sustain this role. The purpose of the Course is to highlight ways in which organisations operate and the steps they take to achieve their goals. This purpose will be achieved through combining practical and theoretical aspects of business learning through the use of real-life business contexts.

### **Recommended entry**

Learners would normally be expected to have attained a National 4 Business Course.

### **Course Details:**

The Course combines practical and theoretical aspects of business management. Skills, knowledge and understanding are developed through a range of real-life contexts. The Course consists of three mandatory Units.

### **Understanding Business (National 5)**

In this Unit, learners will be introduced to the business environment. Learners will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society, using real-life contexts. It introduces learners to the main activities associated with businesses and other organisations. The Unit will allow learners to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

### **Management of People and Finance (National 5)**

In this Unit, learners will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. Learners will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management. This will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. Learners will also follow basic theories, concepts and processes relating to financial aspects of business in preparing and interpreting financial information in order to solve financial problems facing businesses.

### **Management of Marketing and Operations (National 5)**

In this Unit, learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that introduce them to the processes and procedures organisations use in order to maintain quality and competitiveness. Learners will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. Learners will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

### **Progression:**

This Course or its Units may provide progression to:

- ◆ other SQA qualifications in Business Management or related areas
- ◆ further study, employment and/or training

## BUSINESS MANAGEMENT: HIGHER



The study of business management is suitable for all learners interested in entering the world of business, whether that be as a manager, employee or self-employed person, as it gives learners knowledge of the business environment.

The Course develops an in-depth understanding of how people contribute to business success. As a consequence, learners will be better informed about business and able to make an effective contribution to society as consumers, employees, employers or self-employed people. The combination of knowledge of current business theory with practical aspects of learning will enable learners to apply their skills and knowledge to real-life business situations.

### Recommended Entry:

Students would normally be expected to have achieved a pass at National 5 Business Management at level A-C. However this is an excellent course choice for S6 pupils who have achieved a pass at Higher English and wish to widen their course choices for University.

### Progression

HNC/HND e.g. Business Administration

Degree course, e.g. BA Business Management, BA Commerce

A range of employment or training opportunities, e.g. administrative posts in human resources or marketing.

**Course Construction:** This Course comprises three mandatory units. Pupils must also complete a course assessment which counts for 30% of the overall marks for the full course award.

### Understanding Business

In this Unit, learners will extend their understanding of the ways in which large organisations in the private, public and third sectors operate. Learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals. This Unit also allows learners to analyse the impact that the internal and the external environment has on an organisation's activity, and to consider the implications of these factors.

### Management of People and Finance

In this Unit, learners will develop skills and knowledge that will deepen their understanding and awareness of the issues facing large organisations in the management of people and finance. This Unit will allow learners to carry out activities that will extend their grasp of relevant theories, concepts and procedures used in planning for an organisation's success, including leadership, motivation and finance.

### Management of Marketing and Operations

In this Unit, learners will extend their knowledge that will deepen their understanding of the importance to large organisations of having effective marketing and operations systems. The Unit will allow learners to carry out activities that will extend their knowledge of relevant theories, concepts and procedures used by organisations in order to improve and/or maintain quality and competitiveness. It will provide learners with a firm understanding of the importance of satisfying both internal and external customers' needs.



## COMPUTING SCIENCE- NATIONAL 4

### **Purpose:**

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. While some learners may want to become computing professionals, all will benefit from the development of these foundational skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 3 Computing Science.

### **Course structure**

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

**Software Design and Development (National 4)** The aim of this Unit is for the learner to develop basic knowledge, understanding and practical problem-solving skills in software design and development. Learners will develop basic computational thinking and programming skills through practical tasks using appropriate software development environments across a range of contemporary contexts. These tasks will involve simple features and straightforward contexts. They will also develop an understanding of how data and instructions are stored in binary form and how programming underpins computer applications. Learners will also explore the impact of contemporary software-based applications on society or the environment.

**Information System Design and Development (National 4)** The aim of this Unit is for the learner to develop basic knowledge, understanding and practical problem-solving skills in information system design and development. Learners will implement practical solutions using appropriate development tools to create databases, web -based information systems, multimedia information systems (and/or hybrids of these). These tasks will involve simple features and straightforward contexts. Learners will also develop an understanding of basic computer hardware, software, connectivity and security issues through a range of practical and investigative tasks.

**Computing Science Assignment (National 4): Added Value Unit** - This Unit requires the learner to apply skills and knowledge from the other Units to analyse and solve an appropriate challenging computing science problem.

### **Progression -**

This course may provide progression to

- ◆ National 5 Computing Science
- ◆ other qualifications in Computing Science or related areas
- ◆ further study, employment and/or training



## COMPUTING SCIENCE- NATIONAL 5

### **Purpose:**

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry.

### **Recommended Entry:**

While entry is at the discretion of the centre, candidates will normally be expected to have attained National 4 Computing Science. Please see recommendation on S4 pupil report.

### **Course structure**

The Course comprises two mandatory units as detailed below. Each of these Units is designed to provide progression to the corresponding Unit at Higher.

### **Software Design and Development (National 5)**

The aim of this Unit is for the learner to develop knowledge, understanding and practical problem-solving skills in software design and development through appropriate software development environments/ Learners will develop their programming and computational thinking skills by implementing practical solutions and explaining how these programs work. These tasks will involve some complex features in both familiar and new contexts, which will require some interpretation on the part of the learner. Learners will also develop an understanding of how data and instructions are stored in binary form, basic computer architecture and awareness of different contemporary software development languages and environments.

### **Information System Design and Development (National 5)**

The aim of this Unit is for the learner to develop knowledge, understanding and practical problem-solving skills related to information system design and development through a range of practical and investigative tasks. Learners will apply computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding of the technical, legal and environmental issues related to one or more information systems. Tasks will involve some complex features and familiar and new contexts, which will require some interpretation on the part of the learner.

### **Progression -**

This course may provide progression to

- ◆ Higher Computing Science
- ◆ other qualifications in Computing Science or related areas
- ◆ further study, employment and/or training



## COMPUTING SCIENCE- HIGHER

The purpose of this course is to introduce students to the principles and practices of computer systems together with the stages in developing a software product.

### **Recommended Entry:**

Students would normally be expected to have achieved a pass at National 5 Computing Science at level A-C. Pupils with no Computing Science qualifications wishing to study this course in S5 or S6 should discuss this with a member staff from the Faculty.

### **Course Construction:**

The course consists of three units. The first two units are divided into a number of topics. The third unit is a practical assessment.

### **Information Systems Design & Development**

For this Unit, the learner will develop:

- ◆ skills in information system design and development
- ◆ knowledge and understanding of information system design and development
- ◆ understanding the legal, environmental, economic and social implications involved in designing and developing an information system

### **Software Design & Development**

For this Unit, the learner will develop:

- ◆ skills in software design and development
- ◆ knowledge and understanding of software design and development
- ◆ understanding of the impact of contemporary computing technologies

### **Coursework Assignment**

The Coursework Assignment consists of practical tasks that will assess skills from both units. The assignment counts for 40% of the overall marks for the full course award.

### **Progression:**

- Advanced Higher Computing Science
- Higher National Certificates and Diplomas
- A wide variety of degree courses
- Employment





## Cyber Security

NATIONAL PROGRESSION AWARD

### Purpose

The National Progression Award (NPA) in Cyber Security provides foundation knowledge and skills in data security, digital forensics and ethical hacking – providing a skills pipeline into the Cyber Security industry. These awards are designed to raise awareness of Cyber Security and fill the current skills gap in this field. They will encourage learners to improve their cyber hygiene and resilience, and enable them to identify security vulnerabilities safely, legally and ethically. They will also help learners to contribute more safely to virtual communities.

### Recommended Entry

There are no formal entry requirements for this course although qualifications in Computing Science will be considered when determining the level of study.

### Course Structure

#### Data Security

The specific aim of the Data Security Units is to place data security within the context of the real world and explore current practice in corporate data security. This includes the legal and ethical considerations, and the practical methods to protect personal and corporate data. The Units will introduce you to the concepts around personal and corporate data security, including aspects of legal and ethical obligations.

#### Digital Forensics

The Digital Forensics Units are designed to develop your knowledge and skills in digital forensics examination. You will gain knowledge of the principles and the integrity of the process involved in forensically examining digital evidence. You will gain practical skills in identifying evidential sources across a range of digital devices and mediums. Using these sources of evidence, you will then analyse and interpret data, its relevancy to an enquiry under investigation and the subsequent reporting of that information.

#### Ethical Hacking

The purpose of the Ethical Hacking Units is to develop a competent understanding of tools and techniques used by malicious and ethical hackers. You will gain an understanding of the potential threats and tools that can be used by malicious hackers to target individuals and organisations. By the end of this Unit you will have the ability to implement techniques and technologies used to defend systems from attack and evaluate the Scottish, UK and EU legislation and ethics of hacking.



## Cyber Security

NATIONAL PROGRESSION AWARD

There is no formal exam for this subject. Both your knowledge and practical abilities will be assessed using a variety of assessment strategies which could involve multiple choice tests or oral questions or maintaining a log book. Your practical abilities may be assessed through practical tasks or case studies.

### Progression

- ◆ Progression to the next level of study
- ◆ NC, HNC or HND in Cyber Security





## BIOLOGY NATIONAL 4

### **Purpose:**

The Course will be of value to those wishing to develop skills, knowledge and understanding of biology. It aims to develop scientific understanding of biological issues, with an emphasis on practical activities. The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. An experimental and investigative approach is used to develop knowledge and understanding of biology's key areas.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 3 Biology (covered in S2).

### **Course structure:**

The Course has four mandatory Units including the Added Value Unit. The first three Units listed below are designed to provide progression to the corresponding Units at National 5. In each Unit, learners will develop skills of scientific enquiry, investigation and analytical thinking, along with knowledge and understanding in the context of biology. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

### **Cell Biology**

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

### **Multicellular Organisms**

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

### **Life on Earth**

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

### **Added Value Unit:**

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

### **Progression -**

This course may provide progression to

- ◆ National 5 Biology
- ◆ other qualifications in Biology or related areas
- ◆ further study, employment and/or training

## BIOLOGY NATIONAL 5



### **Purpose:**

The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

### **Recommended entry**

Candidates will normally be expected to have attained National 4 Biology.

### **Course structure**

The Course has three mandatory Units, as listed below.

In each Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of cell biology. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

The final grade achieved will be based on a researched assignment (20%) as well as a final exam (80%).

### **Cell Biology:**

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

### **Multicellular Organisms**

The key areas covered are: cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of life-style choices on animal transport and exchange systems.

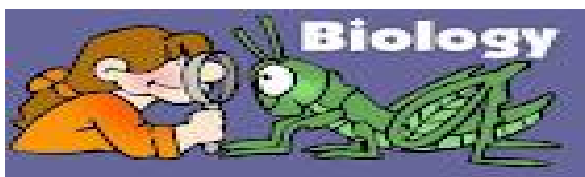
### **Life on Earth**

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

### **Progression**

This Course or its Units may provide progression to

- ◆ Higher Biology
- ◆ other qualifications in Biology or related areas
- ◆ further study, employment and/or training



## **Purpose and aims of the Course**

The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The Course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. It develops the concepts of biology.

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. In addition, to increase the relevance of the Course, within each Unit the most relevant applications of biological understanding are highlighted.

Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Biology along with other science subjects, as this may enhance their skills, knowledge and understanding.

The development of skills prepares learners by enabling them to adapt their learning to new situations, solve problems, make decisions based on evidence, and evaluate the impact of

## **BIOLOGY HIGHER**

science developments on their own health and wellbeing, society and the environment. By setting the acquisition of knowledge and skills in the context of Higher Biology, a stimulating, relevant and enjoyable curriculum prepares learners for further education, training or employment, in areas associated with life sciences.

The Course allows flexibility and personalisation by offering choice in the contexts studied.

### **Mandatory Units**

DNA and the Genome  
Metabolism and Survival  
Sustainability and Interdependence

### **Recommended entry**

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

### **◆ National 5 Biology Course (grade A-C)**

### **Progression**

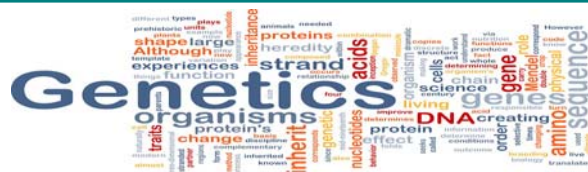
This Course or its Units may provide progression to:

- ◆ Advanced Higher Biology
- ◆ other qualifications in Biology or related areas
- ◆ further study, employment and/or training

### **Conditions of award**

To gain the award of the course, the learner must pass all of the units as well as the course assessments. The final grade awarded will be based on a researched assignment (20%) as well as the final exam (80%).

## BIOLOGY: ADVANCED HIGHER



### Purpose and aims of the Course

The purpose of the Course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and Higher Human Biology, and to provide a useful bridge towards further study of biology.

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

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

Throughout the Course there are ample opportunities to develop a systems approach to the study of biological science, allowing candidates to integrate their learning and to develop an appreciation of the global dimension to life on Earth and the importance of understanding biological issues in our society.

Learners will also develop their understanding of relevant applications of biology in society and a deeper understanding of the underlying themes of biology.

