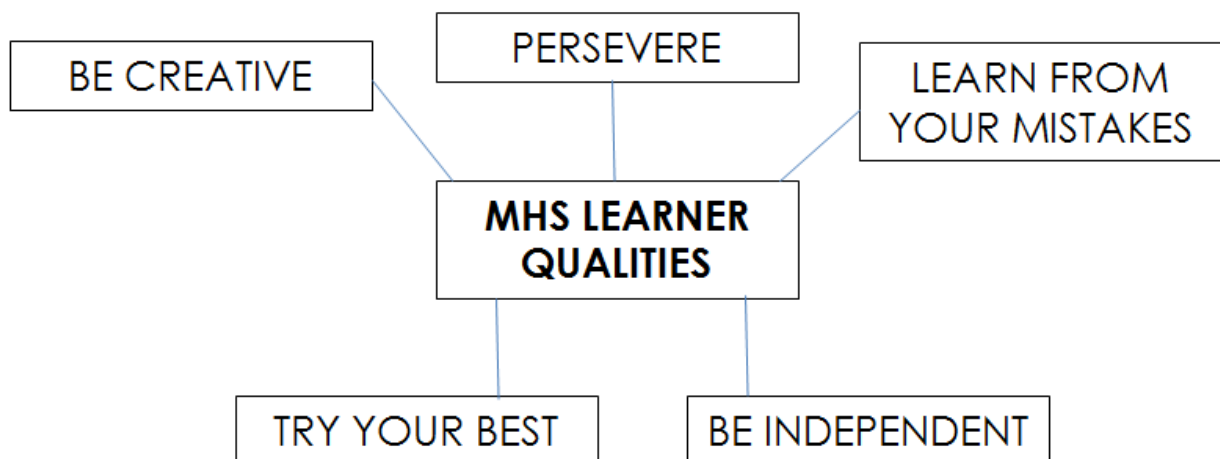


MONIFIETH HIGH SCHOOL



Senior Phase Curriculum Course Descriptors 2021-2022



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ADMINISTRATION AND IT

National 5

Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required in either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Course aims to enable learners to:

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

This is achieved by using 2 core units and a course assessment –

1. **Theory** - Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.
2. **IT Applications** - Candidates develop skills in IT, problem-solving, organising and managing information. They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

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 in using spreadsheets, databases, word-processing, desktop publishing and presentations
- develop skills in using technology for electronic communication and investigation
- develop skills in organising and supporting events
- develop problem-solving skills in administrative contexts
- learn the theory of the tasks (duties) and knowledge associated with the administrative support function in an organisation and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions.

Assessment

There are two components of the external course assessment at National 5:

- Component 1 — Question paper **50 marks**
The question paper gives candidates the opportunity to demonstrate:
 - using IT functions in spreadsheet and database applications to produce and process information
 - problem-solving
 - administration theory.
- Component 2 — Assignment **70 marks**
Candidates work through a series of planning, support and follow-up tasks related to an event or business.

The assignment gives candidates the opportunity to demonstrate:

- skills in using IT functions in word-processing, desktop publishing, and presentations to produce and process information
- skills in using technology for investigation
- skills in using technology for electronic communication
- skills in problem-solving
- administration theory.

Total marks

120 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve National 5 Administration and IT may progress to Higher Administration and IT. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers.

ADMINISTRATION AND IT

Higher

Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required in the National 5 Administration and IT Course or relevant component Units.

The Content

The Higher course consists of two units:

Administrative theory and practice

Candidates develop their understanding of the factors contributing to an efficient administrative function. These include time and task management, effective teams, complying with workplace legislation, the impact of digital technologies and customer care.

IT applications

Candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information in order to create and edit complex business documents. Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

Assessment

Component 1- Course assessment structure at Higher is one assignment worth **70 marks**.

Component 2 – Question Paper worth **50 marks**.

Assignment

The purpose of this assignment is to assess learners' ability to apply the administrative and IT skills developed and acquired during the Course within the context of organising and supporting an event.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve Higher Administration and IT may progress to other qualifications in Administration and IT or related areas. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include reception work, insurance, secretarial work, travel and tourism, human resources, local government, customer support services, distribution administration and health service administration.

APPLICATIONS OF MATHEMATICS

National 5

How do you know if two components are the correct size to fit together?

How would you plan a big event so that it comes in on time and within budget?

How would the owner of a company know if part of a process needs to change to increase profits?

How do environmentalists convince people that global warming is happening?

The National 5 Applications of Mathematics course is custom-built for today's world. It explores the applications of mathematical techniques and skills in everyday real-life situations which involve dealing successfully with:

- budgeting and finance
- data and statistics
- time allocation and project management
- geometry and measurement
- decision-making and logic
- choosing effective strategies and carrying out appropriate calculations

The mathematical skills within this course are underpinned by numeracy and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work in a motivating and challenging way. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science and social studies.

The Maths department at Monifieth High School is delighted to be delivering this course, complementing the National 5 Mathematics course. The SQA have now also put in place a pathway where successful candidates are able to progress to a Higher Applications of Mathematics qualification and, where applicable, Advanced Higher Statistics in subsequent sessions.

ART AND DESIGN

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required through either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The National 5 Art and Design Course enables learners to plan, develop, produce and present creative art and design work, and to develop an understanding of the social and cultural influences on the works of artists and designers.

The course assessment has three components.

Component 1: question paper 50 marks

Component 2: expressive portfolio 100 marks external assessment

Component 3: design portfolio 100 marks external assessment

The National 5 course consists of the following Mandatory elements, including the assessment task for each element:

Art and Design: Expressive Activity

This activity 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: Expressive Activity (National 5)

Evidence will be required to show that the learner can produce observational analytical drawings, studies and expressive development work in 2D and/or 3D formats in response to given stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

Art and Design: Design Activity

This element 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: Design Activity (National 5)

Evidence will be required to show that the learner can produce creative ideas in response to a given design brief. Learners will produce investigative studies and market research and will use this to develop their design ideas. Knowledge and understanding of designers and design practice will also be assessed.

Art and Design: Practical Activity Assessment Task

The Art and Design assessment is a practical activity. Whilst describing what candidates must do, the published assessment offers considerable flexibility in the choice of a context for the assessment. In the assessment, candidates select one expressive and one design development idea from their previous work, which they use as the basis for planning and producing a finished piece of expressive art work and a design solution. Candidates will then evaluate the final piece of expressive art work and the design solution.

Art and Design: Expressive Studies and Design Studies

Pupils will learn and write about two artists and two designers. They will look at both historical and contemporary artists and designers, and compare examples of their works. National 4 and 5 pupils will be required to complete the written activity internally and National 5 pupils will also have a written exam which will be externally assessed.

The purpose of the question paper is to assess candidates' knowledge and understanding of art and design practice and issues. The question paper has 50 marks (20% of the total mark) and has two sections, which are equally weighted.

The questions are designed to test candidates' ability to:

- comment on art and design work and critically respond to unseen prompts and images
- demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice
- give justified opinions on identified aspects of art and design practice and issues.

Assessment

In the National 5 Art and Design Course, added value will focus on challenge and application. The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a portfolio and a question paper.

In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

The question paper adds value by requiring integration and application of skills, knowledge and understanding of art and design practice from across the course content.

Art and Design: Expressive Activity (National 5)

For this element, evidence will be required to show that the learner can produce observational analytical drawings, studies and expressive development work in 2D and/or 3D formats in response to given stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

Art and Design: Design Activity (National 5)

Evidence will be required to show that the learner can produce creative ideas in response to a given design brief. Learners will produce investigative studies and market research and will use this to develop their design ideas. Knowledge and understanding of designers and design practice will also be assessed.

Homework

Homework is an integral component of this course, as the skills taught require weekly practise. To improve them we recommend 1-2 hours of practise per week. Learners will be expected to show a high level of personal initiative and motivation. Homework can be completed in school if the pupil wishes, and supported study is arranged by negotiation with class teachers based on progress.

Other Important Notes

The Course is practical and experiential, and the key focus is creativity. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts.

Throughout the Course, learners will develop creativity, perseverance, independence and resilience.

Progression

Learners who achieve National 4 Art and Design may progress to National 5 Art and Design. Those who achieve National 5 Art and Design may progress to Higher Art and Design. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include Teaching, Architecture, Animation, Fashion textiles, Costume Design, Theatrical design, Graphic Design, Freelance art, ceramics and Time Based Art.

ART AND DESIGN

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Art and Design.

The Content

The Higher Art and Design Course enables learners to communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology. Learners analyse a range of art and design practices, and critically reflect on the impact of external factors on artists, designers and their work. They plan, develop, produce and present creative art and design work, develop personal creativity, and use problem solving, critical thinking and reflective practice skills.

The Higher course consists of the following two Mandatory elements and the course assessment. Both elements are designed to provide progression to the related elements at Advanced Higher.

The course assessment has three components.

Component 1: question paper 60 marks

Component 2: expressive portfolio 100 marks external assessment

Component 3: design portfolio 100 marks external assessment

Art and Design: Expressive Activity

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

Art and Design: Design Activity

For the Design folio, learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. Learners will develop critical understanding of designers' working practices and the social and cultural influences affecting 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.

Conditions of award

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

Assessment

Internal assessments will be ongoing throughout the course and take various forms. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The assessment of the activities in this Course will be as follows:

Art and Design: Expressive Activity (Higher)

Evidence will be required to show that the learner can produce a range of creative ideas and art work in response to stimuli. Learners will produce a range of analytical drawings, studies and expressive development work showing visual continuity and the creative development of the stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

Art and Design: Design Activity (Higher)

Evidence will be required to show that the learner can produce a range of creative design ideas in response to a complex design brief. Learners will produce investigative studies and market research and will use this when developing and refining a range of design ideas. Knowledge and understanding of designers and design practice will also be assessed.

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

In the Higher Art and Design Course, added value will focus on challenge and application. The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a portfolio and a question paper.

In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

The question paper adds value by requiring integration and application of skills, knowledge and understanding of art and design practice from across the course elements.

Art and Design: Expressive Studies and Design Studies

Pupils will learn and write about an artist and one designer. They will look at both historical and contemporary artists and designers. They will also study the social and cultural influences on their artist or designers work. Higher pupils will be required to complete the written activity internally with ongoing assessment and progress feedback.

The purpose of the question paper is to assess candidates' knowledge and understanding of art and design practice and issues. The question paper has 60 marks (23% of the total mark) and has two sections, which are equally weighted.

The questions are designed to test candidates' ability to:

- comment on art and design work and critically respond to unseen prompts and images
- demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice
- give justified opinions on identified aspects of art and design practice and issues.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

The Course is practical and experiential, and the key focus is creativity. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts.

Throughout the Course, learners will develop creativity, perseverance, independence and resilience.

Progression

Learners who achieve a good pass at Higher Art and Design may progress to Advanced Higher Art and Design. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include Teaching, Architecture, Animation, Fashion textiles, Costume Design, Theatrical design, Graphic Design, Freelance art, ceramics and Time Based Art.

ART AND DESIGN

Advanced Higher (Design)

Entry Requirements

This course is normally suitable for those who have achieved a good pass (grade A or B) at Higher Art and Design. It is at the discretion of the department if a pupil who has not achieved these grades at higher may take the course.

The Content

The Advanced Higher Art and Design (Design) Course provides opportunities for learners to develop their creativity and to apply their understanding of design practice, function and aesthetics. This involves exploring and researching challenging design contexts, issues and opportunities, and evaluating and synthesizing visual stimuli and other information from a variety of sources.

The Advanced Higher course (Design) consists of the critical analysis and the course assessment of a folio presentation.

Coursework assessment:	100 marks
Practical folio	64 marks
Critical Analysis	30 marks
Evaluation	6 marks

Art and Design (Design): Design Studies (Advanced Higher)

For this folio, learners will work in a self-directed manner to investigate the working practices and design approaches of others. They will critically analyse designers' work and practice, evaluating the impact of external factors on their design considerations and creative choices. They will communicate informed and supported personal views, opinions and judgements on the designers' work.

Art and Design (Design): Design Enquiry (Advanced Higher)

This part of the course helps learners to plan, develop and produce a range of related development lines of personal enquiry and creative design work in an independent and self-directed manner. Learners will use their understanding of design practice to inspire and influence their own design approach and creative choices. They will work imaginatively to resolve any design issues or challenges and will experiment with and explore how materials, techniques and/or technology can be used to realise their design ideas in 2D and/or 3D formats.

Conditions of award

To gain the award of the Course, the learner must meet all internal deadlines, satisfying folio and written review criteria as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Assessment

Internal assessments will be ongoing throughout the course and take various forms. Pupils will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The assessment of this Course will be as follows:

Art and Design (Design): Design Studies (Advanced Higher)

In this study, evidence will be required to show that the learner can investigate, analyse and evaluate the work and practice of designers working within their selected design area. They will express substantiated personal opinions on the designers' work and practice.

Art and Design (Design): Design Enquiry (Advanced Higher)

For this folio, evidence will be required to show that the learner can produce a variety of creative investigative work and related market research, and refine a series of development ideas for a personally challenging design enquiry. The work will show considered exploration, visual coherence and continuity throughout the development process and in-depth understanding of the design area requirements.

Courses presently from Higher to Advanced Higher include assessment of added value. At Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application. In the Advanced Higher Art and Design (Design) Course, added value will focus on challenge and application.

The learner will draw on, extend and apply the skills they have learned during the Course. They will be assessed through a portfolio of design work.

The portfolio will assess both the process and products of learning, and include evidence of supporting contextual research and evaluation.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

The Course is practical and experiential and the key focus is creativity. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts.

Throughout the Course, learners will develop creativity, perseverance, independence and resilience.

Progression

Learners who achieve a good pass at Advanced Higher Art and Design and have specialised in Design may extend their applied design skills and critical understanding of design practice at College or University. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include Teaching, Architecture, Animation, Fashion design, Costume Design, Theatrical design, Graphic Design, Product design and Forensic Art.

ART AND DESIGN

Advanced Higher (Expressive)

Entry Requirements

This course is normally suitable for those who have achieved a good pass (grade A or B) at Higher Art and Design. It is at the discretion of the department if a pupil who has not achieved these grades at higher may take the course.

The Content

The Advanced Higher Art and Design (Expressive) Course provides opportunities for learners to develop their creativity, visual awareness and aesthetic understanding, whilst exploring how to communicate their personal thoughts, ideas and opinions through their expressive artwork. This involves visually exploring and responding in an individual way to their stimuli, researching challenging expressive art contexts and the ways that artists respond creatively to stimuli, and evaluating and synthesizing visual and other information from a variety of sources.

The Course has an integrated, personal enquiry-based approach to learning. These activities allow learners to respond creatively and to investigate and apply their critical understanding of art and art practice when producing their expressive art work.

During this Course, learners will demonstrate their ability to develop and realise creative expressive lines of visual enquiry. They will select a context and stimuli for learning and produce a range of expressive art work, which has been developed and influenced by their in-depth investigation and critical analysis of art and art practice.

The Advanced Higher course (Expressive) consists of the critical analysis and the course assessment of a folio presentation.