Through this Course, learners will develop important skills, attitudes and attributes related to biology, including: developing scientific and analytical thinking skills in a biological context; developing understanding of biological issues; and acquiring and applying knowledge and understanding of biology. These skills enable learners to develop an informed and ethical view of complex issues.

Learners will be able to develop their communication and collaborative working skills and be able to apply critical thinking in new and unfamiliar contexts to solve problems. This will enable learners to become scientifically literate citizens, who are able to make rational decisions that are based on evidence and interpretation of scientific information.

The further development of scientific skills and experience acquired in previous learning will extend candidates' capability to embark on independent investigative work, and by



designing and carrying out their own investigation candidates will increase their scientific literacy and develop skills for learning, life and work.

Learners will increase their scientific literacy through in-depth analysis and evaluation of scientific publications and media reports, as well as through the production of their own scientific reports and communications. These activities will assist in developing skills for learning, life and work.

### **Mandatory Units**

Cells and Proteins  
Organisms and Evolution  
Investigative Biology

### **Recommended entry**

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

- ◆ Higher Biology Course  
(**grade A-C**)
- ◆ Higher Human Biology Course  
(**grade A-C**)

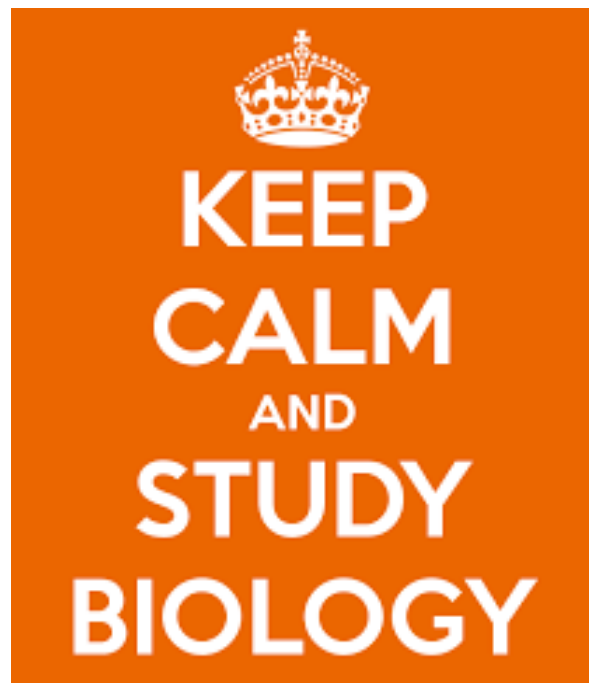
### **Progression**

This Course or its Units may provide progression to:

- ◆ an HND/degree in a biology-based course or a related area
- ◆ a career in a biology-based discipline or related area

### **Conditions of award**

To gain the award of the course, the learner must pass all of the units as well as the course assessments. The final grade awarded will be based on a researched assignment as well as the final exam.





## CHEMISTRY NATIONAL 4

### **Purpose**

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific enquiry and investigation are integrated and developed throughout the course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens able to review the science-based claims they will meet.

### **Recommended Entry**

Candidates will normally be expected to have attained National 3 chemistry (covered in S2).

### **Course Structure**

The course develops skills in a chemistry context. Learners will gain an understanding of chemistry and develop this through a variety of approaches including practical activities. The course has four mandatory Units including the Added Value Unit.

### **Chemical Changes and Structure**

In this unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience learners will investigate rates of reaction, energy changes of chemical reaction, and the reactions of acids and bases and their impact on the environment. Focusing on these reactions, learners will work towards the concept of chemical equations. Learners will research atomic structure and bonding related to properties of materials.

### **Nature's Chemistry**

In this unit, learners will research the Earth's rich supply of natural resources which are used by each and every one of us. Learners will investigate how fossil fuels are extracted and processed for use. They will investigate: the chemistry of using fuels, their effect on the environment and the impact that renewable energy sources can have on this; plants as a source of fuels, carbohydrates and consumer products; and how chemists use plants in the development of products associated with everyday life.

### **Chemistry in Society**

In this unit, learners will focus on the chemical reactions, properties and applications of metal and alloys. The chemistry of metals in chemical cells is explored. Through research, learners will compare and contrast the properties and applications of plastics and new materials. Learners will investigate the use of fertilisers, the formation of elements, and the presence of background radiation, and will research the use of chemical analysis for monitoring the environment.

### **Added Value Unit**

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

### **Progression -**

This course may provide progression to

- National 5 chemistry
- other qualifications in chemistry or related areas
- further study, employment and/or training

## CHEMISTRY NATIONAL 5



### **Purpose:**

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the Course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

### **Recommended Entry**

Candidates will normally be expected to have attained National 4 Chemistry.

### **Course structure -**

The Course comprises three mandatory Units as detailed below. Each of these Units is designed to provide progression to the corresponding Units at Higher.

The final grade achieved will be based on a researched assignment (20%) as well as a final exam (80%).

### **Chemical Changes and Structure**

In this Unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated.

### **Nature's Chemistry**

The Earth has a rich supply of natural resources which are used by all of us. In this Unit, learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels.

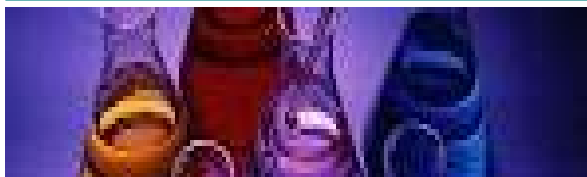
### **Chemistry in Society**

In this Unit, learners will develop skills and carry out practical investigations related to the chemistry of materials. Learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

### **Progression -**

This course may provide progression to

- ◆ Higher Chemistry
- ◆ other qualifications in Chemistry or related areas
- ◆ further study, employment and/or training



## CHEMISTRY HIGHER

### Purpose and aims of the Course

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

The Course provides well-mapped concept and skills development pathways. The Course develops scientific understanding of issues relating to chemistry, and uses the development of chemical theory to build an extensive set of skills for learners. Through application of a detailed knowledge and understanding of chemical concepts, in practical situations, learners develop an appreciation of the impact of chemistry on their everyday lives. The Course gives the opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations. By using the broad skills base and knowledge and understanding of detailed chemistry concepts, learners will become scientifically literate citizens.

It offers a broad, versatile and adaptable skills set which is valued in the workplace, and forms the basis for progress onto study of chemistry at a higher level, while also providing a knowledge base useful in the study of all of the sciences.

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### Mandatory Units

Chemical Changes and Structure ( $\frac{1}{2}$  unit)  
Researching Chemistry ( $\frac{1}{2}$  unit)  
Nature's Chemistry  
Chemistry in Society

### Recommended entry

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

#### ◆ National 5 Chemistry Course (grade A-C)

### Progression

This Course or its Units may provide progression to:

- ◆ Advanced Higher Chemistry
- ◆ other qualifications in Chemistry or related areas
- ◆ further study, employment and/or training

### Conditions of award

To gain the award of the course, the learner must pass all of the units as well as the course assessments. The final grade awarded will be based on a researched assignment (20%) as well as the final exam (80%).



## CHEMISTRY: ADVANCED HIGHER

### Purpose and aims of the Course

The purpose of the Advanced Higher Chemistry Course is to develop learners' 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.

The Course also serves to equip all learners with an understanding of the impact of chemistry on everyday life, and with the knowledge and skills to be able to reflect critically on scientific publications and media reports concerning chemistry. By using the broad skills base and knowledge and understanding of detailed chemistry key areas, learners will become scientifically literate citizens and be able to review the science-based claims they will meet and to communicate in an evidence-based manner. This also allows learners to make their own reasoned decisions on many issues within a modern society increasingly dependent on chemistry, science and technology.

The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. The purpose of the Course is to build on the knowledge, understanding and skills developed by the learner in Higher Chemistry and to provide a useful bridge towards further study of chemistry.

### Mandatory Units

Inorganic and Physical Chemistry  
Organic Chemistry and Instrumental Analysis  
Researching Chemistry

### Recommended entry

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

#### ◆ Higher Chemistry Course (Grade A-C)

### Progression

This Course or its Units may provide progression to:

- ◆ an HND/degree in a chemistry-based course or a related area
- ◆ a career in a chemistry-based discipline or related area

### Conditions of award

To gain the award of the course, the learner must pass all of the units as well as the course assessments. The final grade awarded will be based on a researched assignment (20%) as well as the final exam (80%).



## PHYSICS NATIONAL 4

### **Purpose:**

This practical and experiential course develops scientific understanding of issues relating to physics. It aims to generate interest and enthusiasm in the subject and to enable learners to develop confidence in recognising and communicating ideas on scientific phenomena. Learners will develop the ability to solve problems and establish relationships in physics by acquiring a broad knowledge base, practical skills and basic mathematical skills.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 3 Physics (covered in S2).

### **Course structure:**

The Course has four mandatory Units including the Added Value Unit. The first three Units listed below are designed to provide progression to the corresponding Units at National 5. In each Unit, learners develop skills of scientific enquiry, investigation and analytical thinking, along with knowledge and understanding in the context of physics. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

### **Electricity and Energy**

The Unit covers the key areas of generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model. Learners will consider the applications of electricity and energy on our lives, as well as the implications on society/the environment.

### **Waves and Radiation**

The Unit covers the key areas wave characteristics, sound, electromagnetic spectrum and nuclear radiation. Learners will consider the applications of waves and radiation on our lives, as well as the implications on society/the environment.

### **Dynamics and Space**

The Unit covers the key areas of speed and acceleration, relationships between forces, motion and energy, satellites and cosmology. Learners will consider the applications of dynamics and space on our lives, as well as the implications on society/the environment.



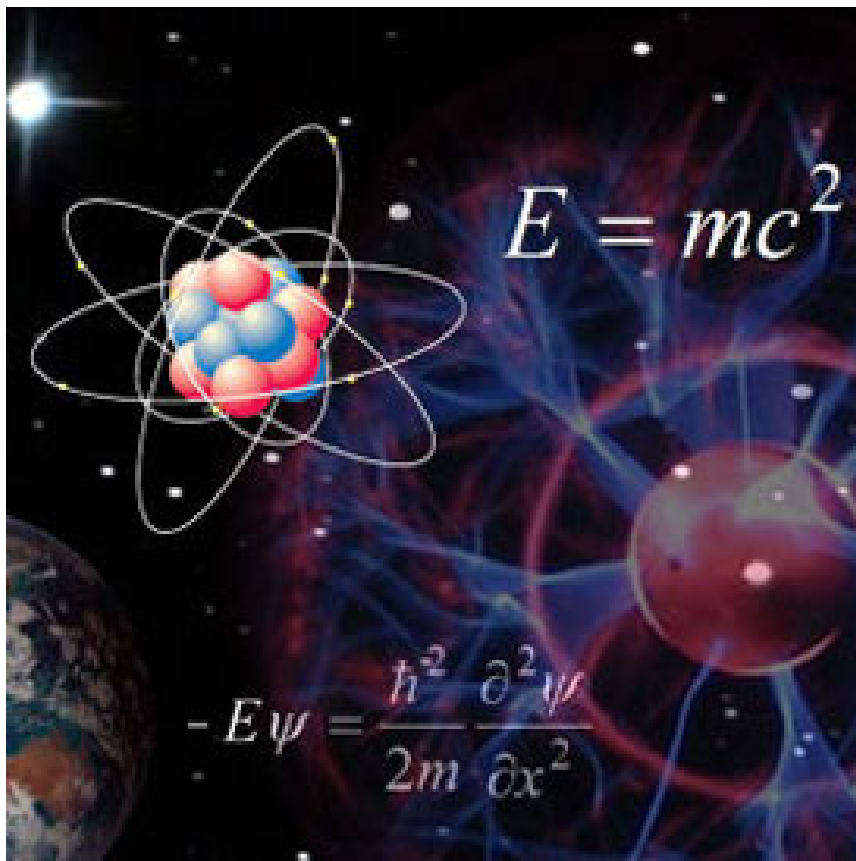
## Added Value Unit

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

## Progression

This course may provide progression to:

- ◆ National 5 physics
- ◆ other qualifications in physics or related areas
- ◆ further study, employment and/or training





## PHYSICS NATIONAL 5

### **Purpose:**

The purpose of the course is to develop learners' interest and enthusiasm for physics in a range of contexts. The skills of scientific enquiry and investigation are developed, throughout the course, by investigating the applications of physics. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet

### **Recommended Entry:**

Candidates will normally be expected to have attained National 4 Physics.

### **Course structure:**

The Course comprises three mandatory units as detailed below. Each of these Units listed is designed to provide progression to the corresponding Units at Higher. In each Unit, learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

The final grade achieved will be based on a researched assignment (20%) as well as a final exam (80%).

### **Electricity and Energy**

The general aim of this unit is to consider the applications of electricity and energy on our lives, as well as the implications on society and the environment. The unit covers the key areas of energy transfer, heat and gas laws.

### **Waves and Radiation**

The general aim of this unit is to consider the applications of waves and radiation on our lives, as well as the implications on society/the environment. The unit covers the key areas of waves and nuclear radiation.

### **Dynamics and Space**

The general aim of this unit is to consider the applications of dynamics and space on our lives, as well as the implications on society/the environment. The unit covers the key areas kinematics, forces and space.

### **Progression:**

This course may provide progression to:

- ◆ Higher Physics
- ◆ Other qualifications in Physics or related areas
- ◆ Further study, employment and/or training.



## PHYSICS HIGHER

### **Purpose and aims of the Course**

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

Due to the interdisciplinary nature of science, learners benefit from studying Physics along with other subjects from the sciences, technologies, and mathematics curriculum areas.

The Course develops scientific understanding of issues relating to physics. It will enable learners to gain an in-depth knowledge of concepts in physics, and to develop confidence in the skills of scientific inquiry.

Learners will develop ability in describing and interpreting physical phenomena using mathematical skills, and will practice scientific methods of investigation from which general relationships are derived and explored.

### **Mandatory Units:**

- ◆ Our Dynamic Universe
- ◆ Particles and Waves
- ◆ Electricity ( $\frac{1}{2}$  unit)
- ◆ Researching Physics ( $\frac{1}{2}$  unit)

### **Recommended entry:**

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

- ◆ National 5 Physics Course (Grade A-C)

### **Progression**

This Course or its Units may provide progression to:

- ◆ Advanced Higher Physics
- ◆ other qualifications in Physics or related areas
- ◆ further study, employment and/or training

### **Conditions of award**

To gain the award of the course, the learner must pass all of the units as well as the course assessments. The final grade awarded will be based on a researched assignment (20%) as well as the final exam (80%).



## PHYSICS: ADVANCED HIGHER

### **Purpose and aims of the Course**

The Advanced Higher Physics Course has been designed to articulate with and provide progression from the (Revised) Higher Physics Course. Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the candidate's knowledge and understanding of the concepts of physics and developing the candidate's skills in investigative practical work.

The purpose of the Course is to build on the knowledge and skills developed by the learner in the Higher Physics Course and to use their mathematical knowledge and skills to analyse and solve problems in real-life contexts.

As our understanding of physics and its potential applications is constantly evolving, our success as an industrial society depends on the development of young people who are secure in their knowledge of physics and who are resilient, adaptable, creative and inventive.

The Course offers opportunities for collaborative and independent learning set within familiar and unfamiliar contexts, and seeks to illustrate and emphasise situations where the principles of physics are used and applied, thus promoting the candidate's awareness that physics involves interaction between theory and practice. An opportunity for engaging in some independent research is provided. The resulting elements of knowledge and understanding and skills form the basis of the Advanced Higher Physics Course.

The study of Advanced Higher Physics should also foster an interest in current developments in and applications of physics, the willingness to make critical and evaluative comment, and the acceptance that physics is a changing subject. Positive attitudes, such as being open-minded and willing to recognise alternative points of view, are promoted.

### **Mandatory Units**

Rotational Motion and Astrophysics

Quanta and Waves

Electromagnetism ( $\frac{1}{2}$  unit)

Investigating Physics ( $\frac{1}{2}$  unit)

## Recommended entry

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

### ◆ Higher Physics Course (Grade A-C)

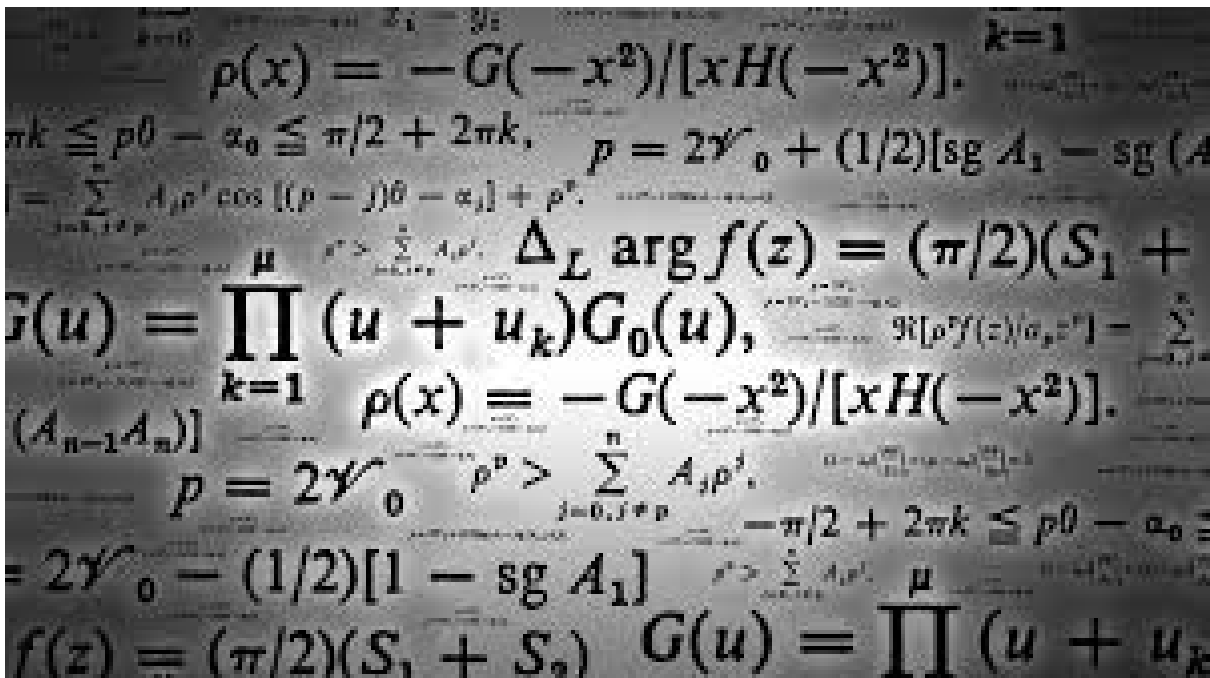
## Progression

This Course or its Units may provide progression to:

- ◆ an HND/degree in a physics-based course or a related area
- ◆ a career in a physics-based discipline or a related area

## Conditions of award

To gain the award of the course, the learner must pass all of the units as well as the course assessments. The final grade awarded will be based on a researched assignment as well as the final exam..





## ENGLISH NATIONAL 4

### **Purpose:**

The Course provides learners with the opportunity to develop skills in listening, talking, reading and writing, which are essential for learning, life and work, to 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.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 3 English.

### **Course Structure**

This Course is made up of four mandatory Units as listed below.

#### **English: Analysis and Evaluation (National 4)**

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate straightforward texts.

#### **English: Creation and Production (National 4)**

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in familiar contexts. Learners develop the skills needed to create and produce straightforward texts in both written and oral forms.

#### **Literacy (National 4)**

The purpose of this Unit is to develop the learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Learners develop the ability to understand straightforward ideas and information presented orally and in writing. Learners also develop the ability to communicate ideas and information orally and in writing with technical accuracy.

#### **Added Value Unit: English Assignment (National 4)**

The purpose of this Added Value Unit is to provide learners with the opportunity to apply their language skills to investigate and report on a chosen topic. This assignment will allow the learner to demonstrate challenge and application.

### **Progression -**

This course may provide progression to

- ◆ National 5 English
- ◆ other qualifications in English or related areas
- ◆ further study, employment and/or training.





## ENGLISH NATIONAL 5

### **Purpose:**

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

### **Recommended Entry:**

While entry is at the discretion of the Centre, candidates will normally be expected to have attained National 4 English. Please see recommendation on S4 pupil report.

### **Course Structure:**

The course comprises two mandatory Units as detailed below. Each of these Units is designed to provide progression to the corresponding Units at Higher.

### **English: Analysis and Evaluation (National 5)**

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed texts. The texts studied must include Scottish texts.

### **English: Creation and Production (National 5)**

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a range of contexts. Learners develop the skills needed to create and produce detailed texts in both written and oral forms.

### **External Examination:**

**Paper One:** Reading for Understanding, Analysis and Evaluation—two passages and questions.

**Paper Two:** Critical Reading—Scottish set text questions and one critical essay—will be based on texts studied over the year.

**Folio:** In later April students submit a writing folio of two items. This folio counts towards the final course award.

### **Progression:**

This course may provide progression to:

- ◆ Higher English
- ◆ Other qualifications in English or related areas
- ◆ Further study, employment and/or training.

## ENGLISH HIGHER



### **Purpose:**

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

### **Recommended Entry:**

S5 students will be expected to have attained National 5 in English. Entry will also be based on pupil performance in S4 in terms of meeting deadlines.

S6 students will be expected to have at least a pass from the National 5 English course and have demonstrated an ability to meet deadlines during that course.

### **Provision:**

This Course is made up of two mandatory Units. The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language. The two Units include the four language skills of listening, talking, reading and writing.

### **English: Analysis and Evaluation (Higher):**

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.

### **English: Creation and Production (Higher):**

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex language in both written and oral forms.

### **External Examination:**

**Paper One:** Reading for Understanding, Analysis and Evaluation -  
Two passages and questions.

**Paper Two:** Critical Reading: Scottish Text  
set text questions and one critical essay -  
will be based on texts studied over the year.



## ADVANCED HIGHER



### **Purpose:**

The purpose of this course is to provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts. The course provides personalisation and choice for learners by allowing them to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts. Learners will apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments. The Course also develops high levels of analytical thinking and understanding of the impact of language.

### **Recommended Entry:**

While entry is at the discretion of the school, students would normally be expected to have attained a course award or equivalent units at Higher.

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### **Course Structure:**

The Course is made up of two mandatory Units. The main purpose of the Units is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the Units.

### **English: Analysis and Evaluation:**

The purpose of this Unit is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. Learners extend and refine their skills of analysis and evaluation through the study of complex and sophisticated literary texts from the genres of drama, poetry and prose (fiction and non-fiction).

Learners will also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources. Learners will also develop organisational and presentational skills required in the production of a dissertation.

◆

**English: 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. Learners will use language creatively for a variety of purposes and in a variety of forms. Learners will develop a range of skills necessary for the deployment of language to create effect.

**External Examination:**

One critical essay and one unseen Textual Analysis.

**Folio:**

Students submit a writing folio of two items and a dissertation. This folio counts towards the final course award.

**Progression:**

- ◆ Degree courses in Arts and social Sciences.
- ◆ Employment in Careers related to Arts and Social Sciences.



## LIFE SKILLS MATHEMATICS NATIONAL 5



### **Purpose:**

The purpose of The National 5 Life-skills Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action using logic.

The Course develops confidence and independence in being able to handle information and mathematical tasks in both personal life and in the workplace. The course allows learners to draw conclusions, assess risk and justify decisions based on data presented in a variety of forms.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 4 Mathematics.

### **Course Structure:**

The Course has three mandatory Units:

#### **Life-skills Mathematics: 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.

#### **Life-skills Mathematics: Geometry and Measures:**

The general aim of the 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 situations requiring reasoning.

#### **Numeracy:**

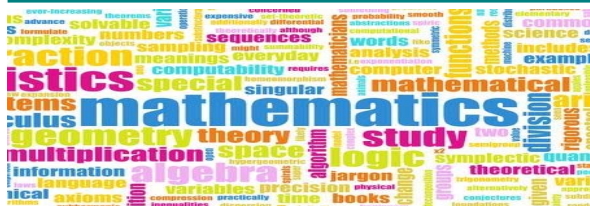
The general aim of this Unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. 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 real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

#### **Progression:**

Students may progress to National 5 Mathematics.



# Faculty of Numeracy



## MATHEMATICS NATIONAL 4

### **Purpose:**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 3 Mathematics.

### **Course structure**

The Course has four mandatory units, including the freestanding Unit in Numeracy.

### **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.

### **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.

### **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.



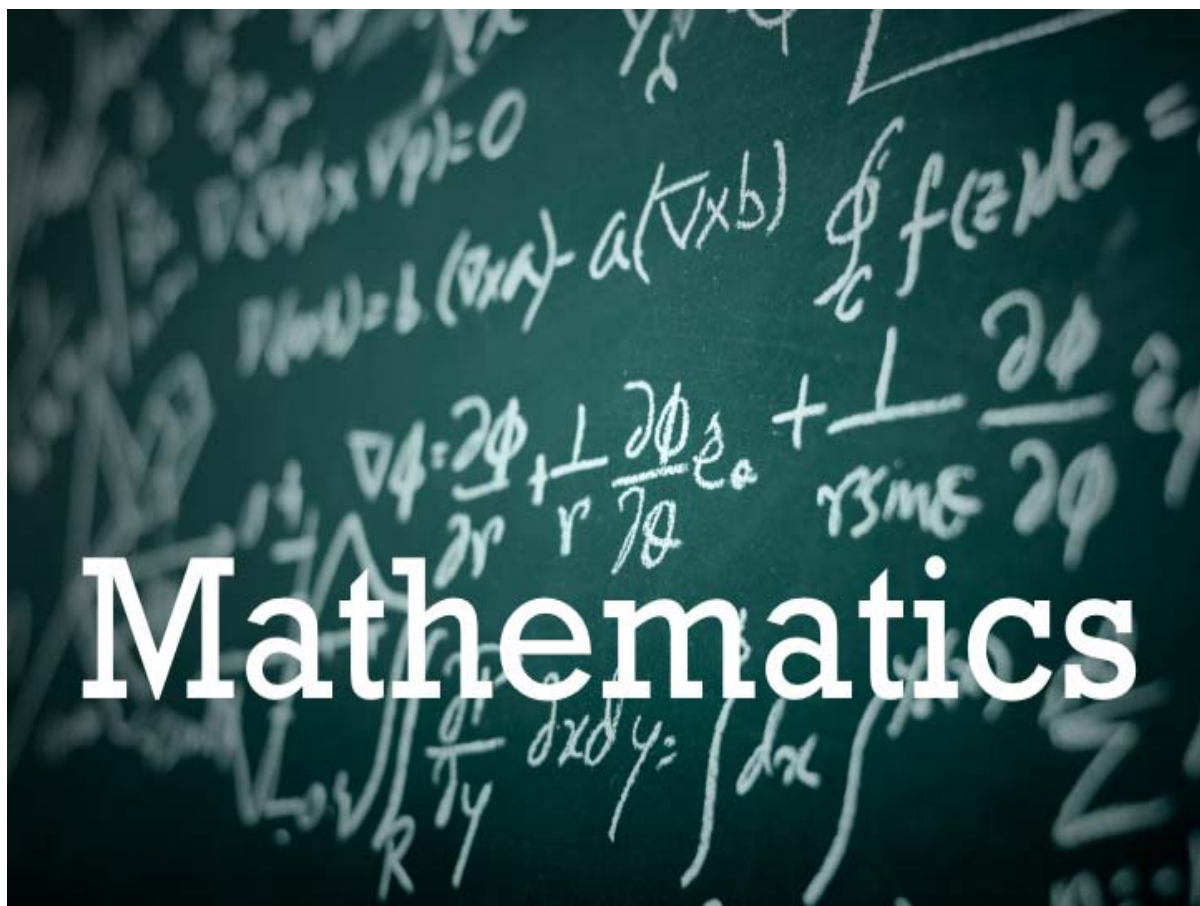
## Mathematics Test (National 4)

This is the Added Value Unit of the National 4 Mathematics Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Mathematics Course through the successful completion of a test which will allow the learner to demonstrate breadth and challenge. Breadth and challenge will be demonstrated through the use and integration of mathematical ideas and strategies linked to straightforward mathematical expressions, formulae and relationships. This will include the application of algebraic, geometric, trigonometric, statistical and reasoning skills. Numerical skills underpin all aspects of the Course, and the ability to use these without the aid of a calculator will also be assessed.