Coursework assessment:	100 marks
Practical folio	64 marks
Critical Analysis	30 marks
Evaluation	6 marks

Art and Design (Expressive): Expressive Studies (Advanced Higher)

For this folio, learners will work in a self-directed manner to investigate the working practices and creative approaches of others. They will analyse artists' work and practice, analysing and evaluating the impact of external factors on their creative work. They will communicate informed and supported personal views, opinions and judgements on the artists' work.

Art and Design (Expressive): Expressive Enquiry (Advanced Higher)

This activity helps learners to work independently in a self-directed manner to plan, develop and produce a range of related development lines of creative enquiry and expressive art work. Learners' expressive art work will be inspired and influenced by their investigative research into expressive art practice. Learners will experiment with and creatively explore how materials, equipment, techniques, composition and/or technology can be used. They will use these in sophisticated and expressive ways to communicate and realise their ideas in 2D and/or 3D formats.

Conditions of award

To gain the award of the Course, the learner must meet all internal deadlines, satisfying folio and written review criteria as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Assessment

Internal assessments will be ongoing throughout the course and will take various forms. Pupils will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Art and Design (Expressive): Expressive Studies (Advanced Higher)

For this study, evidence is required to show that the learner can investigate, analyse and evaluate the work and practice of artists working within their selected context for learning. They will express substantiated personal opinions on the artists' work and practice.

Art and Design (Expressive): Expressive Enquiry (Advanced Higher)

For this folio, evidence is required to show that the learner can produce and refine creative and expressive investigative visual research and development ideas for a personally challenging creative enquiry. They will show considered exploration, visual coherence and continuity throughout the development process, and understanding of the expressive potential of composition and the visual elements in their work.

Courses presently from Higher to Advanced Higher include assessment of added value. At Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application. In the Advanced Higher Art and Design (Expressive) Course, added value will focus on challenge and application.

The learner will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a portfolio of art work.

The portfolio will assess both the process and products of learning, and will include evidence of supporting contextual research and evaluation.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

The Course is practical and experiential. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences in both expressive and design contexts.

Throughout the Course, learners will develop creativity, perseverance, independence and resilience.

Progression

Learners who achieve a good pass at Advanced Higher Art and Design and have specialised in Expressive may extend their applied art skills and critical understanding of art practice at College or University. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include Teaching, fine art, fine art fraud and law work, sculpture, forensic art, museum conservation, self-employed gallery ownership, art gallery management for both public and commercial galleries, printmaking and environmental art.

BARISTA SKILLS

Level 5

Entry Requirements

A desire to learn skills for work and life, and a commitment to ensuring Stagg Coffee Barista Initiative remains a self-funded enterprise with a good reputation in the school community.

The Content

The level 5 Barista Skills course develops the knowledge, understanding and technical skills required for Barista service. This includes preparing and serving hot and cold beverages, using Barista equipment, allergen awareness and the knowledge of coffee production, trends and storage. The course also allows learners to develop highly desirable employability skills such as: using ICT, problem solving, customer service, creativity and money handling.

Units:

The course has three outcomes:

- 1- Demonstrate knowledge of coffee and other beverages served by a barista.
- 2- Prepare and serve a range of coffee and other hot beverages using specialist equipment.
- 3- Prepare and serve a range of cold beverages using specialist equipment.

Assessment

Outcomes 2 and 3 will be assessed on an ongoing basis by the Teacher. Outcome 1 will be assessed through a written assessment.

Other Important Notes

Learners are required to show independence, time keeping and the ability to work in a Team, as each shift involves preparing and delivering beverages to staff and pupils. Strict health and safety procedures, as well as a daily cleaning schedule must be followed.

Outcome 1 will be supported through online resources. These can be found on the Barista Glow Teams page.

BIOLOGY

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The National 4 / 5 course consists of three units:

Unit 1: Life on Earth

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

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.

Unit 2: Cell Biology

In this Unit, learners will continue to develop the skills outlined in Unit 1, along with knowledge and understanding in the context of 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.

Unit 3: Multicellular Biology

In this Unit, learners will continue to develop the skills outlined in Unit 1, along with knowledge and understanding in the context of Multicellular biology.

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 lifestyle choices on animal transport and exchange systems.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper - 100 marks
- Component 2 — Assignment - 25 marks

Total marks: 125 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be many opportunities for practical experimental work, local fieldwork and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve National 4 Biology may progress to National 5 Biology. Those who achieve National 5 Biology may progress to Higher Biology or Higher Human Biology. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Veterinary, Sports therapy, Physiotherapy, Marine Biology, Laboratory technician, Gardener/Botanist, Microbiology, Food and drink production/Biotechnology , Pharmacy, Sport and Fitness industry, Forensic scientist, Environmental work, Working with animals, Laboratory work, Agriculture and the Catering industry.

BIOLOGY

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Biology.

The Content

The Higher course consists of three units:

Unit 1: DNA and the Genome

In this Unit, learners will develop knowledge through study of DNA and the genome. Key areas covered: structure and replication of DNA, gene expression, and the genome, the molecular basis of evolution and biodiversity, unity of life is emphasised in gene expression. This enables the development of both analytical thinking and problem solving skills in context. Understanding gene expression at the cellular level leads to the study of differentiation in organisms, the evolution and structure of the genome and genomics, including personal genomics.

Unit 2: Metabolism and Survival

In this Unit, learners will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival. Key areas covered are: Maintaining metabolism as essential for life in microorganisms, investigation of cellular respiration in metabolism by examining the stages of respiration in whole organisms, adaptations for the maintenance of metabolism for survival, the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.

Unit 3: Sustainability and Interdependence

In this Unit, learners will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. Key areas covered are: the science of food production, interrelationships and dependence, and biodiversity, the importance of plant productivity and the manipulation of genetic diversity to maintain food security, interrelationships and dependence, through symbiosis and social behaviour, biodiversity to measure, catalogue, understand and address human impact, including mass extinction.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper - 100 marks
- Component 2 — Assignment - 25 marks

Total marks: 125 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve Higher Biology may progress to Advanced Higher Biology. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Veterinary, Sports therapist, Physiotherapy, Marine Biology, Laboratory technician, Botanist, Microbiology, Food and drink production/Biotechnology, Pharmacy, Sport and Fitness industry, Forensic scientist, Environmental work, Working with animals, Laboratory work and Agriculture.

BIOLOGY

Advanced Higher

Entry Requirements

This course is normally suitable for those who have achieved a good pass (grade A or B) in Higher Biology or Higher Human Biology. Pupils who have gained a C at Higher may be considered.

The Content

At Advanced Higher, the course consists of three units:

Unit 1: Cells and Proteins

This Unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The Unit includes important laboratory techniques for biologists.

Unit 2: Organisms and Evolution

In this unit, learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit. This Unit covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced. Evolution is considered from the impact of drift and selection on variation. The study of sexual behaviour provides opportunities to use the techniques of ethology. There are many opportunities to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances.

Unit 3: Investigative Biology

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

Assessment

Internal Assessments will be ongoing throughout the course.

There are two components of the external course assessment:

- Component 1 – question paper - 120 marks
- Component 2 – Project - 40 marks

Total Marks: 140 marks

Homework

Homework is an integral component of this course. Learners will be expected to show a high level of personal initiative and that they will take considerable responsibility for their own work.

Other Important Notes

The completion of the Project will require students to work independently and show high levels of commitment.

Progression

The course is regarded as being an excellent preparation for the type of independent study expected by colleges and universities, as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Veterinary, Sports therapist, Physiotherapy, Marine Biology, Botany, Microbiology, Food and drink production/Biotechnology, Pharmacy, Sport and Fitness industry, Forensic scientist, Environmental work, Laboratory work and Agriculture.

BUSINESS MANAGEMENT

National 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The purpose of National 5 Business Management is for pupils to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes
- financial awareness through a business context
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
- an awareness of how external influences impact on organisations.

This is delivered through 5 core units and a course assignment –

1. **Understanding Business** - Candidates are introduced to the business environment, whilst developing skills, knowledge and understanding of enterprise and the role of different types of business organisations in society. They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.
2. **Management of People** - Candidates develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the theories, concepts and processes relating to human resource management, and how employees contribute to the success of organisations.
3. **Management of Finance** - Candidates develop skills, knowledge and understanding of the issues facing organisations when managing finance. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.
4. **Management of Marketing** - Candidates develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems. They learn about the processes and procedures organisations use to maintain competitiveness, and how marketing can be used to communicate effectively with consumers, maximising customer satisfaction.
5. **Management of Operations** - Candidates develop skills, knowledge and understanding of the importance to organisations of having effective operations systems. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

Assessment

Internal assessments will be ongoing throughout the course and take various forms. There are two components of the external course assessment at National 5:

- Component 1 — Question paper 90 marks
- Component 2 — Assignment 30 marks

Total marks

120 marks

Assignment

The purpose of this assignment is to address challenge and application by assessing the learner's ability to apply skills, knowledge and understanding from across the Course. The assignment will require learners to apply their research, decision making and communication skills by producing a proposal to improve the effectiveness of a small to medium-sized business.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve National 5 Business Management may progress to Higher Business Management. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include administration, buying, marketing, manufacturing local government and transport and distribution.

Internal assessments will be ongoing throughout the course and take various forms.

BUSINESS MANAGEMENT

Higher

Entry Requirements

Learner would normally be expected to have achieved a pass at National 5 or a pass at Higher English, if sitting as a new higher in S6.

The Content

The Higher is a natural progression from the National 5 Business Management course with the same 5 units.

1. **Understanding Business** - Candidates develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. They analyse the impact that internal and external environments have on an organisation's activity, and consider the implications of these factors.
2. **Management of People** - Candidates develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.
3. **Management of Finance** - Candidates develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.
4. **Management of Marketing** - Candidates develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.
5. **Management of Operations** - Candidates develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.

The Course gives learners an understanding of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.

The Course aims to enable learners to develop and extend:

- their knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs
- an understanding of a range of methods businesses and other organisations use to ensure customers' needs are met
- an understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues
- an understanding of business-related financial matters
- an understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency

- an understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment at Higher:

- | | |
|--------------------------------|------------------|
| • Component 1 — Question paper | 90 marks |
| • Component 2 — Assignment | 30 marks |
| Total marks | 120 marks |

Assignment

The purpose of this assignment is to address challenge and application. The assignment will provide learners with the opportunity to apply and extend their research, analytical, evaluative and decision making skills. Learners should use a wide range of sources of relatively complex business information relevant to the context of the assignment, and should present their findings.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve Higher Business Management may progress to Advanced Higher Business Management. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include administration, buying, marketing, manufacturing local government and transport and distribution.

CHEMISTRY

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The National 4 / 5 course consists of three units:

Unit 1: 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.

Unit 2: 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.

Unit 3: 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.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 100 marks
- Component 2 — Assignment 25 marks

Total marks

125 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve National 4 Chemistry may progress to National 5 Chemistry. Those who achieve National 5 Chemistry may progress to Higher Chemistry. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Veterinary, Laboratory technician, Food and drink production, chemical engineering, geology, biochemistry, Pharmacy, Forensic science and Environmental work.

CHEMISTRY

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Chemistry.

The Content

The Higher course consists of four units:

Unit 1: Chemical Changes and Structure (Half unit)

This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, collision theory and the use of catalysts in reactions, the concept of electro-negativity and intramolecular and intermolecular forces, the connection between bonding and a material's physical properties.

Unit 2: Researching Chemistry (Half unit)

This Unit covers the key skills necessary to undertake research in chemistry. Pupils will learn the relevance of chemical theory to everyday life and explore the chemistry behind a topical issue. Pupils will plan and undertake a practical investigation related to a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions.

Unit 3: Nature's Chemistry

This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered.

Unit 4: Chemistry in Society

This Unit covers the physical chemistry, which allows a chemical process to be taken from the researcher's bench through to industrial production; Calculate quantities of reagents and products, percentage yield and the atom economy of processes; Manipulate dynamic equilibria and predict enthalpy changes. Investigate the ability of substances to act as oxidising or reducing agents; Use analytical chemistry to determine the purity of reagents and products.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 120 marks
- Component 2 — Assignment 30 marks

Total marks 150 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve Higher Chemistry may progress to Advanced Higher Chemistry. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Veterinary, Laboratory technician, Food and drink production, chemical engineering, geology, biochemistry, Pharmacy, Forensic scientist and Environmental work.

CHEMISTRY

Advanced Higher

Purpose of the course

To allow students to develop:

- knowledge and understanding of chemical facts, theories and symbols
- the ability to solve chemical problems
- the ability to carry out chemical techniques and a chemical investigation
- an awareness of the relationship between experimental evidence and chemical theory

Recommended entry

Pass in Higher Chemistry (A or B preferred)

Course content

The course comprises four units as detailed below:

- Electronic Structure and the Periodic Table
- Principles of Chemical Reactions
- Organic Chemistry
- Chemical Investigation

Practical work includes twelve 'Prescribed Practical Activities' (PPAs) carried out within the course.

Assessment

External assessment will consist of two components:

Component 1 – exam	120 marks
Component 2 – project	40 marks

Total: 160 marks

Progression

Pupils who achieve Advanced Higher Chemistry may progress to:

Further Education or Higher Education including Degree and HND courses in Chemistry and related subjects including Medicine, Pharmacy and Chemical Engineering or Chemistry-related employment.

It is worth noting that Advanced Higher Chemistry in combination with other suitable qualifications (Advanced Higher/Higher) can facilitate entry into the second year of certain university courses.

CLASSICAL STUDIES

National 5

Entry Requirements

Learners will arrive with literacy skills developed through the Broad General Education.

The course is appropriate for a wide range of learners, from those who wish to achieve a greater understanding of the classical world and its relevance to contemporary society, to those wishing to progress to more specialised training, further education or employment.

Course Content

The course is broken into four parts (Life in classical Greece, Life in the Roman World, Classical literature and Assignment). In each, pupils will develop the skills required to analyse primary texts, and understand historical information within specific contexts. Pupils learn to approach primary source analytically, understanding how to describe, explain, analyse, contrast, assess and draw conclusions from ancient texts.

Assessment

- Three of these four components are assessed by an external examination at the end of the year (worth 75% of the final mark).
- The final part is assessed by a pupil-led assignment conducted in school (worth 25% of the final mark).

Why Classics?

Thanks to increased media profile, new documentaries, blockbuster films and a constant flow of new books, Classical Studies is undergoing a resurgence. Our inheritance from these two ancient civilisations is significant: our medicine, law, government, entertainment, gender attitudes, morality and religious beliefs all have some basis in Athens or Rome. However, while there are many similarities, there are also fascinating differences: slavery was ubiquitous; blood-sports were unremarkable; assassination was an accepted part of political life.

Pupils on the National 5 course will gain insight into this world (some beginners' Latin will also be covered), and in doing so, will be able to look at their own in a more nuanced way.

CLASSICAL STUDIES

Higher

Entry Requirements

Candidates should have achieved the National 5 Classical Studies course or equivalent qualifications and/or experience prior to starting this course.