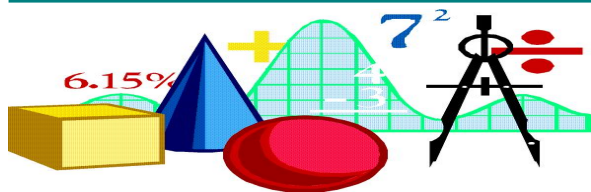
## Progression -

This course may provide progression to

- ◆ National 5 Mathematics
- ◆ other qualifications in Mathematics or related areas
- ◆ further study, employment and/or training



# Faculty of Numeracy



## MATHEMATICS NATIONAL 5

### **Purpose:**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 4 Mathematics.

### **Course structure:**

The Course comprises three mandatory Units as detailed below. Each of these Units is designed to provide progression to the corresponding Units at Higher.

### **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.

### **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.

### **Mathematics: Applications**

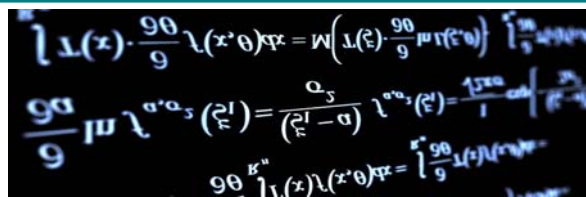
The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning.

### **Progression -**

This course may provide progression to:

- Higher Mathematics
- other qualifications in Mathematics or related areas
- further study, employment and/or training.

## MATHEMATICS HIGHER



### **Purpose:**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

### **Recommended Entry:**

Students would be expected to have attained a pass at A, B or C at National 5 Mathematics.

### **Course structure:**

The Course comprises three mandatory units as detailed below. Each of these units are designed to provide progression to the corresponding Units at Higher.

### **Mathematics: Expressions and Formulae (National 6)**

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.

### **Mathematics: Relationships and Calculus (National 6)**

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.

### **Mathematics: Applications (National 6)**

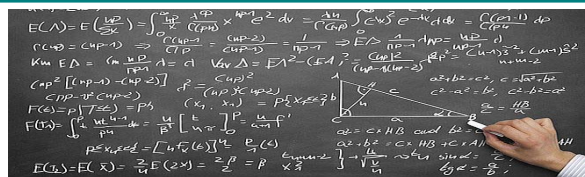
The general aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

### **Progression:**

This course may provide progression to:

- Advanced Higher Mathematics (National 7),
- other qualifications in Mathematics or related areas,
- further study, employment and training.

## MATHEMATICS ADVANCED HIGHER



Mathematics helps us to make sense of the world around us. It is the study of relationships, patterns, proofs and the properties of numbers. Mathematics takes a reasoned approach to thinking and is characterised by order and the use of carefully designed terms and processes. Mathematics can be used to model real-life situations and can equip us with the skills we need to interpret and analyse information, solve problems, assess risk, and make informed decisions. Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value.

### Recommended Entry:

This a demanding course, entry to Advanced higher is for students who have a proven ability and interest in Mathematics. Students would be expected to have attained a pass at Higher Mathematics (normally at A/B).

### Course Structure:

The course comprises of three mandatory units as detailed below.

### 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.

### 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.

### Geometry, Proofs 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.

### Progression:

Students who are applying for further education may gain entry with exemption to some of the First Year Mathematics course and will certainly have covered a substantial amount of the context of a First Year Degree course.







## GEOGRAPHY NATIONAL 5



### **Purpose:**

The purpose of Geography is to develop the learner's 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. In the 21st century, with growing awareness of the impact of human activity upon the environment and scarce resources, fostering a positive life-long attitude of environmental stewardship, sustainability and global citizenship.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 4 Geography.

### **Course structure -**

This Course has four mandatory Units, including the Added Value Unit as detailed below. Each of these Units is designed to provide progression to the corresponding Units at Higher.

### **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; coastlines of erosion and deposition. Personalisation and choice is possible through the landscape types and areas chosen for study.

### **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 as well as issues in changing urban and rural landscapes. Personalisation and choice is possible through contexts chosen as case studies.

### **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 are environmental hazards and health. Learners will study major global issues and the strategies adopted to manage these. Personalisation and choice is possible through the issues selected for study.

### **Assessment:**

#### **Examination:**

Pupils will be examined on all of the above areas in an exam lasting 1 hour and 45 minutes.

#### **Assignment:**

Pupils will write up a report under exam conditions which is based on fieldwork. They will be given 1 hour to do this and it is worth 25% of the overall award.

### **Progression -**

This course may provide progression to

- ◆ Higher Geography
- ◆ other qualifications in Geography or related areas
- ◆ further study, employment and/or training

## GEOGRAPHY HIGHER



### Purpose:

In the 21st Century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society. The contexts for study are local, national, international and global.

Higher Geography draws upon the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines. The Higher qualification gives learners a sophisticated understanding of geographical processes and information. This covers a range of topics, from glaciation to the growth of the human population. Independent study and cooperative learning are encouraged. Learners will gain sophisticated skills in analysing and communicating complex geographical ideas using maps and other diagrams.

### Course Details:

The course comprises of four Units as follows:

Unit Title:	Description:
<b>Physical Environments</b>	Lithosphere, Hydrosphere, Atmosphere and Biosphere.
<b>Human Environments</b>	Population in developed and developing countries, rural land degradation and management, urban change and management, New York and Nairobi Case Studies.
<b>Global Issues</b>	River Basin Management—Colorado Case Study Development and Health—Malaria Case Study
<b>Geographical Skills</b>	Geographical methods and techniques. Ordnance Survey Maps.

### Assignment:

The purpose of this Assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue. It is worth 33% of the final grade. There will be a compulsory field trip so that learners can undertake their own fieldwork.

### Progression:

The Higher Geography Course provides an entry qualification for study in Further and Higher Education, and for entry into a diverse range of occupations and careers.

# Faculty of Social Subjects



## GEOGRAPHY ADVANCED HIGHER

### Purpose:

The purpose of Geography is to further develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities including fieldwork will be essential parts of the Course, so that learners can interact with their environment.

### Recommended Entry:

Higher pass, preferably at A or B.

### Course Content:

The course is made up of **two** compulsory **units** and a Project/Folio as follows:

<b>Unit 1</b>	<b>Geographical Skills:</b> In this Unit, learners will develop a wide range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Learners will develop a wide range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.
<b>Unit 2</b>	<b>Geographical Study:</b> In this Unit, learners will develop critical thinking and the ability to evaluate sources and viewpoints on current complex geographical issues.
<b>Project/Folio</b>	The purpose of the Project/Folio is to demonstrate challenge and application by demonstrating skills, knowledge and understanding through undertaking independent research into a geographical study and a current complex geographical issue.

### Assessment:

Candidates are required to gain a pass for each of the two Units and to pass an exam lasting two hours and 30 minutes, worth a total of 50 marks, as well as passing the Project/Folio, worth a total of 100 marks.

### Progression:

The Higher Geography Course provides an entry qualification for study in Further and Higher Education, and for entry into a diverse range of occupations and careers.

## TRAVEL & TOURISM NATIONAL 4/5



### Course Details:

The National 4 and National 5 Skills for Work: Travel and Tourism are introductory qualifications in travel and tourism. They will develop the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

There is no external exam for National 4 or National 5 Travel and Tourism. Learners will complete a folio of coursework throughout the year.

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.

<b>Employability</b>	<ul style="list-style-type: none"> <li>◆ Jobs in the Travel and Tourism industry</li> <li>◆ Thomas Cook Case Study</li> <li>◆ Employability Skills</li> <li>◆ Learners may organise their own work experience as part of the Employability Unit.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>◆ Customer Interaction</li> <li>◆ Advertising and Marketing</li> <li>◆ Dealing with complaints</li> </ul>
<b>Scotland</b>	<ul style="list-style-type: none"> <li>◆ Glasgow Case Study</li> <li>◆ Loch Lomond Case Study</li> <li>◆ The Cairngorms Case Study and many more.</li> </ul>
<b>UK and Worldwide</b>	<ul style="list-style-type: none"> <li>◆ The Lake District Case Study</li> <li>◆ The Alps Case Study</li> <li>◆ New York Case Study and many more.</li> </ul>

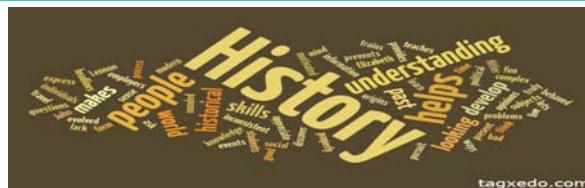
# Faculty of Social Subjects



Successful completion of Travel and Tourism at National 5 level may lead to other SQA Travel and Tourism Courses or to Scottish Vocational Qualifications (SVOs) in Travel and Tourism, further education or employment in the travel and tourism industry.



## HISTORY NATIONAL 4



### **Purpose**

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.

### **Recommended Entry**

Candidates will normally be expected to have attained National 3 History.

### **Course structure -**

This Course has four mandatory Units, including the Added Value Unit as detailed below.

### **Historical Study: Scottish**

In this Unit, learners will develop techniques to comment on historical sources. We have opted to study the **Era of the Great War** for this unit. Learners will develop knowledge and understanding of this area of historical study.

### **Historical Study: British**

In this Unit, learners will develop techniques to comment on the impact of a historical development. We have opted to study **The Atlantic Slave Trade** for this unit. Learners will develop knowledge and understanding of this area of historical study.

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

In this Unit, learners will develop techniques to comment on the factors contributing towards a historical development. We have opted to study **Appeasement and the Road to World War Two** in this unit. Learners will develop knowledge and understanding of this area of historical study.

### **Added Value Unit: History Assignment**

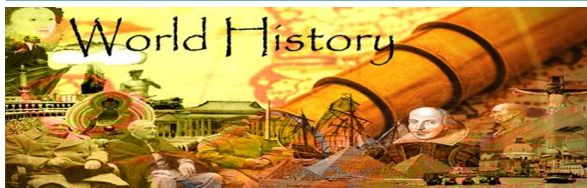
In this Unit, learners will exercise choice in selecting a topic for personal study drawn from Scottish, British or European and world contexts. They will research their chosen topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension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

### **Progression -**

This course may provide progression to

- ◆ National 5 History
- ◆ other qualifications in History or related areas
- ◆ further study, employment and/or training





## HISTORY NATIONAL 5

### **Purpose**

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.

### **Recommended Entry**

Candidates will normally be expected to have attained National 4 History.

### **Course structure -**

The Course comprises four mandatory Units, including the Added Value Unit as detailed below. Each of these Units is designed to provide progression to the corresponding Units at Higher.

### **Historical Study: Scottish**

In this Unit, learners will develop techniques to comment on historical sources. We have opted to study the **Era of the Great War** for this unit. Learners will develop knowledge and understanding of this area of historical study.

### **Historical Study: British**

In this Unit, learners will develop techniques to comment on the impact of a historical development. We have opted to study **The Atlantic Slave Trade** for this Unit. Learners will develop knowledge and understanding of this area of historical study.

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

In this Unit, learners will develop techniques to comment on the factors contributing to historical a development. We have opted to study **Appeasement and the Road to World War Two** for this unit. Learners will develop knowledge and understanding of this area of historical study.

### **Added Value Unit: History Assignment**

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

### **Assessment:**

There is an exam lasting 1 hour 45 minutes focusing on each of the above, with 20 marks allocated to each section.

### **Progression :**

This course may provide progression to

- ◆ Higher History or other qualifications in History or related areas
- ◆ further study, employment and/or training.

# Faculty of Social Subjects

## HISTORY HIGHER



### Purpose:

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

### Recommended Entry:

Achievement of a National 5 in History

*OR*

Higher Grade pass in another Social Subject

### Syllabus:

#### Britain 1851—1951

The development of democracy in Britain, Female Emancipation, Changes in Living and Working Conditions, Changing Attitudes to Government Responsibility for and Intervention in, the Lives of People.

#### The Growth of Nationalism

Here we study the development of the German State through its unification by Bismarck in the 1860s and 1870s, the impact of World War One and the rise of the Nazi Party, displaying the most extreme version of German Nationalism.

#### Scottish Topic

Migration and Empire

### Course Construction:

Each unit will comprise of 40 hours plus there will be an additional 40 hours for assessment, additional work, etc.



# Faculty of Social Subjects



## Course Assessment:

### Assignment

This will be written during class time, on a topic of the candidate's choice. It is usually completed in March and is worth 33% of total mark (30 marks). Candidates may bring an A4 sized 'Resource Sheet' to the writing-up session which lasts 1 hour and 30 minutes. Around eight periods of class time given to research.

### Examination

#### Part 1

Two questions to be answered (20 marks each), in essay form. One question should be taken from the British History topic. Another should be taken from the German Nationalism topic. There are nine questions to choose from.

#### Part 2

Three source-based, short answer questions (20 marks) on Migration and Empire (Scottish Topic).

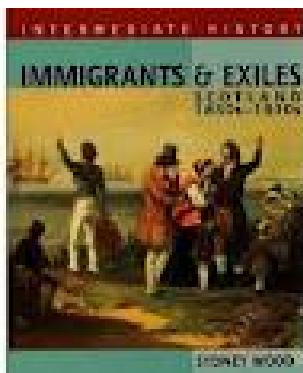
### Progression:

From the achievement of a Higher pass, students may study History at Advanced Higher level or take a Higher course in a related subject, such as Modern Studies. Higher History will contribute to Scottish Group Awards.

Students may also progress to:

- ◆ Higher education courses in History, Humanities and social Sciences, Law and Business administration.
- ◆ Further education courses in History, Humanities and Social Sciences or other areas.

Students may also progress to employment or vocational training in a variety of different areas.



## HISTORY ADVANCED HIGHER



### Purpose:

The Advanced Higher History Course 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.

The course 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.

The area of study for Advanced Higher History will be:

### Germany: Versailles to the Outbreak of the Second World War

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

### Progression:

The Course or its Units may provide progression to:

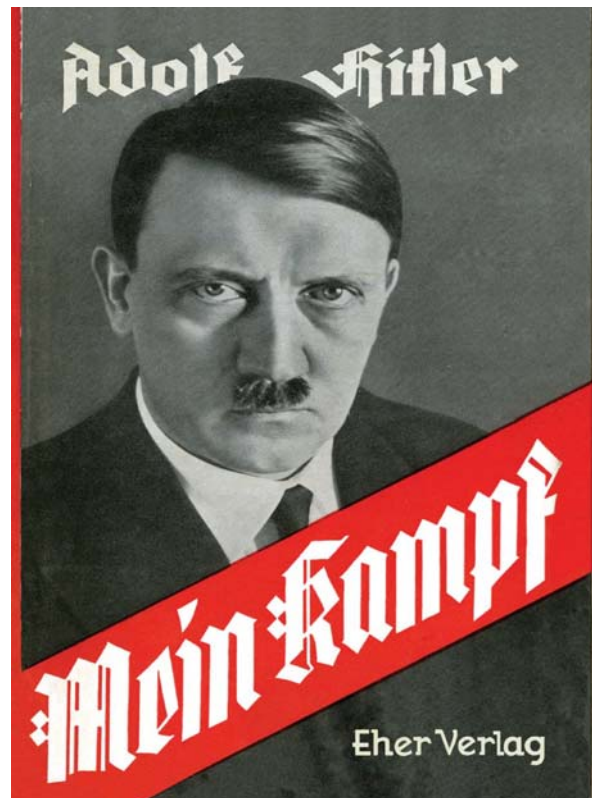
- ◆ Further or Higher Education course in History, Law or Social Studies
- ◆ Training or employment

### Assessment:

To achieve the Course award the candidate must pass the Units as well as the Course Assessment. The candidate's grade is based on the Course Assessment.

### Course Assessment:

- ◆ A question paper with a total allocation of 90 marks.
- ◆ A Project (dissertation) with a total allocation of 50 marks



# Faculty of Social Subjects



## MODERN STUDIES NATIONAL 4

### Purpose:

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.

### Recommended Entry:

Candidates will normally be expected to have attained National 3 Modern Studies.

### Course structure -

This Course has four mandatory Units, including the Added Value Unit as detailed below.

#### International Issues—World Power—United States of America

The study of the USA will focus on contemporary socio-economic issues and a study of its political system. Learners will explore the political and social life of American Citizens. Learners will look at the relationship between the UK and the USA.

#### Social Issues in the United Kingdom—Crime and the Law

Learners will focus on topics such as the causes of crime: biological vs. sociological, the impact of crime upon the UK and its citizens, the role of the Police and Government in reducing levels of crime.

#### Democracy in Scotland and the United Kingdom

Learners will study topics such as: the United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of representative democracy; voting systems and their impact; the impact of a range of factors which affect the voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.

#### Added Value Unit: Modern Studies Assignment (National 4)

In this Unit learners will choose an issue for personal study drawn from modern studies contexts. 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.

### Progression:

This Course may provide progression to

- ◆ National 5 Modern Studies
- ◆ Other qualifications in Modern Studies or related areas.
- ◆ Further study, employment and-or training.



## MODERN STUDIES NATIONAL 5

## Modern Studies in the Secondary School

### **Purpose:**

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.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 4 Modern Studies.

### **Course structure:**

The Course comprises three mandatory Units plus an Added Value Unit as detailed below. Each of these Units is designed to provide progression to the corresponding Units at Higher.

### **International Issues—World Power—United States of America**

The study of the USA will focus on contemporary socio-economic issues and a study of its political system. Learners will explore the political and social life of American Citizens and will also look at the relationship between the UK and the USA.

### **Social Issues in the United Kingdom—Crime and the Law**

Learners will focus on topics such as the causes of crime; biological vs. sociological, the impact of crime upon the UK and its citizens, the role of the Police and Government in reducing levels of crime.

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

Learners will study topics such as: the United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of representative democracy; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.



# Faculty of Social Subjects



## Assignment:

This will be written up during class time, on a topic of the candidate's choice. It is usually completed in March and is worth 25% of the total mark (20 marks). Candidates may bring an A4-sized 'resource sheet' to the writing-up session, which lasts 1 hour. Around 8 periods of class time are given to research.

## Progression:

This Course may provide progression to:

- ◆ Higher Modern Studies
- ◆ Other qualifications in Modern Studies or related area
- ◆ Further study, employment and /or training.



# Faculty of Social Subjects

## MODERN STUDIES HIGHER



### Purpose:

The purpose of this course is to develop knowledge and understanding of political, social and international issues and to promote the development of the critical skills of analysis, synthesis, evaluating and decision-making.

### Recommended Entry :

You must have achieved a National 5 in Modern Studies (preferably an A, B or C in another Social Subject).

### Syllabus:

#### International Issues: - World Power—The People's Republic of China

The study of recent economic and social reforms in China as it moves away from a Communist economy towards a more capitalist economy. The problems created by these changes. The role of the Chinese Communist Party within the political system.

#### Social Issues in the United Kingdom—Social Inequality

Learners will focus on topics such as the nature of social inequality; theories and causes of inequality; the impact of inequality; and attempts to tackle inequality and their effectiveness.

#### Democracy in Scotland and the United Kingdom

Learners will study topics such as: the United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership on the European Union; the study of representative democracy; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.

## Modern Studies

### Course Assessment:

#### Assignment

This will be written up during class time, on a topic of the candidate's choice. It is usually completed in March and is worth 33% of total mark (30 marks).

Candidates may bring an A4 sized 'Resource Sheet' to the writing up session which lasts 1 hour and 30 minutes.

Around 8 periods of class time are given to research.

### Examination:

#### Part 1

Choose 3 questions from a possible 6. One from each section International Issues, Social Issues and Democracy in Scotland and the United Kingdom.

#### Part 2

Pupils will answer two evaluating questions based on unseen sources.



### Progression:

From the achievement of a Higher pass, students may study Modern Studies at Advanced Higher level or take a higher course in a related subject, such as

History.

Students may also progress to:

- ◆ Higher education courses in Politics, Sociology and International Relations, humanities and social sciences, law and business administration or other related areas.
- ◆ Further education courses including HNC/D courses in arts and social sciences or other areas.

Students may also progress to employment or vocational training in a variety of different areas.

### Course structure:

This Course has two mandatory Units. There is considerable flexibility in themes/ topics that can be studied to allow personalisation and choice. The Units are:

#### **Modern Studies: Contemporary Issues (Advanced Higher)**

In this Unit, learners will develop an in depth knowledge and understanding of contemporary political/social issues in the United Kingdom and adopt an international comparative approach to their study. Learners will develop skills to critically evaluate a range of sources of information and social science research methods.

#### **Modern Studies: Researching Contemporary Issues (Advanced Higher)**

In this Unit, learners will develop skills of: justifying appropriate research issues; planning a programme of research; researching, collecting and recording information; explaining approaches to organising, presenting and referencing findings; and using an appropriate referencing system.

### Assessment:

The Course assessment will consist of two Components: a question paper worth 90 marks and a project-dissertation worth 50 marks.

This **question paper** will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- analysing, synthesising and evaluating to structure and sustain lines of argument
- making international comparisons
- analysing and evaluating sources of information and social science research methods
- applying knowledge and understanding of complex political or social issues

The **project-dissertation** will give learners an opportunity to undertake independent research in order to demonstrate the following skills, knowledge and understanding.

- ◆ justify an appropriate, complex, contemporary political/social issue for research
- ◆ evaluate research methodology
- ◆ use a wide range of sources of information
- ◆ analyse the issue
- ◆ evaluate arguments and evidence
- ◆ synthesise information to develop a sustained and coherent line of argument, leading to a conclusion, supported by evidence
- ◆ organise, present and reference findings using appropriate conventions.

# Faculty of Social Subjects



## SOCIOLOGY HIGHER

### Purpose:

The purpose of this course is to develop knowledge and understanding of important sociological concepts and theories so as to deepen awareness of social and cultural diversity. Students will also develop a range of skills including analysis, synthesis, evaluating, interpreting and decision-making.

### Recommended Entry:

Pupils MUST have Higher English or be studying English at Higher Level.

### Syllabus:

#### Human Society

- ◆ Sociological Theory
- ◆ Sociological Methods

#### Culture and Identity

- ◆ Analyse culture and identity in a changing world.

#### Social Issues

- ◆ Class Stratification.

### Teaching and Learning:

Students will be involved in a variety of learning experiences, in many cases using their own experience, such as debate, internet research, audio-visual material and paper resources on which group and individual decision-making exercises will be based.

### Assessment:

#### Assignment:

This will be written up during class time, on a topic of the candidate's choice. It will be completed in March and is worth 33% of the total mark (30marks).

Candidates will be given around eight periods of class time to research.

#### Examination:

There will be three sections and pupils will answer a series of questions from each section as shown in box opposite.

#### Progression:

Students may study Advanced Higher Sociology or take a Higher course in a related subject such as Modern Studies or History. Students may also progress to University Education where the knowledge and understanding gained and the skills developed will support a wide variety of courses such as Social Subjects, Law, Journalism, Social Work, Business Administration, the Media, etc. Sociology also provides a useful preparation for a variety of FE college courses and careers.



# Modern Languages

## HIGHER



### SPANISH

Students who have passed National 5 Spanish at A, B or C would be suitable to progress to Higher Spanish.

The elements of Listening, Speaking, Reading and Writing in the foreign language are developed. The final exam includes each element:

ELEMENT	HIGHER
<b>LISTENING</b> (answers in English) <b>WRITING</b> (in Spanish)	20% 10%
<b>SPEAKING</b> (short taped conversation with teacher on a prepared topic)	30%
<b>READING</b> (answers in English)	30%
<b>DIRECTED WRITING</b> (written response to bullet points, in Spanish)	10%

67

### RECOMMENDED ENTRY:

Candidates for the Higher course should have attained a pass at National 5.

### COURSE DETAILS:

There are 4 prescribed themes of study: Society, Learning, Employability, Culture.

Internal Assessment consists of one assessment in each of the elements. That is: one assessment in Speaking, Listening, Writing and Reading.

### PROGRESSION:

Higher and Advanced Higher is offered. Pupils from this school have gone on to study languages at University. Increasingly more Degree courses with a language option are available in most Further and Higher Education establishments and periods of study in a University abroad, in a country where the language you have studied is spoken, are available and organised by the Universities. A qualification in a Higher Modern Language is becoming compulsory for Primary School Teaching.

A proficiency in foreign languages is increasingly popular with employers. Further study of foreign languages could be combined with many areas of interest including Administration, Media, Law, Management, Information Technology, Tourism.