The course is appropriate for a wide range of learners, from those who wish to achieve a greater understanding of the classical world and its relevance to contemporary society, to those wishing to progress to more specialised training, further education or employment.

It can lead to future study and personal enrichment in many diverse areas of culture and society, and provides a point of departure for other work, for example literary studies, classical languages, archaeology, medieval studies, modern languages and European studies.

Course Content

The course is broken into four parts (*Life in classical Greece*, *Life in the Roman World*, *Classical literature* and *Assignment*). In each, pupils will develop the skills required to analyse primary texts, and understand historical information within specific contexts. Pupils learn to approach primary sources analytically, understanding how to describe, explain, analyse, contrast, assess and draw conclusions from ancient texts.

Assessment

- Three of these four components (*Life in classical Greece*, *Life in the Roman World*, *Classical literature*), are assessed by an external examination at the end of the year (worth 80 marks – 73% of the course award).
- The final part is assessed by a pupil-led assignment conducted in school (worth 30 marks – 27% of the course award).

Why Classics?

Thanks to increased media profile, new documentaries, blockbuster films and a constant flow of new books, Classical Studies is undergoing a resurgence. Our inheritance from these two ancient civilisations is significant: our medicine, law, government, entertainment, gender attitudes, morality and religious beliefs all have some basis in Athens or Rome. However, while there are many similarities, there are also fascinating differences: slavery was ubiquitous; blood-sports were unremarkable; assassination was an accepted part of political life.

Pupils on the Higher course will develop: in-depth knowledge and understanding of universal ideas, themes or values revealed by classical literature; a range of religious, political, social, moral and cultural values and practices of classical Greek and Roman societies.

Candidates will also build skills in: structuring and sustaining lines of reasoned argument about universal ideas, themes or values revealed by classical literature; analysing and evaluating the religious, political, social, moral and cultural values and practices of classical Greek and Roman societies; comparing religious, political, social, moral and cultural values and practices of the classical and modern worlds and drawing reasoned and detailed conclusions; interpreting and understanding a range of complex sources; evaluating the reliability and value of a range of complex sources, and researching and using information collected from a range of sources.

COMPUTING SCIENCE

National 4/5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The National 5 course consists of four units:

Software Design and Development - The aims of unit 1 are: for the learner to develop knowledge, understanding and practical problem-solving skills in software development through appropriate software development environments. Learners will develop their programming and computational thinking skills by developing, implementing and testing practical solutions and explaining how these programs work.

Computer Systems - They will also develop an understanding of how data and instructions are stored in binary form, the basic architecture of a computer, and an awareness of different contemporary software development languages/environments.

Database Design and Development - The aims of unit 3 are for: the learner develops knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts).

Web Design and Development: The aims of unit 4 are for: the learner to develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts).

The units can be taught as standalone units or combined. The National 4 requirements and Added Value are covered within the National 5 course. Some pupils' progression is through National 4 only, others may have unit passes in National 5 but don't sit the exam or they progress through the National 5 which is the majority of pupils who undertake National 5 Computing Science.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment at National 5:

- | | |
|--------------------------------|------------------|
| • Component 1 — Question paper | 110 marks |
| • Component 2 — Assignment | 50 marks |
| Total marks | 160 marks |

Assignment

The purpose of the assignment is to assess practical application of knowledge and skills from the Units to develop a solution to an appropriately challenging computing science problem. It will assess learners' skills in analysing a problem, designing a solution to the problem, implementing a solution to the problem, and testing and reporting on that solution. This is carried out under exam conditions over 8 hours.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve National 4 Computing Science may progress to National 5 Computing Science. Those who achieve National 5 Computing Science may progress to Higher Computing Science. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include 3D modelling and animation, business analysis, computer aided design, games production management, systems development, web development, multimedia development, software engineering, software programming database administration, computer games testing and systems analysis and design.

COMPUTING SCIENCE

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Computing Science.

The Content

The Higher course consists of the same four units:

Software design and development - Candidates develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development. They do this by using appropriate modular software development environments. Candidates develop modular programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these programs work. They use their knowledge of data types and constructs to create efficient programs to solve advanced problems.

Computer systems - Candidates develop their understanding of how data and instructions are stored in binary form and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that can protect computer systems.

Database design and development - Candidates develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables and implemented in SQL. Candidates apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

Web design and development - Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

- | | |
|--------------------------------|------------------|
| • Component 1 — Question paper | 110 marks |
| • Component 2 — Assignment | 50 marks |
| Total marks | 160 marks |

Assignment

The purpose of the assignment is to assess practical application of knowledge and skills from the Units to develop a solution to an appropriately challenging computing science problem. It will assess learners' skills in analysing a problem, designing a solution to the problem, implementing a solution to the problem, and testing and reporting on that solution.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Progression

Learners who achieve Higher Computing Science may progress to Advanced Higher Computing Science. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: These include 3D modelling and animation, business analysis, computer aided design, games production management, systems development, web development, multimedia development, software engineering, software programming database administration, computer games testing and systems analysis and design.

COMPUTING SCIENCE

Advanced Higher

The Advanced Higher course follows the same structure as the Higher course with the same 4 units and assessment being undertaken but with more breadth, challenge and application. The Course consists of four mandatory Units and a Course assessment.

Entry Requirements

This course is suitable for those who have achieved a pass at Higher Computing Science.

The four areas of study are:

Software design and development

Candidates develop knowledge, understanding, and advanced practical problem-solving skills in software design and development. They do this by using appropriate software development environments. Candidates develop object-oriented programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these modular programs work. They use their knowledge of data types and constructs to create efficient programs to solve advanced problems.

Database design and development

Candidates develop knowledge, understanding, and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using SQL to create and query relational databases. Candidates apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

Web design and development

Candidates develop knowledge, understanding, and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and PHP. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

Computer systems

This content is designed to be delivered in the context of the other areas of study and not as a stand-alone area of study. Candidates develop their understanding of how data is stored in hexadecimal form and how flags are used during the fetch-execute cycle. They become aware of the environmental impact of data centres and the security risks of code injections.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

- | | |
|--------------------------------|------------------|
| • Component 1 — Project | 80 marks |
| • Component 2 — Question Paper | 80 marks |
| Total marks | 160 marks |

Assignment

The project requires learners to demonstrate aspects of challenge and application in a practical context. Learners will **apply** knowledge and skills from across the Course to plan, design, implement, evaluate and report on a solution to solve an appropriately challenging practical computing science problem.

The question paper requires learners to demonstrate aspects of breadth and application in theoretical contexts. Learners will apply breadth of knowledge from across the Course, and depth of understanding, to answer appropriately challenging questions in computing science contexts.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Progression

Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: These include 3D modelling and animation, business analysis, computer aided design, games production management, systems development, web development, multimedia development, software engineering, software programming database administration, computer games testing and systems analysis and design.

DANCE

National 5

Entry Requirements

Learner would be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and preferably from S3 elective dance,

Purpose

- demonstrate and apply knowledge and understanding of dance
- develop a range of technical dance skills
- develop performance skills to enhance performance
- develop knowledge, understanding and appreciation of dance practice
- understand and apply knowledge of a range of choreographic skills to create a dance
- evaluate their own work and the work of others
- work imaginatively and demonstrate creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- apply the principles of safe dance practice.

Technical Skills

This is a practical unit where learners will develop their performance skills and dance fitness for two dance style. Pupils will perform a solo dance for their assessment.

Choreography

Learners will devise dance choreography for two dancers using various choreographic devices and structures.

Learners will write a choreographic review about the process they have gone through to create the choreography and analyse their strengths and development needs.

Course assessment

The course assessment is made up of three components:

- Performance skills worth 35 marks
- Choreography review worth 35 marks
- Choreography design 30 worth
- Exam paper worth 30 marks.

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). Learners will be expected to show a high level of personal initiative and motivation to complete all tasks to a high standard.

Other Important Notes

Learners should be practising their dance technical skills each week outwith class time. This course requires a significant amount of independent learning. Most learners are part of a dance club out with school to be at required standard of dance.

Progression

Learners who achieve National 5 Dance may progress to Higher Dance. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers, which include: dancer, dance teacher and theatre & performing arts.

DANCE

Higher

Entry Requirements

A pass at National 5, grade B or above.

Purpose

- demonstrate and apply knowledge and understanding of dance
- develop a range of technical dance skills
- develop performance skills to enhance performance
- develop knowledge, understanding and appreciation of dance practice
- understand and apply knowledge of a range of choreographic skills to create a dance
- evaluate their own work and the work of others
- work imaginatively and demonstrate creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- apply the principles of safe dance practice.

Technical Skills

This is a practical unit where learners will develop their performance skills and dance fitness for two dance style. Pupils will perform two technical solo dances for their assessment.

Choreography

Learners will devise a dance choreography for 3 or more dancers using various choreographic devices and structures.

Learners will write a choreographic review about the process they have gone through to create the choreography and analyse their strengths and development needs.

Course assessment

The course assessment is made up of three components:

- Performance skills worth 70 marks (2 dances at 35 marks each)
- Choreography review worth 35 marks
- Choreography design worth 35 marks.

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). Learners will be expected to show a high level of personal initiative and motivation to complete all tasks to a high standard.

Other Important Notes

Learners should be practising their dance technical skills each week outwith class time. This course requires a significant amount of independent learning. Most learners are part of a dance club out with school to be at required standard of dance.

Progression

Learners who achieve Higher may progress to a dance leadership course. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers, which include: dancer, dance teacher and theatre & performing arts.

DESIGN and MANUFACTURE

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4 / 5 course takes a folio approach covering the following:

Learners will experience a broad practical introduction to design, and materials and manufacturing processes. They will develop design skills, as well as skills in making models, prototypes and products. Concepts studied also include the life cycle of a product; from idea through to the design, manufacture, and use, including its disposal or re-use. Learners will also cover how things are made and the properties of the materials used, and the conflict between factors such as a product's appearance, function, cost and the environment.

Units:

The course has two units covered in the folio approach,

- **Design**
- **Materials and Manufacturing**
- plus an **Added Value Unit**.

Assessment

Internal assessments will be ongoing throughout the course and take the form of folio work and reports.

The final course assessment takes the form of an **Added Value Unit** made up of three components:

- | | |
|--|-----------------------------|
| • Component 1 — Written Exam | 40% of overall course award |
| • Component 2 — Added Value assignment | 60% of overall course award |

*The Added Value assignment will allow learners to show off their design and manufacturing skills in developing a product according to a given SQA brief. This assignment will be completed in class under exam conditions.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

Learners are required to carry out some practical activities in the workshop. Strict Health and Safety rules must be adhered to during these activities. Learners are also expected to cultivate an interest in Design outside of school. As 60% of the final award for this course is based on folio work, an interest in drawing and sketching would be beneficial.

Progression

Learners who achieve National 4 Design and Manufacture may progress to National 5 Design and Manufacture. Those who achieve National 5 Design and Manufacture may progress to Higher Design and Manufacture. Pupils achieving National 4 or 5 Design and Manufacture also have a good background for picking up other Technologies subjects at the same level, i.e. National 4/5 Graphic Communication, National 4/5 Woodworking, National 4/5 Metalworking, National 5 Engineering Science. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Product Design, Industrial Design, Engineering, Toolmaking, Interior Design, Plumbing, Production Management, Architecture, Construction work, Skilled Apprenticeships, Teaching, Ergonomics, CNC machinery, Computer Aided Design, Computer Aided Manufacture, Furniture Design, Cabinet Making, Fabrication and Welding, Building Technology and Vehicle Body Repair.

DESIGN and MANUFACTURE

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Design and Manufacture. It may also be possible for learners who have achieved an A or B in either National 5 Graphic Communication or National 5 Art and Design to embark upon this course.

The Content

The Higher course takes a folio approach covering the following in much more depth than the National 4/5 course:

Learners will experience a broad practical introduction to design, and materials and manufacturing processes. They will develop design skills, as well as skills in making models, prototypes and products. Concepts studied also include the life cycle of a product; from idea through to the design, manufacture, and use, including its disposal or re-use. Learners will also cover how things are made and the properties of the materials used, and the conflict between factors such as a product's appearance, function, cost and the environment.

Units:

The course has two compulsory units covered in the folio approach,

- **Design**
- **Materials and Manufacturing**
- plus an **Added Value Unit**.

Assessment

Internal assessments will be ongoing throughout the course and take the form of folio work and reports.

The final course assessment takes the form of an **Added Value Unit** made up of two components:

- Component 1 — Written Exam 50% of overall course award
- Component 2 — Assignment* 50% of overall course award

The assignment will give learners an opportunity to demonstrate:

- skills in idea generation and refinement
- the ability to communicate
- practical skills as described above
- the ability to apply knowledge and understanding and practical skills.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

Learners are required to carry out some practical activities in the workshop. Strict Health and Safety rules must be adhered to during these activities. Learners are also expected to cultivate an interest in Design outside of school. As 50% of the final award for this course is based on folio work, an interest in drawing and sketching would be beneficial.

Progression

Learners who achieve Higher Design and Manufacture can progress to Advanced Higher Product Design. Pupils achieving Higher Design and Manufacture also have a good background for picking up other Technologies subjects. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Product Design, Industrial Design, Engineering, Toolmaking, Interior Design, Plumbing, Production Management, Architecture, Construction work, Skilled Apprenticeships, Teaching, Ergonomics, CNC machinery, Computer Aided Design, Computer Aided Manufacture, Furniture Design, Cabinet Making, Fabrication and Welding, Building Technology and Vehicle Body Repair.

DRAMA

National 5

Entry Requirements

This course is normally suitable for learners who have gained the skills, knowledge and understanding from the BGE Drama course.

The Content

National 5 Drama develops pupils' acting and devising skills, as well as confidence and skill in using a range of production skills. In groups, pupils will contribute to a variety of different performances where they can choose their specialism. **It will be mandatory for pupils to participate in at least one performance as an actor.**

Pupils will gain experience using textual extracts as stimuli for drama presentations and gain an understanding of how to analyse text and performance. Pupils also develop communication, interpersonal and leadership skills, as well as encouraging pupils to be resilient and self-aware. National 5 Drama also develops pupil confidence when working with others.

National 5 Drama consists of an introductory unit, completed in June. The rest of the course involves a combination of practical workshops, theory lessons, research tasks and script work, covering a variety of topics.

Drama Skills:

In this introductory unit, pupils respond to a range of stimuli, including text, and in groups, experiment and develop these ideas into a complex scenario. Pupils are expected to demonstrate skills and techniques learnt in the BGE Drama courses with growing independence and creativity.

The group then devise and rehearse a drama, exploring a particular theme, issue or idea. Pupils carry out research to inform plot, as well as participating in rehearsal activities to develop their character. Each pupil will take responsibility for devising one scene, as well as taking on a 5 minute acting role in another pupil's scene. The final drama is then presented to the class.

National 5 Drama also explores:

- Drama form, genre and style
- Drama structure (linear, non-linear, episodic etc.)
- Target audience
- Character status, relationships and motivation
- Themes and issues
- Intended audience impact
- Characterisation activities
- Creation of tension and mood
- Dramatic irony and subtext
- Theatre lighting and sound concepts
- Design concepts for props, costume and set design
- Types of staging and venues.
- Integrated voice and movement skills in performance
- Evaluating others through constructive feedback
- Evaluating self and target setting

To prepare for the exam, pupils participate in workshops, using textual extracts and a range of stimuli to explore the concepts listed on the previous page.