## NATIONAL 4

### **Purpose:**

The Course has an integrated approach to learning and includes a mixture of practical learning and underpinning understanding of music. In the Course learners will draw on their understanding of music styles and concepts as they experiment with using these when performing and creating music.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 3 Music.

### **Course structure:**

The Course has three mandatory Units and the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Unit at National 5.

### **Music: Performing Skills**

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy while maintaining the musical flow. Learners will, through regular practice and reflection, develop technical and musical performing skills.

### **Music: Composing Skills**

In this Unit, learners will experiment with and use compositional methods and music concepts in imaginative ways when creating their own music. Learners will reflect on their own creative choices and decisions, and develop a basic understanding of how composers develop their ideas and create their music.

### **Understanding Music**

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts and music literacy. They will identify the distinguishing features of specific music styles, recognise music concepts in excerpts of music, and understand and recognise common music signs and symbols used in music notation.

### **Added Value Unit: Music Performance**

This Unit adds value by introducing challenge and application. In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform a programme of music in a solo setting and/or as part of a group.

### **Progression -**

This course may provide progression to

- ◆ National 5 Music
- ◆ other qualifications in Music or related areas
- ◆ further study, employment and/or training

## NATIONAL 5



### **Purpose:**

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop and extend their interest in music, and to develop performing skills on their two selected instruments or on one instrument and voice. The Course also provides opportunities for learners to develop composing skills and broaden their understanding of music concepts and styles.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 4 Music.

### **Course structure:**

The Course comprises three mandatory Units as detailed below. Each of these Units is designed to provide progression to the corresponding Units at Higher.

### **Music: Performing Skills**

In this Unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical and musical performing skills.

### **Music: Composing Skills**

In this Unit, learners will experiment with, and use a range of compositional methods and music concepts to realise their intentions when creating original music. Learners will self-reflect on the impact and effectiveness of their creative choices and decisions and develop understanding of how composers create music in different ways and the things that influence their work.

### **Understanding Music**

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

### **Progression -**

This course may provide progression to

- ◆ Higher Music
- ◆ other qualifications in Music or related areas
- ◆ further study, employment and/or training



## HIGHER

### Higher: Music with Performing (full course award)

#### Recommended Entry:

Candidate will normally be expected to have achieved a minimum Grade B Band 5 for National 5 Music.

#### Purpose:

The Higher Music Course provides a broad practical experience of performing and creating music and develops related knowledge and understanding of music. Learners develop their skills and creative capabilities as musicians, and gain the skill they need to perform and create music and to confidently discriminate between music concepts and style.

#### Music: Performing Skills (Higher)

In this Unit, learners will develop performing skills for two selected instruments, or on one selected instrument and voice. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Learners will, through regular practice and critical self-reflection and evaluation, develop their technical and music performing skills.

#### Music: Composing Skills (Higher)

In this Unit, learners will experiment with, and use compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their choices and decisions on their music. They will also analyse how musicians and composers create music in different ways and the influences on their music.

#### Understanding Music (Higher)

In this Unit, through listening, learners will develop detailed knowledge and understanding of a range of level-specific music concepts, and music literacy. They will analyse the impact of social and cultural influences on the development of specific music styles and identify level-specific music concepts in excerpts of music, and music signs and symbols used in music notation.

#### Progression:

This Course or its Units may provide progression to:

- ◆ Other qualifications in Music
- ◆ Further study, employment and/or training.

## ADVANCED HIGHER



### Advanced Higher: Music with Performing (full course award)

#### Recommended Entry:

Candidates will normally be expected to have achieved a minimum Grade B Band 3 for Higher Music.

#### Purpose:

The course enables learners to develop skills in performing, creating, understanding and analysing music. It enables learners to develop and extend their applied music skills in challenging contexts and to develop greater depth of understanding of music through listening.

It provides learners with the skills they need to perform challenging music with musical and technical accuracy and fluency, while realising the composers' intentions. It also provides learners with opportunities to develop composing skills in sophisticated and creative ways.

Further, the Course also helps learners develop advanced aural skills and demonstrate their understanding and analysis of music through researching and analysing complete movements or works.

In the Course, learners will plan, organise and make decisions and take responsibility for managing their learning. They will apply critical thinking skills when reflecting on their performing skills and their own music compositions.

#### Music: Performing Skills (Advanced Higher)

In this Unit, learners will develop a range of advanced performing skills appropriate to their two selected instruments, or to their one selected instrument and voice. Through regular practice and reflection, learners will develop and creatively refine their performing skills while exploring a variety of musically and technically challenging music.

#### Music: Composing Skills (Advanced Higher)

In this Unit, learners will develop a range of advanced skills in creating music. They will experiment with and apply a range of compositional techniques and devices in refined and sophisticated ways when creating their own original music, drawing on their understanding of composers' work and approaches to the creative process.

#### Understanding and Analysing Music (Advanced Higher)

In this Unit, through listening, learners will develop their understanding of music styles, music concepts and musical literacy. Learners will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works.

#### Progression:

This Course or its Units may provide progression to:

- ◆ Other qualifications in Music
- ◆ Further study, employment and/or training.

# Physical Education



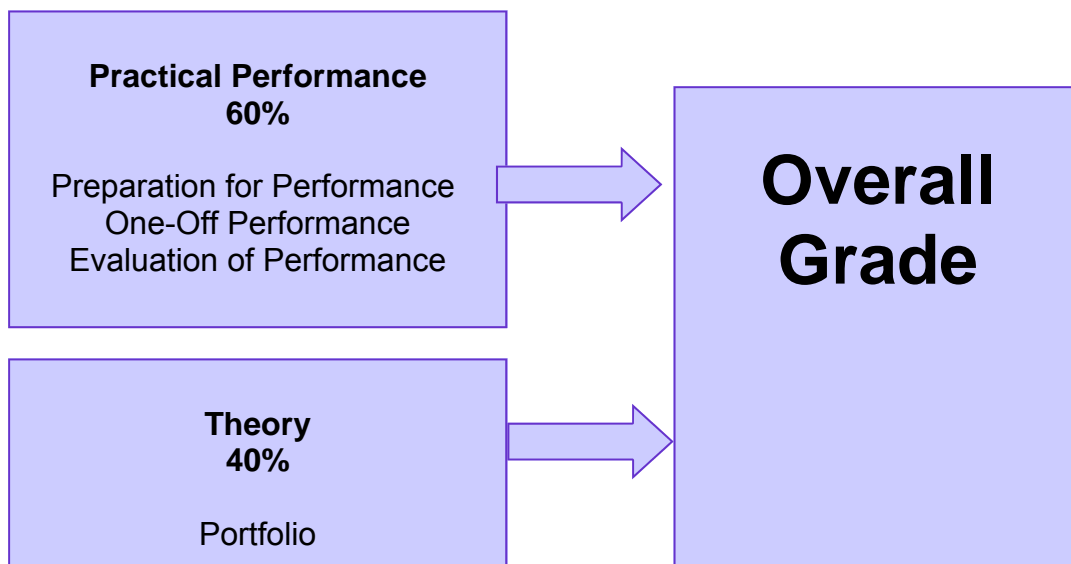
## NATIONAL 4 & 5

The National 4 and 5 Course in Physical Education are a unique blend of physically and academically demanding challenges. The Course is practical-based and is designed to improve Performance and understand the principles require for improvement.

Throughout the course pupils will be required to pass two internally assessed units. These are Factors Impacting Performance and Practical Performance.

Practical Performance is assessed throughout the year by the class teacher and moderated internally.

National 5 Candidates will then be eligible for the final assessments of a One-Off Performance and the Portfolio.





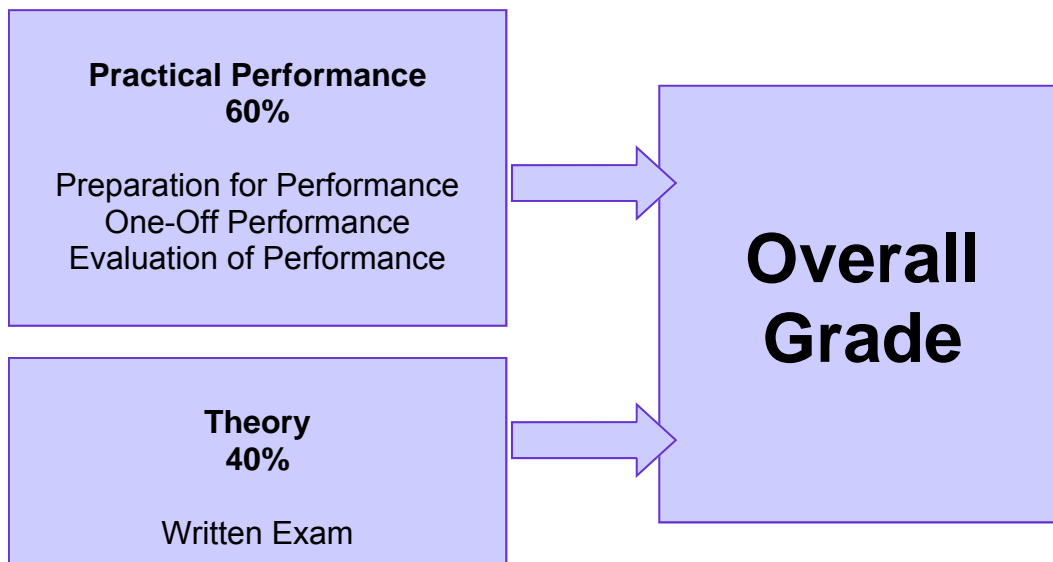




# Physical Education



## HIGHER



The Higher brings with it a practical-based approach to the subject.

The Course is made up of 3 units. All units must be passed to gain a full Higher pass. However, if you are unsuccessful in 1 of the compulsory units then you can still be presented with the successful unit passes for National 6.

The Factors and Performance units will run throughout the year over 2 periods per week. 2 periods will be for the Practical Performance and 2 periods for Theory. You will need to pick which course to study.

**Course 1**  
**Factors Unit**  
Football

**Performance Units**  
Basketball  
Volleyball

**Course 2**  
**Factors Unit**  
Badminton

**Performance Units**  
Basketball  
Hockey

# Physical Education



The Performance and Factors Impacting Performance units are internally assessed throughout the year. When you have successfully completed these units you will be eligible for the Final Examination and the One-Off Performance.

The One-Off Performance is selected by you after establishing which activity is best. It is your opportunity to show what you can do.

The course will look to improve your overall game by analysing your performance, identifying your weaknesses and areas of development, use a wide variety of methods of practice and training to improve your weakness and then re-analyse your whole performance and identify how you have improved.



# Sports Leadership

## SPORTS LEADERSHIP

LEVEL 1  
(S5 Only)



Why take the conventional option of class time PE when you can have fun and gain a qualification at the same time?

This year will see the Sports Leadership Level 1 Award offered to pupils in Core PE. Pupils interested in completing a coaching qualification in the school and joining the schools coaching pathway but are unable to fit it into their course choices should look no further.

You will be given the opportunity to apply for this course during class time. The spaces for this course will be limited and if the course is over subscribed then an application process will be required.

Those who successfully gain a place on this course will gain 2 qualifications. The course not only offers these 2 valuable awards but also gives the candidate the first step into coaching.

Heartstart Assistant Leaders Award

Sports Leader Level 1



The course will take you through the skills required to become a top coach/teacher including organisation, preparation, planning and delivery. It also offers you the chance to demonstrate and enhance your leadership skills.

### **Demonstrated Leadership Hours:**

The course requires you complete a number of demonstrated leadership hours. This will include assisting at an associated primary school sports event and 4 hours assisting in the delivery of the community sports clubs after school in St Andrew's.

### **Why pick this course?**

If you are interested in sport and/or working with young people through coaching or teaching then this is the course for you. What better way to gain the leadership and organisational skills to coach and teach young people as well as develop confidence in yourself to lead. By demonstrating your ability in this course it could lead on through the coaching pathway to coaching within the school or in the local community. This course is designed to prepare candidates for entrance into the Coaching and Leadership in Sport (CSL) course.

Those pupils who do not wish to pursue this course or are unsuccessful in their application will attend Physical Education as normal and be provided with the array of sporting options that the Department strive to expand at all times.

# Coaching & Leadership in Sport



This year will see the delivery a new coaching course within the PE department. The course will give you the opportunity to learn the skills required to become a coach. You will not only learn how to organise and take sessions but also gain qualifications through expert delivery from these partner organisations:

**SFA  
Referee Course**



**Positive Coaching  
Scotland**



**TOPS  
Training**



**Sports Leadership  
Level 2**



**Heartstart  
Assistant Leader**



# Coaching & Leadership in Sport



## **Primary Visits – Your chance to Lead**

The course requires a minimum of 10 demonstrated leadership hours and so at various points throughout the year you will be required to deliver sessions to primary pupils.

## **Demonstrated Leadership - Course Hours**

5 of the demonstrated leadership hours will be covered during course time. This delivery will initially be group work (groups of 3 or 4) working with a small number of primary pupils and at the end we would be looking for you and a partner to deliver a full session to a full class.

## **Additional Demonstrated Leadership Hours**

You must complete a further 5 hours outwith course time. You can either utilise school teams and clubs to complete these hours or you can independently source a team to do these with. You will need to have an independent assessor for these hours. The independent assessor will complete a form and will be contacted by the school to confirm hours are completed to the required standard.

## **Why pick this course?**

If you are interested in sport and / or working with young people through coaching or teaching then this is the course for you. What better way to gain the leadership and organisational skills to coach and teach young people as well as develop confidence in yourself to lead. By demonstrating your ability in this course it could lead through our coaching pathway to involvement or employment within the school or in the local community.

# Religious Education

## CORE



In the upper school every attempt is made to treat the pupils as young adults, and for many of the pupils they are able to respond in an appropriate manner through their active participation in class. The level at which the pupils are expected to perform is reflected in the structure of the materials, which are largely discursive in nature and which address some issues previously covered earlier in their school life, but at a deeper and more mature level.

Senior pupils are required to attend core Religious Education for two periods a week in both S5 and S6. The option is also available for senior pupils to study Religious Moral and Philosophical Studies (RMPS) at Higher level for a further six periods per week and, on successful completion of the course, to the award of a full Scottish National Qualification at Level 6 (Higher).

### S5 Syllabus:

The syllabus at S5 has undergone extensive change in light of the guidance document produced by the Catholic Education Commission on behalf of the Scottish Bishops and entitled 'This Is Our Faith'. The recommendations contained within this document, outlining appropriate content for the Senior Phase, is mirrored in the structure of the S5 syllabus as follows:

<b>Unit 1</b> <b>Nature of God:</b> <b>Trinity (Son of God)</b>	The revealed truth of Jesus as Son of God through scripture and as affirmed through the Nicene Creed.
<b>Unit 2</b> <b>Mary: Mother of the Church</b>	To consider the importance of Mary as a positive role model and as Mother of the Church.
<b>Unit 3</b> <b>The Body of Christ:</b> <b>Part 1—The Eucharist</b>	The Real Presence of Jesus through the Eucharist and the importance of the Mass to Catholics.
<b>Unit 4</b> <b>The Body of Christ:</b> <b>Part 2—The Church</b>	The Church as one, holy, catholic and apostolic. The nature of Church today and the role of the laity.
<b>Unit 5</b> <b>Responding in Faith</b>	The response of the Church to those in need and the need for healing and reconciliation.
<b>Unit 6</b> <b>Called to Love: Faithful in Love</b>	S5 unit from the 'Called to Love' resources, as approved by the Bishops Conference of Scotland for delivery of Relationships Education.



# Religious Education

## S6 Syllabus:

As with the syllabus at S5, the content of the syllabus is guided by the Senior Phase document 'This Is Our Faith', as produced by the Scottish Catholic Education Service (SCES) on behalf of the Bishops' Conference of Scotland.

The S6 Syllabus is currently under review and new units will be created to form a cohesive syllabus. In the meantime and for this session, pupils in S6 will follow the S5 syllabus which is already in place.



THIS IS  
*our faith*



# Religious Education

## CARITAS

The **Pope Benedict XVI Caritas Award** has been established as one way of keeping alive the legacy of Pope Benedict's historic visit to our country in 2010 and is open to all young people in their final year of school.

The award comprises of 3 elements:

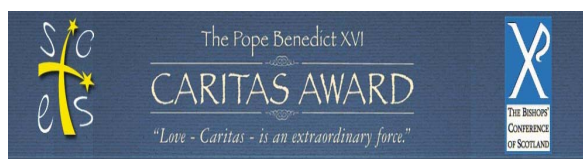
- **FAITH LEARNING**
- **FAITH WITNESS**
- **FAITH REFLECTION**

and is a snap-shot of a young person's faith witness in one given year, but built upon the learning and reflection that has been part of their Catholic education over time within the school.

Pupils of all ability levels will be able to achieve the Award, in the form of a specially produced medal, and pupils of all faiths and denominations are welcome to join in and achieve the Award.

Participants will be expected to record and share their learning about, and living of, their faith. The Award uses **learning** about faith, primarily within RE, as a starting point for further **reflection** which leads to action, or **witness**.

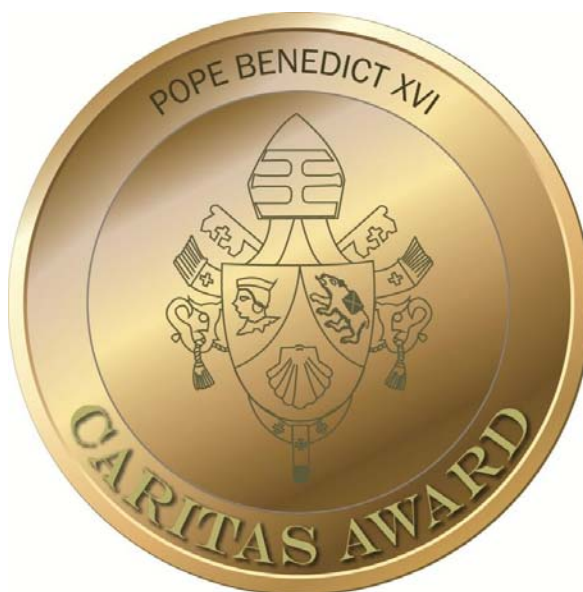
The Caritas Award requires the candidates submit **one** piece of work showing how their faith has influenced their thinking and actions, such as a written report or PowerPoint presentation. Candidates will also be expected to keep a **log** or **record book** of their participation in school and in parish faith witness activities. A minimum time requirement of **20 hours for each** is necessary in order to gain the Caritas Award.



The Award will be coordinated at different levels, with the **Scottish Catholic Education Service (SCES)** supporting school throughout the year. The school will have a nominated coordinator who will help the candidates as their journey through their Award.

The Award will be offered as an option in the S6 Core RE time, offering two periods per week in school. Candidates are expected to make a significant time commitment outside of timetabled periods in order to build up the body of evidence required for the Award.

The Pope Benedict XVI Caritas Award offers an opportunity to celebrate the rich experience of faith witness which our young people can give within their communities. The award recognises that some of our students are already active and committed within their homes, schools, parishes and dioceses and invites others to take up an invitation and respond to God's call of love.



## Christianity

### Religious, Moral & Philosophical Studies (RMPS):

Senior pupils in the school are able to opt for a course of study leading to the award of a Higher Qualification in Religious, Moral and Philosophical Studies (RMPS). This course, which is allocated 24 credit points at SCQF Level 6, requires a considerable amount of reading and the processing of large amounts of information, and it is therefore advisable only for those students who have attained Standard Grade English at Credit 1 or 2. Since RMPS is timetabled against Maths, it is expected that potential candidates have followed their study of Maths to its logical conclusion according to their ability.

The course comprises of three units:

#### **World Religion (20 Marks)**

An in-depth study of the Christian faith and practice, allowing further development and understanding of Christianity

#### **Morality and Belief (20 marks)**

A study of Medical Ethics, focusing on the issues of Euthanasia, the Use of Human Embryos and Organ Donation.

#### **Religious & Philosophical Questions (20 marks)**

The sources of human understanding, seeking answers to questions on the origin of the universe and the origin of life.

## HIGHER



The course includes 40 hours over and above the 120 hours of study provided which is used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for the external assessment.

Each of the three units has an end-of-unit assessment and, on the successful completion of all three, students may progress to the formal assessment which is divided into two papers as follows:

In addition to the Units, there is a separate Course Assignment, whereby the pupils are required to choose a theme from any of the areas of study undertaken and to produce an extended piece of writing under exam conditions and worth a further 30 Marks.



# Community Involvement

The St Andrew's Academy Community Involvement Programme offers you the opportunity to become involved as an **assistant in the classroom** during lessons here at St Andrew's or any of our associated primaries. Some students will choose to work with a teacher in a subject where they have a particular talent while others will opt to assist in the Paired Reading Programme coordinated by the Support for Learning and English departments. Provision is also made for students to arrange Community Involvement Programmes that are suited to their individual development needs or career aspirations.

Students opting for this programme will participate in an award scheme called the **Saltire Awards**. Supported by the Scottish Government, the Saltire Awards enable young volunteers to record the skills, experience and learning gained through successful volunteering placements. The Awards are split into four sections, **The Challenge, The Approach, The Ascent** and **The Summit** (ranging from 10 hours to 500 hours), and achievement is recognised in the form of Saltire Award certificates and Young Scot reward points.

Should you choose Community Involvement as an option, you will be allocated to a class. While you are there you will be expected to co-operate with the teacher and make a helpful contribution to the work of the class. You will be working directly with the pupils and we hope that you will build up a good relationship with them and get to know them well. **You should be a support to the class teacher.**



**Using a log book**, you will keep a **detailed record** of your experience and the things you have learned about yourself and about the pupils with whom you work.

**This diary/logbook will be checked periodically to assess your progress.**

**One note of caution: the programme only works for those who are committed to working with young people.** For example, if you choose to work with the Support for Learning Department, you should also be sure that you are suited to working with pupils with additional support needs.

If you feel that you are suited, then we look forward to having you on the programme. It is a thoroughly enjoyable experience and it is particularly useful for those who wish to pursue a career in teaching or one of the caring professions.



## HOSPITALITY: PRACTICAL COOKERY NATIONAL 5



### **Purpose:**

This course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

### **The Course aims to enable learners to:**

- ◆ proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes;
- ◆ select and use ingredients to produce and garnish or decorate dishes;
- ◆ develop an understanding of the characteristics of ingredients and an awareness of their sustainability;
- ◆ develop an understanding of current dietary advice relating to the use of ingredients;
- ◆ plan and produce meals and present them appropriately;
- ◆ Work safely and hygienically.

### **Structure:**

The broad structure of the Course meets its purpose and aims, which are addressed by the Units it comprises.

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

The Course makes an important contribution to general education through developing a range of essential skills. Its contribution to vocational education is important because it allows progression to a range of careers in the hospitality industry. The Course also supports the wider curriculum through developing learners' understanding of the importance of sustainable ingredients.

Structured as it is, the Course is practical and experiential in nature, developing a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills in hospitality-related contexts. Through its emphasis on safety and hygiene, it will ingrain in learners the ability to follow safe and hygienic practices in all cookery contexts. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.



This course comprises three mandatory Units. All Units form a coherent whole, with learners' skills and related knowledge and understanding being systematically developed through the Course.

### **Cookery Skills, Techniques and Processes:**

This unit aims to enhance learners' cookery skills. Food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

### **Understanding and Using Ingredients:**

This Unit aims to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

### **Organisational Skills for Cooking:**

This Unit aims to extend learners' planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals, and to work safely and hygienically. They will also extend their ability to carry out an evaluation of the product.

### **Conditions of Award:**

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

### **Progression:**

This course opens up a range of progression routes to Further and Higher education, other qualifications in Hospitality, employment or training.



## PRACTICAL CAKE CRAFT NATIONAL 5



### **Purpose:**

The purpose of this course is to allow learners to develop technical skills for baking a range of items and applying a varied range of finishing techniques to produce cakes and other baked items to a commercial standard.

### **The Course aims to enable learners to:**

- ◆ Develop the technical for successful cake baking.
- ◆ Develop technical and creative skills required for successful cake finishing.
- ◆ Follow safe and hygienic practices in the carrying out of the above practical work.
- ◆ Develop knowledge and understanding of cake design and current trends in cake production.
- ◆ Develop safe and hygienic working practices.

### **Recommended Entry:**

National 4/5 Hospitality Practical Cookery or National 4/5 Health and Food Technology are recommended but not compulsory.

### **Structure:**

The Course includes development of practical skills and creative skills. Structured as it is, the Course is practical and experiential in nature. The Course focuses on developing food preparation skills in relation to baking and cake finishing, as well as planning, organisational skills, time management and evaluating finished products.



## The Course has two mandatory units:

### **Cake Baking:**

Learners will be given the opportunity to bake and evaluate a range of baked items whilst researching current trends in relation to cake making. Learners will develop and apply knowledge and understanding of safe and hygienic food practices.

### **Cake finishing:**

The unit aims to develop learners' creative ability to apply finishing techniques to a range of cakes and other baked items. Learners will be encouraged to work with a range of equipment to apply various finishing techniques.

### **Conditions of Award:**

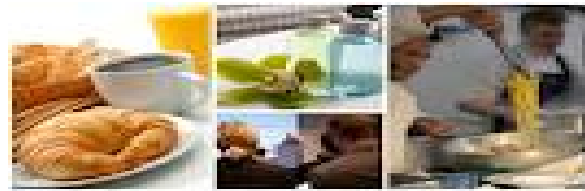
To gain the award of the Course, the learner must pass both Units as well as the Course Assessment. This will provide the basis for grading attainment in the Course award.

### **Progression:**

There are many food-related courses and employment opportunities which can be linked to a successful outcome in this course.



## HOSPITALITY: HEALTH & FOOD TECHNOLOGY NATIONAL 5



### Purpose:

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

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

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

### Recommended Entry:

Candidates would normally be expected to have attained National 4 in Health and Food Technology.

### Structure:

The Course includes development of practical skills and thinking skills. Practical, experiential learning in relevant contexts is used as the vehicle for development of knowledge, understanding and skills.

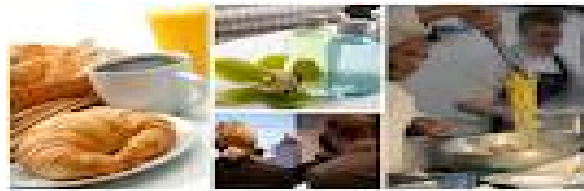
### There are three mandatory Units in this Course:

#### 1. Health and Food Technology: Food for Health:

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

#### 2. Health and Food Technology: Food Product Development:

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



### **3. Health and Food Technology: Contemporary Food Issues:**

The general aim of this Unit is for learners to develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.