Pupils have dedicated theory periods, where they will evaluate the skills taught in the workshops, respond to an unseen stimulus through short response questions and learn how to justify concepts using sufficient theatre vocabulary and detail to gain marks in the question paper.

Course Assessment: Practical and written exam

The Course Assessment will have two components: a question paper (60 marks) and a Performance (60 marks). The Practical performance is worth 60% of the overall course award, with the written exam scaled to be worth 40%.

The Performance is worth 50 marks and requires pupils to participate in a scripted presentation of around 25 minutes, taking on either an acting or production role. The performance is assessed by a Visiting Examiner from SQA.

In addition, pupils have to write a short report, called a Preparation for Performance, (worth 10 marks) detailing their research undertaken, development of ideas and intended use of drama/production skills in the final performance.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Homework

Homework will be issued on a regular basis. Tasks may include textual analysis, generating folio evidence or undertaking research tasks. There will also be an expectation for the learners to independently revise vocabulary and skills introduced to them in class. Course assessment homework will include learning lines and completing past and specimen exam papers.

Progression

Pupils who achieve an A or B may progress to Higher Drama.

Pupils can also opt to progress to NPA Technical Theatre or NPA Acting and Performance as an alternative to Higher, should they wish to develop performance or technical skills.

DRAMA

NPA Acting & Performance

Entry Requirements

This course is normally suitable for pupils who have gained in skills, knowledge and understanding of the BGE and/or National 5 Drama course.

The Content

The NPA in Acting & Performance consists of 2 mandatory units, totalling 18 SCQF points at level 6.

Theatre Skills in Performance

Pupils learn about the role of the Actor, Director and production team, as well as theatre staging, roles and practices.

Pupils then take on a role in a 30 minute devised Drama, where they develop skills in acting and stagecraft. To pass the unit, pupils then complete a written evaluation of the rehearsal and performance process.

Professional Theatre in Context.

This unit develops pupils written analytical skills. Pupils investigate 2 contrasting theatre genres and then write a 500 word report, investigating elements of each. Using knowledge from the first unit, pupils then complete a second 500 word report, describing the role of a production team and what a Director's vision needs to consider.

Pupils then complete a 1000 evaluation of two theatrical performances. These performances can be live at Dundee Rep or streamed via the National Theatre schools website. Pupils can also reference musical theatre productions.

Homework

Homework may include research, rehearsal logs, learning lines and completing reports.

Progression

Pupils who achieve a course award could progress to Higher Drama in S6, looking to specialise in acting or directing for the practical exam.

Recognising achievement

This NPA also looks to credit pupils' wider achievement and pupils with relevant experience may gain an additional 6 credit unit in one of the following units: Creative Project or Theatre Performance.

Any additional units will require pupils to spend time outside of class rehearsing and/or applying the relevant skills.

DRAMA

NPA Technical Theatre

Entry Requirements

This course is normally suitable for pupils who have gained in skills, knowledge and understanding of the BGE and/or National 5 Drama course. The NPA technical theatre consists of 2 mandatory and 1 optional unit, totally 18 SCQF points at level 6.

Technical Theatre In Context. (mandatory unit)

This unit teaches pupils about the production team, theatre roles and staging vocabulary, as well as investigating a range of performance venues and spaces. Health & safety and current legislation is also investigated.

Pupils also identify technical aspects of a short script, annotating ideas for lighting, sound, set & props. Pupils then watch a theatre production, either at Dundee Rep or via a schools' National Theatre schools website, and write a report describing the technical effects and health & safety requirements.

Theatre lighting/sound operations (pupils select one option-Pupils specialising in sound must be proficient in editing sound independently)

Pupils learn about lighting or sound operations, vocabulary and health and safety procedures when working with lighting/sound desks, keeping a log of skills and technical skills learned.

They then write a 1000 word evaluation on their strengths and areas for improvement.

Theatrical Design (mandatory unit)

This final unit looks at the design process with pupils taking on a design role for a planned production, working alongside NPA Acting & Performance pupils. They prepare a folio of evidence, such as cue sheets and an annotated script. Pupils also research the selected production.

Once their ideas are approved, pupils then work with other production areas, developing technical or design concepts for the final performance. Pupils complete weekly production meeting logs to document their work with others.

Homework

Homework may include research, folio tasks, annotating scripts or drafting reports.

Progression

Pupils who achieve a course award could progress to Higher Drama in S6, choosing to specialise in a design role in the practical exam.

Recognising achievement

This NPA also looks to credit pupils' wider achievement, and pupils with relevant experience may gain units in both lighting or sound operations if they have any technical responsibilities for school concerts or shows. Any additional units will require pupils to spend time outside of class rehearsing and/or applying the relevant skills.

DRAMA

Higher

Entry Requirements

This course is normally suitable for those who have achieved a good pass at National 5 Drama OR achieved at least a B pass in Higher English in S5.

The Content

Higher Drama allows progression from National 5, by further developing pupils' complex acting and production skills. Directorial and textual analysis skills are developed and assessed through a workshop style approach as well as in the study of a set text.

Higher Drama promotes and develops problem solving, evaluation, interpersonal and time management skills. Higher Drama also encourages pupils to become more confident. These are highly sought after attributes for University life.

Course Assessment: Question Paper (50 marks/ 40% of overall course award)

Section 1 of the exam paper (Textual Analysis) requires pupils to write an essay on their set text, demonstrating knowledge and understanding of the text and how acting and directing concepts could be applied in performance.

Section 2 (Theatre Production) assesses pupils knowledge and understanding of production skills: lighting, sound, costume, props and set design. Through 3 short response questions, pupils write and justify a range of production concepts they could apply in a performance of their set text. This section of the exam is worth 10 marks.

Section 3 of the exam paper (Performance Analysis) requires pupils to analysis a live theatrical performance in the form of an essay. Pupils focus on two production areas. Pupils are also required to show an understanding of audience impact and Directorial vision.

Sections 1 and 3 essays are both worth 20 marks.

Course Assessment: SQA practical exam (worth 60 marks/60% of overall course award)

The course assessment takes the form of a practical exam, worth 50 marks. Pupils can specialise in acting, (two contrasting acting performances, each around 8 minutes in length) directing (a 30 minute observed rehearsal of a scene from the set text) or design. (Pupils specialise in set design and one other production area to create and present a production concept for a selected text) The course assessment is assessed by a Visiting Assessor from the SQA.

The final 10 marks are gained by pupils completing a Preparation for Performance report, detailing their research, ideas and application of skills during the above process. The report is marked by the Visiting Assessor on the day of the practical exam.

Homework and Theatre Trips

Homework will be issued on twice-weekly basis and will include essay writing or planning, Teams assignments or learning lines and quotes.

Theatre trips are a mandatory part of the course, and pupils will be encouraged to attend as many theatre performances as possible throughout the year.

Progression

Pupils who achieve an A or B may progress to NC Acting and Theatre Performance.

DRAMA

NC Acting and Theatre Performance

Entry Requirements

An A or B pass in Higher Drama or successful completion of the NPA Acting and Performance course.

The Content

NC Acting and Theatre Performance consists of 7 units. All of these must be successfully completed to gain the course award. Units 1 and 2 are both mandatory units from the NPA Acting and Performance and can be carried forward if the NPA is successfully completed in S5.

Unit 1: Theatre Skills in Performance

Pupils learn about the role of the Actor, Director and production team, as well as theatre staging, roles and practices. Pupils then take on a role in a 30 minute devised Drama, where they develop skills in acting and stagecraft. To pass the unit, pupils then complete a written evaluation of the rehearsal and performance process.

Unit 2: Professional Theatre in Context

This unit develops pupils' written analytical skills. Pupils investigate 2 contrasting theatre genres and then write a 500 word report, investigating elements of each. Using knowledge from the first unit, pupils then complete a second 500 word report, describing the role of a production team and what a Director's vision needs to consider.

Pupils then complete a 1000 word evaluation of two theatrical performances. These performances can be live at Dundee Rep or streamed via the National Theatre schools website. Pupils can also reference musical theatre productions.

Unit 3: Voice Skills and Unit 4: Movement Skills

Pupils learn about voice production and physiology, developing the skills to plan and lead vocal warm ups. Pupils then apply and evaluate their own voice skills in 2 monologues and 1 duologue from the unit 7 production. In Movement Skills, pupils learn how to plan and lead a physical warm up. Pupils then devise, present and evaluate a minimum of 3 movement sequences: 1 solo and two group performances.

Unit 5: Acting Styles and Practitioners: An Introduction

In this unit, pupils learn about the performance theories of Stanislavski and Brecht. Both theories are then applied in the performance of two extracts, 1 per practitioner. This process is then evaluated through a written report.

Unit 6: Acting Skills and Unit 7: Theatre Performance

Delivered concurrently, pupils develop and apply acting techniques in class workshops, leading to the creation and portrayal of two contrasting characters. (One of which will be performed in Unit 7.) The Theatre Performance unit sees pupils perform in a 30 minute scripted performance.

Homework

Homework will include Teams assignments, complex research tasks, watching/ attending productions, report writing, learning lines or rehearsing monologues/solo movement pieces.

EARLY EDUCATION AND CHILDCARE

National 4/ 5

At National 4, the pupils study three mandatory units:-

1. Child Development
2. Play and Working in Early Education
3. Childcare.

The fourth optional unit is Parenting.

At National 5 level, the pupils study the same three mandatory units, with health included in the Child Development unit. The optional fourth unit at National 5 is Care and Feeding.

The aims of the courses are to:

- introduce candidates to the factors which impact on the lives of children, their parents and carers
- provide basic insight into working in early education and childcare
- introduce candidates to the interrelationship between component Units
- introduce candidates to the necessity of viewing all aspects of early education and childcare holistically
- enable candidates to draw upon the experiences gained in the Outcomes of the component Units to inform their understanding of what can be considered as effective early education and childcare provision
- introduce candidates to the scope of the early education and childcare sector
- allow candidates to develop key life skills, eg Parenting
- allow candidates to develop communication skills by working in groups and with others in a variety of contexts
- allow candidates to develop investigative skills using a variety of research methods
- allow candidates to develop presentation skills
- allow candidates to develop self-evaluation skills
- give candidates confidence to set achievable goals
- allow candidates the opportunity to develop skills required for possible employment in the early education and childcare sector, particularly personal/interpersonal, basic communication and practical caring skills
- allow candidates to develop skills required for employment in other sectors.

S4 pupils who successfully complete National 4 may progress to National 5 in S5. In some cases, S5 or S6 pupils may study National 5 level only. On achieving National 5 pupils may progress to Higher Care or NC Early Education and Childcare at Dundee and Angus College.

ENGINEERING SCIENCE

National 5

Entry Requirements

Learner would be expected to be either; in a National 5 Mathematics class, or have achieved National 5 Mathematics previously. An interest in a career in Engineering would be useful.

The Content

The National 5 course consists of three units, plus an Added Value Unit:

Unit 1: Engineering Contexts and Challenges

This Unit provides a broad context for the Course. It develops an understanding of engineering concepts by exploring a range of engineered objects, engineering problems and solutions. This Unit allows the learner to explore some existing and emerging technologies and challenges, and to consider implications relating to the environment, sustainable development, and economic and social issues.

Unit 2 Electronics and Control

This Unit explores an appropriate range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

Unit 3: Mechanisms and Structures

This Unit develops an understanding of mechanisms and structures. Skills in problem solving and evaluating are developed through simulation, practical projects and investigative tasks in a range of contexts.

Added Value Unit

The Engineering Science assignment adds value by requiring challenge and application. Learners will apply knowledge and skills from the Units to solve an appropriately challenging engineering problem.

Assessment

Course assessment structure

Component 1 — Question Paper	110 marks (69%)
Component 2 — Assignment	50 marks (31%)
Total marks	160 marks

You must pass the course assessment, including the 8 hour practical assignment and the written exam to be awarded the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark for both components of the course assessment.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve National 5 Engineering Science may progress to Higher Engineering Science. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Industrial Design, Mechanical Engineering with: Aeronautics; Control; Material, Naval Architecture & Ocean Engineering, Electronics & Electrical Engineering, Civil & Structural Engineering, Electronics & Computer Engineering, Automotive Engineering, Environmental Engineering, Manufacturing Engineering, or Mechatronics.

ENGINEERING SCIENCE

Higher

Entry Requirements

It is expected that prospective candidates should:

- have passed National 5 Engineering Science.
- have passed National 5 Maths

or

- have passed National 5 Physics
- be currently studying Higher Physics
- be currently studying Higher Maths

The Content

Engineering Science is heavily maths based, with topics covering:

- design, simulation and construction of electronic circuits
- computer control and programming
- the design and mathematical testing of structural and mechanical systems
- analysis and evaluation of existing and new engineering systems.

Assessment

The course is assessed in the form of a written exam worth 110 marks and an Added Value Unit Assignment worth 50 Marks.

Course assessment structure

Component 1 — Question Paper	110 marks (69%)
Component 2 — Assignment	50 marks (31%)
Total marks	160 marks

You must pass the course assessment, including the practical assignment and the written exam to be awarded the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark for both components of the course assessment.

The assignment will give learners an opportunity to demonstrate:

- the ability to apply knowledge and understanding, and practical skills

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

Learners are required to carry out some practical activities. Strict Health and Safety rules must be adhered to during these activities

Progression

Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Industrial Design, Mechanical Engineering with: Aeronautics; Control; Material, Naval Architecture & Ocean Engineering, Electronics & Electrical Engineering, Civil & Structural Engineering, Electronics & Computer Engineering, Automotive Engineering, Environmental Engineering, Manufacturing Engineering, or Mechatronics.

ENGLISH

National 4

Entry Requirements:

Learners would normally be expected to have attained the skills, knowledge and understanding acquired through following the S1-3 Broad General Education (BGE) course. Successful completion of this qualification will better prepare learners for the world of work or continuing education.

The National 4 course follows directly on from BGE and continues to develop language skills in the four Specific Aspects of Learning (SALs): listening, talking, reading and writing.

In order to achieve a National 4 Award, candidates need to complete two mandatory units as well as an Added Value Unit (AVU).

Unit 1 Analysis and Evaluation: Reading and Listening

Outcome 1: Successful candidates will show an ability to analyse and evaluate straightforward written texts demonstrating an understanding of purpose, audience, main ideas, supporting details and literary techniques, including critical terminology. Formal assessment will be an unseen close reading passage with questions.

Outcome 2: Candidates must demonstrate an ability to analyse and evaluate straightforward spoken language, again focusing on purpose, audience, main ideas, supporting details, and how spoken language is used to create effects. This will be assessed using audio-visual resources.

Unit 2 Creation and Production: Writing and Talking

Outcome 1: Pupils will produce straightforward written texts in different genres. Candidates will be expected to experiment across a variety of styles, including creative and discursive writing, meeting the requirements of each genre as appropriate.