#### **Conditions of the Award:**

To gain the award of the Course, the learner must pass all of the Units as well as the Course Assessment. This will provide the basis for grading achievement in the Course Award.

#### **Progression:**

This Course, or its component Units, can provide progression to Higher Health & Food Technology, further study, employment or training in Health & Food Technology or related areas.

## Practical Woodworking NATIONAL 5



### **Purpose:**

The Course is practical, exploratory and experiential in nature. It combines elements of practical woodworking techniques and standard practice with elements of creativity. The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood. It will also give learners the opportunity to develop thinking, numeracy, employability, enterprise and citizenship skills.

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

- ◆ skills in woodworking techniques
- ◆ skills in measuring out and marking timber sections and sheet materials
- ◆ safe working practices in workshop environments
- ◆ practical creativity and problem-solving skills
- ◆ an understanding of sustainability issues in a practical woodworking context

### **Recommended Entry:**

Candidates would normally be expected to have attained National 4 in Practical Woodworking.

### **Course Structure:**

As well as the Course assessment, it comprises three mandatory Units. Each of the Units of the Course is designed to provide progression from the corresponding Unit at National 4.

### **Practical Woodworking: Flat-frame Construction:**

This Unit helps learners develop a range of woodworking hand tool skills and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Learners will be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodworking tasks.

### **Practical Woodworking: Carcass Construction:**

This Unit helps learners develop skills in making woodworking joints and assemblies commonly used in carcass construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels. The Unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.



### **Practical Woodworking: Machining and Finishing:**

This Unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.

### **Conditions of the Award:**

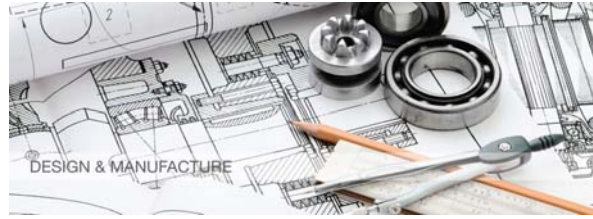
To gain the award of the Course, the learner must pass all of the Units as well as the Course Assessment. This will provide the basis for grading achievement in the Course Award.

### **Progression:**

This Course, or its component Units, can provide progression to other qualifications in practical technologies, further study, employment or training.



## DESIGN & MANUFACTURE NATIONAL 4



### **Purpose:**

The Course provides a broad practical introduction to design, and materials and manufacturing processes. It provides opportunities for learners to gain skills in designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 3 Design & Manufacture.

### **Course structure:**

The Course consists of three mandatory Units including the Added Value Unit as detailed below.

### **Design and Manufacture: Design**

This Unit covers the product design process from brief to resolved design proposals, including a specification. It helps learners develop skills in initiating, developing, articulating and communicating simple design proposals. It allows them to develop an appreciation of the design/make/test process and the importance of evaluating and resolving work on an ongoing basis. It allows them to develop an appreciation of design concepts and the various factors that influence the design of products.

### **Design and Manufacture: Materials and Manufacturing**

This Unit covers the product design process from design proposals to prototype and product. It allows learners to 'close the design loop' by manufacturing their design ideas. It allows learners 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 simple manufacturing processes and techniques. It allows them to refine and resolve design and manufacturing solutions. In both Units, learners will gain knowledge of design and manufacturing technologies and how these impact on our environment and society.

### **Added Value Unit: Design and Manufacture Assignment**

This Unit adds value by introducing challenge and application. Learners will draw on their range of design knowledge and skills, knowledge of materials and manufacturing and apply their practical skills, in order to produce an effective overall response to a brief. The brief will relate to a straightforward product design scenario. The response will include a folio, a model, or a prototype, or a completed product. Learners will be able to extend and apply their knowledge and skills through the assignment. The brief will be sufficiently open and flexible to allow for personalisation and choice. Learners will use skills and knowledge acquired through the Units to develop the discrete aspects and overall presentation of the assignment.

### **Progression -**

This course may provide progression to  
National 5 Design & Manufacture  
other qualifications in Design & Manufacture or related areas  
further study, employment and/or training



## DESIGN & MANUFACTURE NATIONAL 5

### **Purpose**

The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products.

### **Recommended Entry**

Candidates will normally be expected to have attained National 4 Design & Manufacture.

### **Course structure**

The Course comprises two mandatory Units as detailed below.

### **Design and Manufacture: Design**

This Unit covers the product design process from brief to resolved design proposals, including specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals. It allows them to develop an appreciation of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. It allows them to develop an appreciation of design concepts and the various factors that influence the design of products.

### **Design and Manufacture: Materials and Manufacturing**

This Unit covers the product design process from design proposals to prototype or product. It helps learners to 'close the design loop' by manufacturing their design ideas.

It allows learners 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. It allows them to evaluate, refine and resolve design and manufacturing solutions.

### **Progression -**

This course may provide progression to  
other qualifications in Design & Manufacture or related areas  
further study, employment and/or training.

## DESIGN & MANUFACTURE HIGHER



### Purpose

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively. The Course stresses the integration of designing and making. It confirms that design is an iterative process. The Course highlights the close relationship between designing, making, testing, and refining design ideas. The Course provides opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. It does so in a way that allows learners to inform and refine their own design proposals. It offers them opportunities to explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light. The Course allows learners to engage with technologies. It allows them to evaluate both the impact that design and manufacturing technologies have on our environment and society and how technologies have impacted on the world of the designer and on the manufacturing industry.

### Recommended entry

Candidates would normally be expected to have attained the National 5 Design and Manufacture Course (Pass at A, B or C)

### Course Details

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and designing for visual impact with elements of practicalities and an appreciation of functionality. On completing the Course, the learners will have developed: design skills in the context of products; practical skills in planning and making or manufacturing models and prototypes, including the selection and use of equipment, materials and/or software; and skills in the evaluation of design proposals, including form and function, leading to a refinement of their design ideas. Learners will also have developed: skills in building and testing in order to prove and resolve their design ideas; knowledge and understanding of manufacturing processes and materials; and an understanding of the impact of design and manufacturing technologies on our environment and society, the world of work and industry.

As well as the Course assessment, the Course includes two mandatory Units.





## Design and Manufacture: Design

This Unit covers the processes of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

## Design and Manufacture: Materials and Manufacturing

This Unit covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to 'close the design loop' by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

In both Units, learners will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.

Progression:

This course or its Units may provide progression to:

- ◆ Other SQA qualifications in Design and Manufacture or related areas
- ◆ Further study, employment and/or training



## GRAPHIC COMMUNICATION NATIONAL 4



### **Purpose:**

The Course provides opportunities for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

### **Recommended Entry:**

Candidates will normally be expected to have attained National 3 Graphic Communication.

### **Course structure:**

The Course consists of three mandatory Units including the Added Value Unit as detailed below.

### **2D Graphic Communication**

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Learners develop 2D graphic spatial awareness.

### **3D and Pictorial Graphic Communication**

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D graphic spatial awareness. In both of the 9-credit Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.

### **Added Value Unit: Graphic Communication Assignment**

This Unit adds value by introducing challenge and application. Learners will be able to extend and apply their knowledge and skills through the assignment. They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the assignment.

### **Progression -**

This course may provide progression to

- ◆ National 5 Graphic Communication
- ◆ other qualifications in Graphic Communication or related area
- ◆ further study, employment and/or training







## GRAPHIC COMMUNICATION- NATIONAL 5

### **Purpose:**

The Course provides opportunity for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences. The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

### **Recommended Entry:**

While entry is at the discretion of the centre, candidates will normally be expected to have attained National 4 Graphic Communication. Please see recommendation on S4 pupil report.

### **Course structure:**

The Course comprises two mandatory Units as detailed below. Each of these Units is designed to provide progression to the corresponding Units at Higher.

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### **2D Graphic Communication**

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

### **3D and Pictorial Graphic Communication**

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

In both Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.

### **Progression -**

This course may provide progression to

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



## GRAPHIC COMMUNICATION HIGHER



### Purpose:

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy. The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

### Recommended entry:

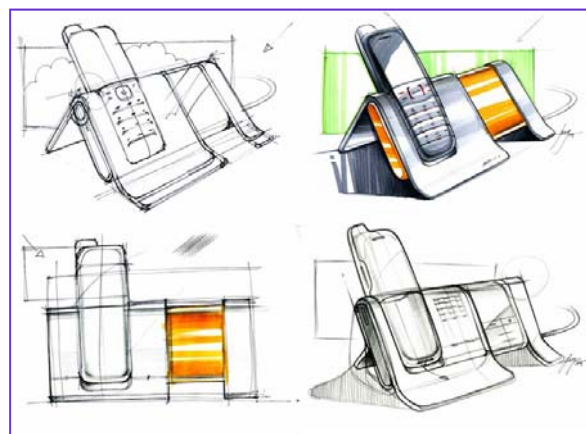
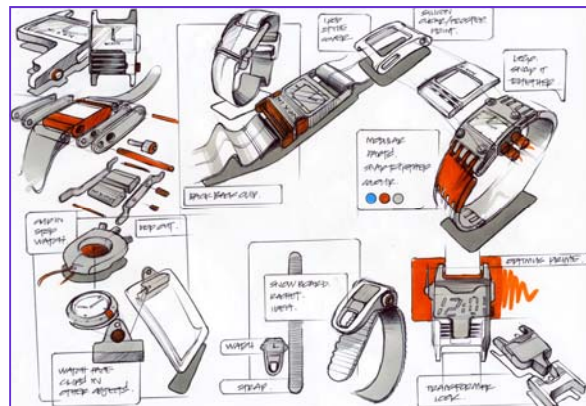
Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained National 5 Graphic Communication Course (Pass at A, B or C)

### Course Details:

The Course is practical, exploratory and experiential in nature. On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills with discernment in order to produce graphics with visual impact and graphics that require the effective transmission of information.

### 2D Graphic Communication

This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.





## 3D and Pictorial Graphic Communication

This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Across both Units, learners will develop an understanding of how graphic communication as an activity, and graphic technologies by their use, impact on our environment and society.

## Progression

This Course or its Units may provide progression to:

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



# West College Scotland

## SCHOOL LINKS PROGRAMME



These courses are designed to enhance the learning experience of school students. Course information is available for students, parents and teachers which will help in choosing relevant educational and training opportunities.

### Course Information:

West College Scotland offers a range of courses for your study in S5 and S6. By working together with your schools, we provide a greater choice of subjects and help widen the curriculum. This allows you an opportunity to enhance your learning and help you develop new skills.

### Attendance:

School Link courses run on Tuesday / Thursday and Wednesday / Friday afternoons between 2.00pm and 4.00pm.

### Courses available:

#### Tuesday / Thursday afternoon

- ◆ Construction Crafts
- ◆ Interior Design
- ◆ Professional Cookery
- ◆ Hairdressing
- ◆ Beauty
- ◆ Psychology
- ◆ Computer Games
- ◆ Childcare

#### Wednesday / Friday afternoon

- ◆ Construction Crafts
- ◆ Photography
- ◆ Dance
- ◆ Hairdressing
- ◆ Beauty
- ◆ Childcare
- ◆ Psychology

***Interviews for these courses will be held in the College. Please consult your Guidance Teacher for further information.***

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### Distance Learning Courses:

A variety of Distance Learning Courses are available through the School Liaison Section which are appropriate for all levels. Application for these courses should be done through the school.

### Courses offered are:

- ◆ Bookkeeping for Beginners
- ◆ Earth Calling
- ◆ ECDL
- ◆ Health & Wellbeing
- ◆ Introduction to Caring for Children
- ◆ Introduction to Counselling
- ◆ Introduction to Economics
- ◆ Introduction to Financial Management
- ◆ Introduction to First Aid
- ◆ Introduction to Health & Safety in the Workplace
- ◆ Introduction to Management
- ◆ Introduction to Personal Development
- ◆ Introduction to Play Development and Learning
- ◆ Introduction to Retail
- ◆ My Business Start Up
- ◆ Promoting Positive Behaviour in Children
- ◆ Promotion of Child Health
- ◆ Successful Job Hunting



# St Andrew's Academy

## Agreement between St Andrew's Academy and the students in the senior school.

### St Andrew's Academy will

- ◆ Provide a wide range of courses as detailed in the handbook for senior students.
- ◆ Ensure suitable learning conditions.
- ◆ Make appropriate travelling arrangements for courses taught in other establishments.
- ◆ Provide pastoral, curricular and vocational guidance.
- ◆ Offer a programme of personal and social development in a caring Christian environment.

Signed: .....(Guidance Teacher) Date: .....

I ..... Class ..... agree to  
(Please enter your name)

- ◆ Register punctually and attend classes conscientiously.
- ◆ Complete programmes of work associated with my course choice.
- ◆ Complete homework exercises as required.
- ◆ Behave responsibly and show respect for others.
- ◆ Consult with my Guidance Teacher when contemplating making a change of subject.
- ◆ Attend timetabled courses in Physical and religious Education.
- ◆ Conforms to the rules of St Andrew's Academy

COLUMN	A	B	C	D	E
SUBJECT					
LOCATION					

Signed ..... Date .....