Outcome 2: Learners will be involved in talk activities, such as active participation in group discussions and delivering presentations. They will be required to take account of audience and purpose through selecting relevant ideas and appropriate content. In addition, candidates will have to demonstrate an ability to communicate meaning at first hearing, using both spoken language and non-verbal communication.

Homework

Homework is an integral and ongoing component of this course and will take a variety of forms: revisiting class notes; improving vocabulary; reading quality fiction and non-fiction; specific exercises issued by the class teacher, as appropriate. Learners will be expected to show a high level of personal initiative and motivation.

ENGLISH

National 5

Entry Requirements:

Candidates will be expected to have successfully completed all elements of National 4 English. The National 5 course continues to develop language skills in listening, talking, reading and writing. As with the National 4 course, successful completion of this qualification will better prepare learners for the world of work or continuing education.

To achieve a National 5 Award, candidates need to complete one mandatory unit as well as demonstrating literacy competence in order to be entered for the SQA exam:

Spoken Language

In this assessment, candidates have to do at least one of the following spoken language activities:

- Take part in a group discussion, or discussion-based activity, to which they contribute relevant ideas, opinions, or information, using detailed language. Candidates must take account of the contributions of others and stay focused on the topic or task.
- Prepare and present a presentation. The presentation must be detailed in content, and must be structured in a clear and relevant way. Candidates must answer questions from the audience at some point in the presentation.

This performance, which is part of course assessment, is assessed on an achieved/not achieved basis. Evidence of success may come from a range of different tasks.

In addition, unlike National 4 English, which is entirely internally assessed, National 5 concludes with an **external assessment**, which has two components:

Component 1: The Portfolio (30% of the overall grade)

This will consist of two pieces of writing in different genres, one broadly creative and the other broadly discursive, with 15 marks available for each essay. As candidates have the opportunity to redraft these essays, there is a very high expectation that they will be submitted free from technical errors.

Component 2: The Examination (70% of the overall grade)

A one-hour paper, which will test skills in reading for understanding, analysis and evaluation by answering questions on an unseen non-fiction paper. This is worth 30% of the exam.

The second, ninety-minute paper has two parts:

20% - a critical essay answering an unseen question on a text previously studied in class.

20% - answering questions on a Scottish text or group of shorter Scottish texts, again studied in class.

Homework

Homework is an integral and ongoing component of this course and will take a variety of forms: revisiting class notes; improving vocabulary; reading quality fiction and non-fiction; practising past papers; specific exercises issued by the class teacher, as appropriate. Learners will be expected to show a high level of personal initiative and motivation.

ENGLISH

Higher

Entry Requirements

A National 5 pass at either A, B or C.

The course provides candidates with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and to use language which is detailed and complex in nature. Candidates develop complex language skills allowing them to engage with and to process detailed and complex ideas, opinions, information, language forms and use, and to increase their ability to learn with independence.

To achieve a Higher Award, candidates need to complete one mandatory unit:

Spoken Language

In this assessment, candidates have to do at least one of the following spoken language activities:

- Take part in a group discussion, or discussion-based activity, to which they contribute relevant ideas, opinions, or information, using detailed and complex language. Candidates must take account of the contributions of others and stay focused on the topic or task.
- Prepare and present a presentation. The presentation must be detailed and complex in content, and must be structured in a clear and relevant way. Candidates must answer questions from the audience at some point in the presentation.

This performance, which is part of course assessment, is assessed on an achieved/not achieved basis. Evidence of success may come from a range of different tasks.

Higher concludes with an **external assessment**, which has two components:

Component 1: The Examination (70% of the overall grade)

A ninety minute paper titled 'Reading for Understanding, Analysis and Evaluation'. Marks are awarded for applying reading skills in understanding, analysis and evaluation to questions on two unseen non-fiction passages.

The second, ninety-minute paper, titled 'Critical Reading' has two parts:

20% - answering textual analysis questions on a Scottish text or group of shorter Scottish texts, studied in class.

20% - a critical essay answering an unseen question on a text previously studied in class. In each part, learners must cover a different genre and cannot use the same text twice. Twenty marks will be awarded for each of the two tasks addressed.

Component 2 — Portfolio: Writing

The purpose of this portfolio is to provide evidence of the learner's writing for two different purposes. This portfolio will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- develop their skills in writing in different genres
- develop their skills in writing for a range of purposes and audiences

The portfolio will have 30 marks (30% of the total mark).

The portfolio will comprise two written texts that address the main language purposes, namely creative and discursive writing.

Fifteen marks will be awarded for each writing piece chosen for the portfolio. Learners will demonstrate their ability to write in more than one form.

The portfolio-writing is a final summative assessment and when a candidate begins the process of drafting their pieces of writing, this must be under the direct supervision of their teacher or lecturer. At this point, no other person can be involved in the discussion or review of the candidate's work.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

ENGLISH

Advanced Higher

Entry Requirements

Higher English at A or B.

Purpose and aims of the Course

The main purpose of the 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 choose 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.

Course assessment structure

Component 1 — Question paper: Literary Study 20 marks

The purpose of this question paper is to assess candidates' ability to apply the skills of critical analysis and evaluation to previously studied literary texts.

Candidates will choose one question from a range of questions and write a critical essay in response to it. The time allocated for this exam is 1.5 hours.

Component 2 — Question paper: Textual Analysis 20 marks

The purpose of this question paper is to assess candidates' ability to apply the skills of critical analysis and evaluation to an unseen literary text.

Candidates will choose one question on an unseen literary text and write an extended critical analysis of it. The time allocated for this exam is 1.5 hours.

Component 3 — Portfolio – writing, 30 marks

The candidates will engage in writing in different genres for a range of purposes and audiences. Candidates will produce two pieces of writing for two different purposes and audiences. The folio is submitted to the SQA for assessment prior to the exam.

Component 4 — Project – dissertation, 30 marks

This dissertation will give candidates an opportunity to demonstrate the following skills, knowledge and understanding: independent planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature.

The text(s) chosen must not be the same as those used in the Literary Study question paper. This dissertation will be between 2,500 and 3,000 words long. The dissertation will be submitted to the SQA for assessment in March.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

FASHION & TEXTILES TECHNOLOGY

National 5

Entry Requirements:

Learners would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education, S3 Fashion elective or have achieved a pass at National 4.

The Content:

There are three core units:

- Textile Technologies
- Fashion & Textile choices and trends
- Fashion item Development.

The National 5 Fashion and Textile Technology Course enables learners to develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. The Course particularly emphasizes the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

Assessment

Internal assessment will be ongoing throughout the course and takes the form of a workbook and practical assessment, followed by both a course assignment and a written examination.

Homework:

As this subject is predominately using creative and practical skills, pupils will often be required to research suitable resources and complete creative plans at home. Pupils will also be expected to use the resources on GLOW to consolidate their learning and to use as a revision aid prior to their written assessments.

Other Important Notes:

Pupils are required to pay a fee at the beginning of the session towards the cost of textile resources used in the classroom. This is used to subsidise the cost of resources used.

As a guide, the fee for 2018/19 academic session was £25.

We would strongly encourage pupils to use their own creative flair when designing and making their fashion items, therefore additional fabrics and embellishments will also need to be obtained from time to time.

Progression:

Pupils who achieve National 4/5 Fashion & Textiles might progress to:

- Higher Fashion and Textile Technology
- Further Education at National Certificate or SVQ in Textile and Clothing design.
- Employment in textile related area.

FASHION & TEXTILES TECHNOLOGY

Higher

Entry Requirements

1. National 4/5 Fashion & Textiles
2. National 5 in a related subject area (new starts)
3. National 5 English.

The Content

There are three core areas:

- Textile Technologies
- Fashion & Textile choices and trends
- Item Development.

The Higher Fashion and Textile Technology Course enables learners to develop an understanding of how the fashion industry operates and influences on consumer fashion/textile choices. This course provides learners with opportunities to develop and communicate their own ideas for fashion/textile items, explore the technological process of developing fashion/textile items, and consider a range of design and construction techniques.

Assessment

Internal assessment will be ongoing throughout the course and takes the form of a workbook and practical assessment. There is one component of external course assessment.

Both have a final practical assignment and written examination to complete the course.

Homework

As this subject is predominately using creative and practical skills, pupils will often be required to research suitable resources and complete creative plans at home. Pupils will also be expected to use the resources on GLOW to consolidate their learning and to use as a revision aid prior to their written assessments.

Other Important Notes

Pupils are required to pay a fee at the beginning of the session towards the cost of textile resources used in the classroom. This is used to subsidise the cost of resources used.

As a guide, the fee for 2018/19 academic session was £25.

We would strongly encourage pupils to use their own creative flair when designing and making their fashion items, therefore additional fabrics and embellishments will also need to be obtained from time to time.

Progression

Pupils who achieve Higher Fashion & Textiles may progress to:

- Further Education or Higher Education including HNC, HND or Degree courses in Clothing Design and Manufacture, Textiles and Fashion Design Management
- Employment in retail clothing

Assessment

- There is a final practical course assignment worth 70%.
- Written examination worth 30% of the overall grade.

Homework:

As this subject is predominately using creative and practical skills, pupils will often be required to research suitable resources and complete creative plans at home. Pupils are encouraged to attend study support to make use of the technological equipment.

Other Important Notes:

Pupils are required to pay £25 at the beginning of the session, which contributes towards the cost of textile resources used in the classroom.

We would strongly encourage pupils to use their own creative flair when designing and making their fashion items, therefore additional fabrics and embellishments will also need to be obtained throughout the year.

Progression:

Pupils who achieve national 4/5 Fashion & Textiles might progress to:

- Higher Fashion and Textile Technology
- Further Education at National Certificate or SVQ in Textile and Clothing design.
- Employment in textile related area

F1 IN SCHOOLS

Purpose of the Course:

- to compete in the world renowned F1 In Schools competition (www.f1inschools.com)
- to work collaboratively to design, develop and manufacture a miniature race car
- to further develop skills and learning qualities highly sought after in further education and industry.

Course Details

F1 in Schools gives students a unique opportunity to develop key skills such as; communication, presenting and team work whilst having fun by taking part in the world's biggest and most exciting STEM (Science, Technology, Engineering and Maths) challenge. This exciting education initiative provides the opportunity to run a real-life competition following the same processes real Formula One teams follow, from their initial business plan through to their car design. Pupils will be using Computer Aided Design (CAD) software, data analysis using Computational Fluid Dynamics (CFD) and drag calculation software, Computerised Numerical Control (CNC) machinery to manufacture their car, and wind and smoke tunnels for testing. Finally, they will race their car on a 20m F1 in Schools race track to see who has designed and manufactured the fastest car.

Pupils involved in the competition will also get a Silver Crest Award for taking part, and the course closely follows the MHS Learning Qualities. This is an excellent opportunity to experience working in a real life scenario. Feedback from Universities and employers say this competition is highly effective at building transferable skills and it is something they look for on CV's and Personal Statements.

Other benefits, such as scholarships and company sponsorship through further training and employment all depend on how well the team perform on the competition. A number of pupils worldwide each year who take part receive the Ranstadt-Williams scholarship, which involves training and working around the world on the F1 Circuit.

Recommended Entry

There are a range of skills required in the team, from Project Management to Design Engineering, Manufacturing to Business and Marketing, Web Design to Accounting and a host of others in between.

Pupils should be in S6, and generally have passed a number of Higher exams in S5. It is preferable for one of these to be in a Technical Subject (Engineering Science, Design and Manufacture or Graphic Communication), but not essential as long as we have a range of skill sets within the team.

Anyone with any queries should discuss with Mrs Barclay or a current F1 In Schools team member.

GEOGRAPHY

National 4 / 5

Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or achieved a pass at National 4.

The Content

The National 4 / 5 course consists of three units:

Unit 1: Physical Environments

In this Unit, learners will develop geographical skills and a detailed knowledge and understanding of the processes and interactions at work within physical environments. The location of landscape type; formation of key landscape features; land use management and sustainability of two landscape types will be studied:

limestone (Yorkshire Dales) and **rivers (River Tay)**. Within the **weather** component, the factors affecting British climate will be studied with an understanding of the weather associated with depressions and anticyclones.

Unit 2: Human Environments

In this Unit, learners will develop geographical skills and a detailed knowledge and understanding of the processes and interactions at work within human environments. Within the **population** component they will study and compare developed (**Japan**) and developing countries (**The Gambia**) drawn from a global context. Key topics include: contrasts in development and world population distribution and change. Within the **urban** component there are two case studies.

Glasgow focuses on changes in the city centre and around the River Clyde, problems and solutions to traffic management and the changes in housing with a focus on the Gorbals.

Mumbai focuses on the shanty towns, exploring the problems found in these areas and what is being done to improve these areas. The documentary Slumming It with Kevin McCloud is a key part of this case study. Within the **rural** component, the changes in the rural landscape related to modern technology, diversification, biofuels, genetic modification and organic farming will be explored with a focus on two locations – **UK** and **India**.

Unit 3: Global Issues

In this Unit, learners will develop numerical and graphical skills and a detailed knowledge and understanding of significant global geographical issues. The two topics studied are: Environmental Hazards and Health. Within the **Environmental Hazards** component, there will be the exploration of the causes, impacts on the people and the environment and management of three natural disasters – **Mt St Helen's** Volcanic eruption, the **Japan earthquake and tsunami** in 2011 and **Hurricane Katrina**. Within the **Health** component, there will be the exploration of the causes, effects and strategies to manage three diseases – **AIDS, Malaria and Heart Disease**.

N4 Assessment

Internal assessments will be ongoing throughout the course and take various forms. Pupils will then undertake an Added Value project of their choice that will be marked internally and moderated by the SQA.

N5 Assessment

Internal assessments will be ongoing throughout the course and take various forms. There are two components of the external course assessment:

- Component 1 — question paper 80 marks
- Component 2 — assignment* 20 marks

Total marks

100 marks

*The assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a geographical issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There is the opportunity to take part in the **Dundee fieldtrip**, where learners are taken to different areas of Dundee to collect data to allow them to explore the reasons for the differences in land use, environment and traffic.

Progression

Learners who achieve National 4 Geography may progress to National 5 Geography. Those who achieve National 5 Geography may progress to Higher Geography. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: cartography, armed forces, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information systems, town and country planning, geology, transport and distribution, geophysics, travel and tourism and hydromorphology.

GEOGRAPHY

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Geography.

The Content

The Higher course consists of three units:

Unit 1: Physical Environments

In this Unit, learners will develop mapping skills in geographical contexts. They will develop and apply knowledge and understanding of the complex processes and interactions within physical environments on a local, regional and global scale. Key topics include: **atmosphere, hydrosphere, lithosphere and biosphere.**

Unit 2: Human Environments

In this Unit, learners will develop research skills in geographical contexts. They will develop and apply knowledge and understanding of the complex processes and interactions within urban and rural environments. Additionally learners will study the management of urban and rural land use change in developed and developing countries. Key topics include: **population** and **urban** (with a focus on **Glasgow** and **Rio de Janeiro**) and **rural** land use change and management.

Unit 3: Global Issues

In this Unit, learners will develop skills of numerical and graphical analysis in geographical contexts. They will develop and apply knowledge and understanding of complex global geographical issues, which demonstrate the interaction of physical and human environments and the strategies adopted in the management of these issues. The two key topics are: **climate change** and **development and health.**

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are three components to the external course assessment:

- | | |
|----------------------------------|---|
| • Component 1 - question paper 1 | 100 marks (scaled to be worth 46% of final grade) |
| • Component 2 - question paper 2 | 60 marks (scaled to be worth 27% of final grade) |
| • Component 3 - Assignment* | 30 marks (worth 27% of final grade) |

*The assignment will allow learners to identify, research, process, evaluate and reach a well-supported conclusion based on a geographical issue of their choice.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Fieldwork

There will be opportunities for fieldwork to Glasgow as part of the Urban unit and in preparation for the Added Value Assignment. Every two years there is an opportunity to go on an international trip to Iceland.

Progression

Learners who achieve Higher Geography may progress to Advanced Higher Geography or another Social Subject. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: cartography, armed forces, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information systems, town and country planning, geology, transport and distribution, geophysics, travel and tourism, and hydromorphology.

GEOGRAPHY

Advanced Higher

Entry Requirements

This course is normally suitable for those who have achieved an A-C pass in Higher Geography.

The Content

At Advanced Higher the course consists of two units:

Unit 1: The Geographical Study

Candidates are required to:

- Draw and interpret a variety of graphical and map based diagrams
- Analyse data using statistical analysis
- Explore a variety of physical and human gathering techniques.
- Plan and research a local geographical study of their choice
 - Select and use appropriate techniques to analyse and evaluate the information which they have gathered
 - Present the geographical study.

Unit 2: Geographical Issues

Candidates are required to:

- Identify different viewpoints in a key geographical issue of their choice
- Produce analytical summaries of the viewpoints taken from different sources
- Present a critical evaluation of viewpoints on key geographical issues.

Assessment

Internal Assessments will be ongoing throughout the course. There are two components of the external course assessment:

- | | |
|--|-----------|
| • Component 1 – question paper | 50 marks |
| • Component 2 – Folio of work (Geographical study and Issues essays) | 100 marks |

TOTAL MARKS

150 marks

Homework

Homework is an integral component of this course. It is an expectation that the Geographical Study and Issues essays require additional work at home and in study periods. Learners will be expected to show a high level of personal initiative. They will be guided throughout the course by members of the department with an expectation that they will take considerable responsibility for their own work e.g. in the completion of fieldwork and university library research.

Other Important Notes

There will be opportunities for local and global fieldwork to support development of skills.

Progression

The course is regarded as being an excellent preparation for the type of independent study expected by colleges and universities, as well as a number of careers through the research and analytical skills developed in the course. The careers include: cartography, armed forces, landscape architecture, climatology, leisure and recreation, demography, meteorology, ecology, nature conservation, environmental management, rural development, environmental education, surveying, estate agency work, teaching, geographical information systems, town and country

planning, geology, transport and distribution, geophysics, travel and tourism, and hydromorphology.

GRAPHIC COMMUNICATION

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The National 4 / 5 course consists of two units:

Unit 1: 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.

Unit 2: 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.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 60 marks
- Component 2 — Added Value assignment* 60 marks (67%)

Total marks

120 marks

*The Added Value assignment will allow learners to draw on, extend and apply the skills and knowledge developed and acquired during both units of the Course. Evidence will be produced through the learner's response to an appropriately challenging graphics brief.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve National 4 Graphic Communication may progress to National 5 Graphic Communication. Those who achieve National 5 Graphic Communication may progress to Higher Graphic Communication. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Computing and ICT, Construction, Graphic Design, Architecture, Town Planning, Industrial Design, Product Design, Surveying, Civil Engineering, Mechanical Engineering, Electronic Engineering,

Environmental Engineering, CAD Draughting, Advertising, Naval Architecture, Automotive Design, Model Making and many more.

GRAPHIC COMMUNICATION

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Graphic Communication.

The Content

The Higher course consists of two units:

Unit 1: 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.

Unit 2: 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.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

Component 1 — question paper	70 marks
Component 2 — Added Value assignment*	70 marks
Total marks	140 marks

*The Added Value assignment will allow learners to draw on, extend and apply the skills and knowledge developed and acquired during both units of the Course. Evidence will be produced through the learner's response to an appropriately challenging graphics brief.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Progression

Learners who achieve Higher Graphic Communication may progress to Advanced Higher Graphic Communication. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Computing and ICT, Construction, Graphic Design, Architecture, Town Planning, Industrial Design, Product Design, Surveying, Civil Engineering, Mechanical Engineering, Electronic Engineering,

Environmental Engineering, CAD Draughting, Advertising, Naval Architecture, Automotive Design, Model Making and many more.

GRAPHIC COMMUNICATION

Advanced Higher

Entry Requirements

This course is normally suitable for those who have achieved a good pass (grade A or B) in Higher Graphic Communication. Pupils who have gained a C at Higher may be considered.

The Content

At Advanced Higher, the course consists of two units:

Unit 1: Technical Graphics

For this Unit, learners will be required to provide evidence of:

- knowledge and understanding of the principles, processes, techniques, technologies, and audience requirements as they apply to technical graphics
- skills in the evaluation of the use of technical graphics techniques used in satisfying audience requirements
- skills in the planning and production of technical graphics for intended audiences.

Unit 2: Commercial and Visual Media Graphics

For this Unit, learners will be required to provide evidence of:

- knowledge and understanding of the design principles, techniques, purpose and audience requirements as they apply to commercial and visual media graphics
- skills in the evaluation of the use of commercial and visual media graphic techniques used in satisfying audience requirements
- skills in the planning and production of commercial and visual media graphics for intended audiences

Assessment

Internal Assessments will be ongoing throughout the course.

There are two components of the external course assessment:

- | | |
|--------------------------------|------------------|
| • Component 1 – question paper | 80 marks |
| • Component 2 – Project | 120 marks |
| Total marks | 200 marks |

Homework

Homework is an integral component of this course. It is an expectation that the Graphic Communication 2D & 3D coursework will require additional work at home and in study periods. Learners will be expected to show a high level of personal initiative. They will be guided throughout the course by members of the department with an expectation that they will take considerable responsibility for their own work e.g. in the completion computer-aided work in 2D & 3D, publishing and moving graphic media.

Progression

The course is regarded as being an excellent preparation for the type of independent study expected by colleges and universities as well as a number of careers. These include: Computing and ICT, Construction, Graphic Design, Architecture, Town Planning, Industrial Design, Product Design, Surveying, Civil Engineering, Mechanical Engineering, Electronic Engineering, Environmental Engineering, CAD Draughting, Advertising, Naval Architecture, Automotive Design, Model Making and many more.

HEALTH AND FOOD TECHNOLOGY

National 5

Entry Requirements

Learners would normally be expected to have attained the skills; knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The National 4 / 5 course consists of four units:

Unit 1: Contemporary Food Issues

Unit 2: Food for Health

Unit 3: Food Product Development

Assessment

There is one component of external course assessment, which is a course assignment:

- Course Assignment 60 marks (50%)
- Written Assessment 60 marks (50%)

Total marks

120 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and should be regularly practising and honing their practical skills at home.

Progression

Learners who achieve National 4 Health and Food Technology may progress to National 5. Those who achieve National 5 Health and Food Technology may progress to Higher. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers such as: Nursing, Dietetics, Home Economics teacher, Employment in Hotel and food, nutrition and health.

HEALTH AND FOOD TECHNOLOGY

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Health and Food Technology and National 5 English.

The Content

The Higher course consists of three units:

Unit 1: Contemporary Food Issues

Unit 2: Food for Health

Unit 3: Food Product Development

Assessment

Internal assessment will be ongoing throughout the course and takes the form of a variety of practical and written exercises.

There is one component of external course assessment, which is a course assignment:

- | | |
|----------------------|----------------|
| · Course assignment | 60 marks (50%) |
| · Written assessment | 60 marks (50%) |

Total marks	120 marks
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Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and motivation in order to complete all tasks to a high standard.

Progression

Pupils who achieve Higher Health and Food Technology may progress to:

Further Education or Higher Education including HNC, HND or Degree courses in Dietetics, Food Product Development, Health Service, Environmental Health Officers, Food, Nutrition and Health, Catering and Hospitality Operations, Employment in Hotel, Catering and Hospitality Operations. Various careers e.g. nursing, social work, food technologist, education, primary teaching and teaching.

*The assignment will allow pupils to identify a question, and then write an essay based on their research which evaluates the factors and reaches a well-supported conclusion.

Homework

Homework is an integral component of this course and pupils are given a comprehensive homework booklet at the beginning of the course. Pupils will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be opportunities for pupils to participate in fieldwork. Pupils will visit the Monifieth war memorial to take part in a remembrance service and to undertake a study involving soldiers from the surrounding area. Pupils will also have an opportunity to visit the battlefields of the First World War in Belgium and France on a residential excursion.

Progression

Pupils who achieve National 4 History may progress to National 5 History. Those who achieve National 5 History may progress to Higher History. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: law, library work, politics, tourism, archive work, teaching, publishing, administration, sociology, genealogy, cultural heritage, civil service, journalism, restoration work, anthropology, archaeology, diplomatic services, and museum work.

HISTORY

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 History.

The Content

The Higher course consists of three units:

Section 1: Historical Study- Scottish Migration and Empire 1830-1939

In this section, pupils will learn about the various reasons for the migration of the Scots, including the Highland Clearances. They will also study the impact that immigrants had on Scotland, concentrating on Irish, Italian, Jewish and Lithuanian immigrants. Pupils will learn about the impact the Scots had on the British Empire, especially in Canada, Australia, New Zealand and India. The final area to be studied is the effect that the British Empire had on Scotland. In the Scottish migration section, pupils will develop the source handling skills they acquired at National 5 level by answering different types of questions on sources.

Section 2: Historical Study –British The Making of Modern Britain 1851-1951

In this section, pupils will develop their knowledge of modern British history through the study of the growth of democracy, including the struggle for votes for women. They will also learn about the development of the Welfare State by investigating the Liberal Reforms and the post-war Labour reforms, including the establishment of the NHS and the attempt to eradicate poverty. In this section, pupils will develop key literacy skills. The focus for this section is essay-writing skills, which will enable pupils to evaluate, analyse and present an argument in a structured form.

Section 3: Historical Study- European and World USA 1918-1968

In this section, pupils will develop their knowledge of modern American history through the study of changing attitudes towards immigrants in the 1920s. Pupils will learn about The Wall Street Crash, the subsequent Great Depression era and Roosevelt's New Deal. Pupils will also learn about the struggle for Civil Rights to the 1960s, including the segregation laws of the southern states, the activities of the KKK, Civil Rights leaders Martin Luther King and Malcolm X, and the Civil Rights legislation of the 1960s. In this section, pupils will develop key literacy skills. As in the previous section, the focus for this topic is essay-writing skills, which will enable pupils to evaluate, analyse and present an argument in a structured form.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 80 marks
- Component 2 —Assignment* 30 marks

Total marks

110 marks

*In keeping with National 5, the assignment will allow pupils to identify a question, then write an essay based on their research, which evaluates the factors and reaches a well-supported conclusion.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Pupils will be expected to show a high level of personal initiative and motivation. Formal homework will comprise of a number of essays and source questions.

Progression

Pupils who pass Higher History, grade C or better, may progress to Advanced Higher History or another Social Subject. Skills learned throughout the Higher History course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: history, law, library work, politics, tourism, archive work, teaching, publishing, administration, sociology, genealogy, cultural heritage, civil service, journalism, restoration work, anthropology, archaeology, diplomatic services and museum work.

HISTORY

Advanced Higher

Entry Requirements

This course is suitable for pupils who have passed Higher History with a grade C, or better.

The Content

Pupils will study Option 11: 'Britain at War and Peace 1938-1951.'

Pupils will study the following topics; Britain in the 1930's, Britain's preparations for war, reasons for the resignation of Prime Minister Neville Chamberlain in 1940 and an assessment of Winston Churchill's wartime leadership. In addition, some of the military aspects of the conflict is covered through the Battle of the Atlantic, the effectiveness of the British Army and the allied bombing of Germany. Pupils also study the Home Front, including Civil Defence and the changing role of women. The immediate post-War is covered through the reasons for Labour's election victory in 1945, the development of the Welfare State and the decline of the British Empire.

Assessment

The course is assessed by a three-hour exam paper, during which the candidate will answer two 25-mark essays and a source based section comprising three questions marked out of 40. A dissertation is written for external assessment by the SQA on a topic chosen by the candidate. The dissertation allows pupils the opportunity to identify an area of the course that they enjoy, thoroughly research it and then write a 4000 word dissertation which demonstrates progression in their essay writing and research skills. The dissertation is marked out of 50 and worth 36% of the overall grade.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Pupils will be expected to show a high level of personal initiative and motivation. Formal homework will comprise of a number of essays and source questions.

Other Important Notes

In addition to the two set textbooks, pupils will be expected to use the departmental library and the school library. Wide and individual reading is essential to this course, especially for the dissertation. The course is regarded as being an excellent preparation for the type of independent study expected by colleges and universities as well as a number of careers. These include: history, law, library work, politics, tourism, archive work, teaching, publishing, sociology, genealogy, cultural heritage, civil service, journalism, restoration work, anthropology, archaeology, diplomatic services and museum work.

HOSPITALITY: PRACTICAL COOKERY

National 5

Entry Requirements

The learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

Unit 1: Cookery Skills Techniques and Processes:

The aim of this Unit is 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.

Unit 2: Understanding and Using Ingredients:

The aim of this Unit is 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, in order to adapt recipes accordingly. 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.

Unit 3: Organisational Skills for Cooking:

The general aim of this Unit is 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.

Assessment

All areas are internally assessed in the form of practical activities.

A final assessment consists of three parts:

Practical Activity – This will be devised by the SQA each year and will involve the following:

- The preparation of a three-course meal within a timed period.
- Use of a range of equipment, techniques, cookery processes and food items will be assessed.
- This will be assessed internally. Assessors will use a check list to record attainment throughout the test.

Assignment – involves creating an organised time management plan used in the final practical activity. This will be completed under exam conditions and externally assessed.

Question paper - takes place in the school. Assessed externally.

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). Learners will be expected to practise practical skills at home on a regular basis. On the run up to exams pupils are expected to practise exam recipes regularly at home.

Progression

Learners who achieve National 4 Practical cookery may progress to National 5 Practical cookery. After National 5 Practical cookery has been achieved, there is no route for progression in school, however, Higher Hospitality may be offer at Dundee and Angus College. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Chef, Banquet Manager, Cafe Manager, Catering Manager, Cook, Food and Beverage Manager and Events planner.

HOSPITALITY - PRACTICAL CAKE CRAFT

National 5

Entry Requirements

The learner would normally be expected to have attained a high level of skills, knowledge and understanding required by either S1-3 Broad General Education (BGE), S3 Creative Cake and / or have achieved a pass at National 4/5 Hospitality or Health and Food Technology.

A high level of skills, knowledge and understanding required by either S1-3 Broad General Education and/or a National 4/5 pass in Art and Design would also be beneficial to enable the pupil to cope with the creative aspect of the course.

The Content

The National 5 course consists of three areas:

CAKE BAKING

The course aims to enable pupils to: acquire knowledge and understanding of methods of cake production, develop knowledge and understanding of functional properties of ingredients used in cake production and develop technical skills in cake baking. Learners will create a wide range of baked products to support their learning. 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.

CAKE FINISHING

This area of the course aims to enable pupils to: develop technical and creative skills in cake finishing, follow safe and hygienic working practices, develop their knowledge and understanding of cake design and follow trends in cake production, acquire and use organisational skills in the context of managing time and resource and to do so safely and hygienically.

PLANNING AND DESIGN

This area of the course aims to enable pupils to: develop the skills, knowledge and understanding to prepare a plan of work for baking and finishing their final cake. Learners will create cakes for a range of occasions to allow them to develop a high standard of drawing techniques to produce a detailed design illustration for their final product.

Assessment

The course assessment consists of 3 components:

- **Question paper:** The purpose of this question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course content.
- **Assignment and Practical activity:** The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task: designing, planning, making, finishing and evaluating a cake — which will provide evidence for both components.

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once per week). Learners will be expected to practise practical skills at home on a regular basis. On the run up to the practical activity, learners are expected to practise the skills and techniques required to create their final product. Pupils will also be expected to use the resources on GLOW to consolidate their learning and to use as a revision aid prior to their written exam.

Progression

After National 5 Practical Cake Craft has been achieved there is no route for progression within school. Pupils can go on to further education in Hospitality or can use this qualification to gain work in the bakery and cake decoration industry.

Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. It is this transferability that will help candidates with further study and enhance their personal effectiveness and employability, which might not necessarily be related to hospitality. Manual dexterity, fine motor skills and hand-eye co-ordination are developed through this course, and are valued in a range of sectors.

HUMAN BIOLOGY

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Biology.

The Content

The Higher course consists of four units:

Unit 1: Human Cells

In this Unit, learners will develop knowledge and understanding through studying key areas: division and differentiation in human cells, structure and function of DNA, gene expression and the genome. Investigation of DNA, the expression of the genotype, protein production, mutations and genetic disorders, DNA technology including sequencing and medical and forensic applications, metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.

Unit 2: Physiology and Health

In this Unit, learners will develop knowledge and understanding by focusing on the key areas of reproduction and the cardiovascular system. Reproduction covers hormonal control and the biology of controlling fertility, including fertile periods, treatments for infertility, contraception, antenatal care and post-natal screening, tissues and circulation and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.

Unit 3: Neurobiology and Communication (Half unit)

In this Unit, learners will develop knowledge and understanding through the key areas of the nervous system and communication and social behaviour, neural communication and the links between neurotransmitters and behaviour, whilst considering personal and social citizenship.

Unit 4: Immunology and Public Health (Half unit)

In this Unit, learners will develop knowledge and understanding through the key areas of the immune system and infectious diseases and immunity. Key areas: immune system's role through allergic and defence responses, control of infectious diseases and the principles of active immunisation and vaccination.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 100 marks
- Component 2 — Assignment 30 marks

Total marks

130 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve Higher Human Biology may progress to Advanced Higher Biology. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Nursing, Dentistry, Medical/Health, Sports therapy, Physiotherapy, Laboratory technician, Microbiology, Food and drink production/Biotechnology , Pharmacy, Sport and Fitness industry and Forensic scientist.

LABORATORY SCIENCE

(Skills for Work Level 5)

The Laboratory Science course provides a broad experiential introduction to laboratory science, which explores a variety of industries and services, and career opportunities in science laboratories locally, nationally, and globally.

Pupils will study four units:

- Careers using laboratory science,
- Working in a Laboratory,
- Practical Skills,
- Practical Investigation.

Careers using Laboratory Science — (National 5)

This unit introduces pupils to the wide range of industries and services that use scientific knowledge and laboratory skills. Pupils will learn about the variety of ways in which science and laboratory skills are used in different industries and services, and about the jobs that use these skills. A range of career opportunities within industries and services that use laboratory science are studied and pupils will investigate the skills, qualifications and experience required for a role of personal interest within the field of laboratory science. Pupils will prepare for employment, further education or training through producing their own Curriculum Vitae for a specific job role in a laboratory science setting and will have the opportunity to reflect on and evaluate their own employability skills and attributes.

Laboratory Science: Working in a Laboratory (National 5)

This unit provides pupils with the opportunity to gain practical experience in measuring and weighing quantities, basic laboratory skills such as handling chemicals, preparing solutions, and in calculating and presenting results of practical work. Safety and security procedures are addressed to enable pupils to maintain health and safety whilst working in a laboratory environment, and a risk assessment is carried out. Opportunities arise for the development of numeracy and communication skills when recording and reporting practical work.

Laboratory Science: Practical Skills (National 5)

Pupils are given the opportunity to learn and develop the skills most commonly used in laboratories. The health and safety issues of working in a laboratory are integral to the unit. Pupils will learn how to work safely with potentially hazardous materials, such as microorganisms, and will measure radioactivity, as well as developing competence in the use of various types of instrumentation found in laboratories. Skills in performing a titration are also developed.

Laboratory Science: Practical Investigation (National 5)

In this unit, pupils will work with others to produce a plan to investigate a scientific topic using practical procedures. Working as part of a group, they will identify a hypothesis to investigate. Methods for testing the hypothesis using practical procedures are devised and tasks are allocated to each member of the group. Pupils will be assessed on their ability to carry out an allocated task competently and in a safe manner. They will present their findings to members of the group and will produce a scientific report with their individual analysis and evaluation of the information gathered. Pupils will then review and evaluate their own and group contribution to the investigation.

Leadership Award

Levels 5 and 6

Entry Requirements

The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role in their activities. Available at SCQF Levels 5 and 6, the Award allows individuals to build self-confidence and self-esteem, and encourages learners to respect the cultures and beliefs of others working alongside them. The Leadership Award is endorsed by the Chartered Management Institute.

The Content

The Award at either level consists of two mandatory Units. Whether a candidate achieves at SCQF Level 5 or SCQF Level 6 depends on the amount of support they receive, their level of participation, their level of understanding, and the level of maturity displayed.

Mandatory Units:

Leadership: An Introduction (20 hours)

In this Unit, candidates carry out research to find out about leadership styles and the skills and qualities found in effective leaders. Candidates are required to produce a report on their findings and evaluate their own potential for leadership.

Leadership in Practice (40 hours)

In this Unit, candidates take a leading role in an activity. They will prepare to carry out the activity by considering the factors involved, such as resources, people, time and potential risks. Candidates then carry out the activity, monitoring progress and making changes as needed. At the end, candidates review their experience, drawing conclusions about themselves as a leader.

Assessment

Assessment can take place at appropriate points as candidates progress through the tasks within the Units. Evidence of assessment can be presented in a format which best suits the individual candidates and the activities being undertaken. Evidence can include written records, e-mails, assessor records, diaries, videos, recordings of interviews or photographs.

Progression

This Award may provide progression to:

- SCQF Level 6 from Level 5
- the Personal Development Award at SCQF Level 6
- Employment
- Career progression

MANICURE & PEDICURE SKILLS

NPA Level 5

Entry Requirements

An interest in a future career in the beauty industry.

Pupils should also have a desire to learn skills for work and life, and make a commitment to ensuring Top Coat Nail Gallery remains a self-funded enterprise with a positive reputation in the school community.

Units/Content:

- **Manicure** – Learning theory and skills to complete a full manicure with a variety of finishes
- **Pedicure** – Learning theory skills to complete a full pedicure
- **Creative Nail Finishes to Hand and Foot** – Learning how to design different types of nail art and how to add embellishments to nails.

Assessment:

- Throughout the year pupils will produce a portfolio showcasing both theory and practical work
- There will also be regular practical assessments based on manicure and pedicure, and the different techniques that can be used for each.

Other Important Notes

Learners are required to show independence, time keeping and ability to work in a Team, as this course will involve applying manicures and pedicures to staff, pupils and members of our community. Strict health and safety procedures, as well as an equipment cleaning schedule must be followed.

MATHEMATICS

National 4/National 5

Course Content

The basic aim of a mathematical education is to help you to learn how to describe, tackle and eventually solve problems which require the use of mathematical knowledge, techniques and technology. This includes the use of mental skills, written methods and those which require the sensible use of calculators and other technology.

Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way. Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This Course allows learners to acquire and develop the attributes and capabilities of the four capacities. For example: success in mathematical learning and activity leads to increased confidence as an individual; being able to think logically helps towards being a responsible citizen; and being able to understand, use and communicate mathematical ideas will help in becoming an effective contributor.

Consequently, much of what you will do involves learning how to deal with a wide variety of different problems.

Assessment

N4 - The National 4 Mathematics Course enables learners to select and apply mathematical techniques in a variety of mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form. We offer three N4 Units: N4 Numeracy, N4 Expressions & Formulae and N4 Relationships.

N5 - The National 5 Mathematics Course enables learners to select and apply mathematical techniques in a variety of mathematical and real-life situations. Learners interpret, communicate and manage information in mathematical form. We offer three N5 Units, provided N4 Numeracy and N4 Added Value have been achieved: N5 Expressions & Formulae, N5 Relationships and N5 Applications. Full details of the coverage of the courses can be found on the SQA website at Mathematics. The final exam includes a non-calculator paper and paper in which a calculator may be used.

Homework

One of the important ways to remember Mathematical methods is to practise skills. Sometimes you will be given work to finish off at home, sometimes new work to do. Sometimes you will have to hand it in. Sometimes you will have online homework tasks to complete. Whichever it is, it is your chance to check on your learning – take it willingly! Teachers will be available in the Maths Department during most lunchtimes for extra help with revision throughout the year.

Other Important Notes

In Mathematics, there is often more than one right way to go about things. It is also essential to keep an open mind both to accepting help and to giving it. If you adopt the right attitude to your learning of Mathematics, you may join the many who find Maths both useful and enjoyable.

MATHEMATICS

Higher

Purpose of the course:

- to build upon and extend learning in algebra, geometry and trigonometry
- to introduce elementary calculus
- to help develop problem solving skills

Recommended Entry

1. N5 Course award Grade **A or B Preferable**

[N5 Course award grade C is the MINIMUM acceptable and will be considered, depending on progress throughout S4.]

Course Details

We aim to motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations. This course aims to equip learners with the skills needed to interpret and analyse information, simplify and solve problems, and make informed decisions

There are three mandatory units and a final exam;
Expressions and Functions, Relationships and Calculus, Applications

Final exam;

Paper 1 (non-calculator) paper will give learners an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills.

Paper 2 will give learners an opportunity to apply numerical, algebraic, geometric, trigonometric, calculus and reasoning skills (which may be completed with the use of a calculator), allowing more opportunity for application and reasoning.

Progression

Pupils who achieve Higher Mathematics may progress to:

Advanced Higher Mathematics

Further Education or Higher Education including HNC, HND and Degree courses in mathematical subjects or as a general entry requirement to other courses

Employment.

MATHEMATICS

Advanced Higher

Purpose of the Course:

- to allow pursuit of mathematical interests to a level substantially beyond Higher
- to help develop problem solving approaches to 'everyday' situations
- to allow preparation for Higher Education.

Recommended Entry

Higher Mathematics, **preferably at grade A or B**

Course Details

In Advanced Higher Maths, there are 3 compulsory units.

Progression

Pupils who achieve Advanced Higher Mathematics may progress to: Degree courses in Higher Education; entry, in some cases, to second year may be possible.

Mental Health & Wellbeing

Levels 4 and 5

Entry Requirements

The Awards in Mental Health and Wellbeing at SCQF levels 4 and 5 aim to:



- reduce stigma surrounding mental health
- arm young people with healthy coping strategies
- promote knowledge of the impact of mental health on behaviour
- dispel myths surrounding mental health
- promote understanding of positive and negative impacts on mental health
- help individuals to make the right choices
- promote understanding of the potential uses and impact of social media and the internet
- create resilience.

The Content

It is evident that a variety of mental health problems can affect learning. There is currently a major gap in knowledge surrounding mental health and wellbeing which requires to be addressed. Most people learn what they know about mental illness from the media. Many radio, television and newspaper accounts present people with mental illness as violent, criminal, dangerous, comical, incompetent and fundamentally different from other people. These inaccurate images perpetuate unfavourable stereotypes, which can lead to the rejection, marginalisation and neglect of people with mental illnesses.

There are 3 mandatory units :-

- Influences on Mental Health & Wellbeing
- Coping Strategies and Resilience
- Understanding Mental Health

Progression

The level 5 award could provide progression to:

- SCQF level 6 / QCF level 3 qualifications
- an NC in Health and Social Care

- an SVQ 2/Modern Apprenticeship in Social Services and Healthcare
- employment in the care sector

These Awards provide opportunities to develop:

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

MODERN LANGUAGES National 4

Entry requirements

Modern Languages learners would normally have gained the skills, knowledge and understanding required in Broad General Education (BGE).

The Coursework at National covers four skills - Reading, Listening, Talking and Writing, and four contexts - Society, Education, Employability and Culture.

During the year, pupils will study a variety of topics from these contexts, and learn how the language works.

The course enables pupils to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- apply their knowledge and understanding of a modern language “in action.”

Assessment

At National 4, all pupils will have to sit internal unit assessments in all four skills at the appropriate level. These are:

Unit 1 – Understanding Language

Learners who complete this Unit will be able to:

1 - Read and understand texts in the foreign language.

Outcome 1 – Pupils will be able to read a text in the foreign language and answer questions in English.

2 – Listen and understand spoken passages in the foreign language.

Outcome 2 – Pupils will be able to listen to spoken passage and answer questions in English.

Unit 2 – Using Language

Learners who complete this Unit will be able to:

1 – Talk in the foreign language on familiar topics.

Outcome 1 – Pupils will have a conversation or give a presentation in the foreign language on a familiar topic.

2 - Write in the foreign language on familiar topics.

Outcome 2 – Pupils will write a short text on a familiar topic in the foreign language.

Although National 4 has no external exam, passes must be obtained in all internal assessments to successfully achieve a pass at National 4. An Added Value Unit must also be completed.

The Added Value Unit is an assignment which allows pupils to do research on a familiar topic and then complete a presentation in the foreign language. The skills involved are Reading, Talking and Listening.

Homework

Homework is an essential part of the course and is set regularly. Pupils will **always** have vocabulary and grammar learning to do, even when they do not have a written assignment to hand in.

Progression

Those who have completed National 4 in a foreign language may progress to National 5. Learning a foreign language is a valuable asset later in life, especially for the job market. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers.

MODERN LANGUAGES National 5

Entry requirements

Modern Languages learners would normally have gained the skills, knowledge and understanding required in Broad General Education (BGE) or have achieved a pass at National 4.

The Coursework at National covers four skills - Reading, Listening, Talking and Writing, and four contexts - Society, Education, Employability and Culture.

During the year, pupils will study a variety of topics from these contexts, and learn how the language works.

The course enables pupils to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- apply their knowledge and understanding of a modern language “in action.”

Assessment

Pupils completing National 5 will sit an external exam, which comprises:

Paper 1 – Reading	30 marks
Writing	20 marks

Paper 2 – Listening	20 marks
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Writing Assignment	20 marks
Speaking	30 marks

Total	120 marks
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Progression

Those who are successful at National 5 in a language may progress to Higher in the language. It may also be possible to complete National 5 in another foreign language. Learning a foreign language is a valuable asset later in life and is valued by employers. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers.

Homework

Homework is an essential part of the course and is set regularly. Pupils will **always** have vocabulary and grammar learning to do, even when they do not have a written assignment to hand in.

Speaking in the foreign language is an integral of the course. Pupils should prepare for talks thoroughly in order to make good progress. Highly motivated, responsible learners who use their initiative will succeed well.

MODERN LANGUAGES

Higher

Entry requirements

This course is usually suitable for pupils who have passed National 5.

Course Content

Work at Higher level covers four skills - Reading, Listening, Talking and Writing, and four contexts - Society, Education, Employability and Culture. During the year, pupils will study a variety of topics from these contexts, as well as studying how the language works.

In particular, the Course aims to develop the learner's ability to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language

Assessment

Pupils completing Higher sit an external exam, which comprises of:

Paper 1	Reading and Translation	30 marks
	Directed Writing	20 marks
Paper 2	Listening	20 marks
	Writing Assignment	20 marks
	Talking	30 marks
Total		120 marks

Homework

Homework is an essential part of the course and pupils will be expected to carry out homework tasks regularly. As well as written assignments, pupils will **always** have vocabulary and grammar to learn.

Pupils are expected to be highly motivated, responsible learners who are able to use their initiative.

Progression

Pupils who achieve an award at Higher level may be able to progress to Advanced Higher or to National 5/Higher in another foreign language. This qualification would also enable pupils who achieve a good grade to study the language at university or at college. Having a Higher award in a foreign language is a valuable asset later in life. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers.

MODERN LANGUAGES

Advanced Higher

Entry requirements

This course is usually suitable for pupils who have achieved a pass at A or B in the foreign language at Higher level.

Course content

Work at Advanced Higher level covers four skills - Reading, Listening, Talking and Writing, and four contexts - Society, Education, Employability and Culture in greater detail than at Higher Level. During the year, pupils will study a variety of topics from these contexts, as well as studying how the language works.

In particular, the Course aims to develop the learner's ability to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language

The course also encourages independent working in a supportive and stimulating environment. Pupils are encouraged to take an interest in current affairs and issues which affect the specific country whose language is being studied.

Assessment

The external exam comprises two papers, and a Speaking exam carried out by an external examiner. A Portfolio also has to be completed by March.

Paper 1	Reading and Translation	50 marks
Paper 2	Listening and Discursive Writing	70 marks
	Portfolio	30 marks
	Talking	50 marks
Total		200 marks

Homework

Homework is an essential part of the course and pupils will be expected to carry out homework tasks regularly. As well as written assignments, pupils will always have vocabulary and grammar to learn. It should be remembered that Speaking counts for 25% of the final mark and may make a significant contribution to the final grade achieved.

Pupils are expected to be highly motivated, responsible learners who use their own initiative.

Progression

Pupils who achieve this award will be well placed to study the language at university level. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers.

MODERN STUDIES

National 4/5

Entry Requirements

Pupils would normally be expected to have attained the skills, knowledge and understanding required by S1-S3 Broad General Education, or have passed National 4 Modern Studies.

The Content

The National 4/5 course consists of three units.

Unit 1 Content:

Democracy in Scotland

In this unit, pupils will develop knowledge and understanding of the UK political system and Scotland's place within it, examining the main institutions and organisations that make up political life in the country. Specifically, pupils will examine the features of our democracy, devolution and the roles of the First Minister and MSPs. Pupils will study participation during and between elections, and the key features of electoral systems, as well as the influence of the media and pressure groups on elections.

Unit 2 Content:

Crime & the Law

In this unit, pupils will study the nature, extent and causes of crime, the impact of crime on individuals and society, and the role of individuals, the police, the legal system and the state in tackling crime. Pupils will closely examine the types of crime typically found in Scotland as well as current trends. Pupils will understand the social, economic and biological causes at the root of crime in Scotland and will then go on to study the consequences of crime for victims, their families and communities, as well as the perpetrators. Pupils will also learn about the role of the police, courts, prisons and government in tackling crime as well as the effectiveness of each in doing so.

Unit 3 Content

World Powers: USA

In this unit, pupils will study the USA in terms of its influence on other nations, its political system and the social and economic issues faced by the country today. Specifically, pupils will understand the different way in which the US political system works, how Americans participate in it and how well they are represented by it. From there, pupils will examine the political, economic and military influence that the USA has across the world. Pupils will also develop their knowledge of social issues in the USA including crime, education and healthcare, and finally will study the effectiveness of the US government in tackling these issues.

N4 Assessment

Internal assessments will be ongoing throughout the course and take various forms. Pupils will then undertake an Added Value project of their choice that will be marked internally and moderated by the SQA.

N5 Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external SQA course assessment:

- Component 1 — question paper 80 marks
- Component 2 — Assignment* 20 marks

Total

100 marks

*The assignment will allow pupils to identify a political or socio-economic issue and then write a report based on their research which explains the issue, evaluates their methodology and comes to a well-supported conclusion.

Homework

Homework is an integral component of this course and pupils are given a comprehensive homework booklet at the beginning of the course. Pupils will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be opportunities for pupils to participate in fieldwork. Pupils will have the opportunity to visit the Scottish Parliament as well as meeting their local MSP in the school, in order to learn more about the roles of each. Later, pupils visit the police station and Sheriff Court in Dundee in order to gain a better understanding of local issues concerning crime and the law.

Progression

Pupils who achieve National 4 Modern Studies may progress to National 5 Modern Studies. Those who achieve National 5 Modern Studies may progress to Higher Modern Studies. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include but are not limited to: law, politics, journalism, civil service, teaching, publishing, administration, sociology, anthropology, diplomatic services, broadcasting, media studies, psychology, policing and social work.

MODERN STUDIES HIGHER

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Modern Studies.

The Content

The Higher course consists of three units:

Section 1: Democracy in Scotland and the United Kingdom

In this section, pupils learn about the democratic political system in the UK, including the place of Scotland within it. Relevant case studies are used from both Scotland and the UK. Pupils will study the possible alternatives for the governance of Scotland including independence, the effectiveness of parliamentary representatives in holding government to account, the strengths and weaknesses of different electoral systems used in elections within the UK, the factors which influence voting behaviour including class, age and media and the ways in which citizens can influence government decision-making.

Section 2: Social issues in the United Kingdom

Social Inequality

In this section, pupils will develop their understanding of inequality in the UK by learning about the reasons why income and wealth inequality exist today, the reasons why health inequalities exist, the effect these inequalities have on groups in society, in particular, children. Pupils will also engage in learning about individualist and collectivist approaches to tackling inequality as well as the effectiveness of government measures to tackle inequality.

Section 3: International Issues

World Powers: The Republic of South Africa

In this section, pupils will develop their knowledge of modern world powers by studying a current G20 nation, the Republic of South Africa. Pupils will learn about the people, place and history of South Africa before beginning to judge the extent to which the South African political system allows democratic participation, the ANC and its ability to dominate government decision-making. Pupils will then examine socio-economic inequalities in the South African context including crime, poverty and health, and the impact these issues have on South African society. Pupils will learn about the effectiveness of government responses to these socio-economic inequalities and then study the influence South Africa has across the world.

Assessment

Internal assessments will be on-going throughout the course and take various forms.

There are two components of the external course assessment:

- Component 1 — question paper 80 marks
- Component 2 — Added Value assignment* 30 marks

Total marks

110 marks

*In keeping with National 5, assignment will allow pupils to identify a modern political or socio-economic issue and then write a report based on their research, which analyses the factors, evaluates the sources used and then reaches a well-supported conclusion.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Pupils will be expected to show a high level of personal initiative and motivation. Formal homework will comprise of a number of essays and source questions.

Progression

Pupils who pass Higher Modern Studies at grade C or better, may progress to Advanced Higher Modern Studies or another Social Subject. Skills learned throughout the Higher Modern Studies course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include but are not limited to: law, politics, journalism, civil service, teaching, publishing, administration, sociology, anthropology, diplomatic services, broadcasting, media studies, psychology, policing, social work.

MUSIC

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The National 4/5 Music 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.

The Course enables learners to develop their skills and creativity. The National 4 / 5 course consists of the following:

Music: Performing Skills

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 practise and self-reflection, develop technical, musical and performing skills.

Music: Composing Skills Assignment

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

Understanding Music

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, as well as music signs and symbols used in music notation.

Assessment

Internal assessments will be ongoing throughout the course and take various forms. All components are also assessed externally.

Performing Skills (performance of a programme of music to an SQA visiting examiner):
60 marks (50% of award)

Understanding Music (written paper where learners will identify and recognise specific music styles, concepts, music signs and symbols used in music notation):
40 marks (35% of award)

Composing Skills (composition created in class and assessed by SQA):
30 marks (15% of award)

Total: **130 marks (100% of award)**

Homework

Learners will be expected to show a high level of personal initiative and motivation and should practise every day on both of their instruments.

Progression

Learners who achieve National 4 Music may progress to National 5 Music. Those who achieve National 5 Music may progress to Higher Music. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Teaching, Performing, Music Therapy, Session Musician, Songwriting or Composing.

MUSIC

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Music.

The Content

The Higher Music Course provides progression from National 5 Music. It develops candidates' practical performing and composing skills and their understanding of music styles, concepts and music literacy. Candidates will develop their creativity whilst composing and performing, and their evaluative skills. They will use self-reflection to improve and refine their performing skills and create music.

The Higher course consists of the following three elements and the Course assessment.

Music: Performing

Learners will develop performing skills on 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 practise, critical reflection and evaluation, develop their technical and musical performing skills.

Music: Understanding Music

Learners will experiment with and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences.

Music: Composing Skills Assignment

Through listening, learners will develop detailed knowledge and understanding of a range of complex music concepts and music literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music.

Assessment

Internal assessments will be ongoing throughout the course and take various forms. There are three components which are assessed externally.

Performing Skills (performance of a programme of music to an SQA visiting examiner):
60 marks (50% of award)

Understanding Music (written paper where learners will identify and recognise specific music styles, concepts, music signs and symbols used in music notation):
40 marks (35% of award)

Composing Skills (composition created in class and assessed by SQA):
30 marks (15% of award)

Total: **130 marks (100% of award)**

Homework and Practise

Homework and instrumental practise is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve a good pass at Higher Music may progress to Advanced Higher Music. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Teaching, Performing, Music Therapy, Session Musician, Songwriting or Composing.

MUSIC TECHNOLOGY

National 4/5

Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The course aims to: develop skills in the use of music technology hardware and software to capture and manipulate audio; use music technology creatively in sound production in a range of contexts; develop skills in musical analysis in the context of a range of 20th and 21st century musical styles and genres; develop a broad understanding of the music industry, including a basic awareness of implications of intellectual property rights; critically reflect on own work and that of others.

There are three areas of study to the National 4/5 Music Technology course:

- Music Technology Skills
- Music Technology in Context
- Understanding 20th and 21st Century Music

Music Technology Skills

The candidate will use hardware and software, with guidance, to capture audio, by: using appropriate audio input devices and sources; applying appropriate microphone placement; constructing, with guidance, the signal path; and setting, with guidance, appropriate input gain and monitoring levels.

The candidate will also use hardware and software, with guidance, to manipulate audio, by: applying equalisation; applying time domain effects; applying volume and panning; and editing tracks.

Music Technology in Context

The candidate will produce audio masters, with guidance, in straightforward contexts by: applying basic skills in audio capture; using basic skills to manipulate and sequence data; and mixing down to an audio master in appropriate file format(s).

Understanding 20th and 21st Century Music

The candidate will describe, in simple terms, technological developments and 20th and 21st century music by: describing, in simple terms, significant genres and styles; and describing, in simple terms, significant technologies related to 20th and 21st century music.

The candidate will also use listening skills in the context of 20th and 21st century music by: identifying straightforward examples of significant genres and their main features; and identifying straightforward examples of significant relevant musical concepts.

Assessment

Assessment takes place externally in the form of two practical assignments (70%) and a question paper (30%). The assignment will be sent away to be assessed by SQA during March, and the listening exam will be held within the examination diet in May.

MUSIC TECHNOLOGY

Higher

Entry Requirements

Learners would normally be expected to have attained the skills, knowledge and understanding required by a pass at National 5.

The Content

The course aims to: develop skills in the use of music technology hardware and software to capture and manipulate audio; use music technology creatively in sound production in a range of contexts; develop skills in musical analysis in the context of a range of 20th and 21st century musical styles and genres; develop a broad understanding of the music industry, including a basic awareness of implications of intellectual property rights; critically reflect on own work and that of others.

There are three Units to the Higher Music Technology course:

- Music Technology Skills
- Music Technology in Context
- Understanding 20th and 21st Century Music

Music Technology Skills

The candidate will use hardware and software, with guidance, to capture audio, by: using appropriate audio input devices and sources; applying appropriate microphone placement; constructing, with guidance, the signal path; and setting, with guidance, appropriate input gain and monitoring levels.

The candidate will also use hardware and software, with guidance, to manipulate audio, by: applying equalisation; applying time domain effects; applying volume and panning; and editing tracks.

Music Technology in Context

The candidate will produce audio masters, with guidance, in straightforward contexts by: applying basic skills in audio capture; using basic skills to manipulate and sequence data; and mixing down to an audio master in appropriate file format(s).

Understanding 20th and 21st Century Music

The candidate will describe, in simple terms, technological developments and 20th and 21st century music by: describing, in simple terms, significant genres and styles; and describing, in simple terms, significant technologies related to 20th and 21st century music.

The candidate will also use listening skills in the context of 20th and 21st century music by: identifying straightforward examples of significant genres and their main features; and identifying straightforward examples of significant relevant musical concepts.

Assessment

Assessment takes place in the form of one practical assignment (70%) and a question paper (30%). The assignment will be sent away to be assessed by SQA during March, and the listening exam will be held within the examination diet in May.

Personal Development Award

Levels 2-6

Entry Requirements

Personal Development Awards aim to help learners become employable, contributing and independent members of society through the development of transferable life skills. Available at SCQF Levels 2 – 6, the Awards encourage candidates to build a range of personal, social and vocational skills such as evaluating, planning, reviewing, managing tasks and working with others. Candidates can target their own individual development needs and assessment is based around these individual needs.

The Content

Awards at SCQF Levels 2 and 3 consist of three 40 hour Units.

At SCQF Levels 4, 5 and 6 there are four 40 hour Units. Each Unit can be certificated separately.

Personal Development: Self Awareness (not mandatory at SCQF Levels 2 and 3)

Candidates will aim to increase their knowledge of their own qualities and feelings whilst undertaking a personal project.

Personal Development: Self in Community

This Unit allows candidates to develop their interpersonal skills whilst planning and carrying out a group project.

Personal Development: Self and Work

Candidates will aim to develop their task management skills whilst undertaking a vocational project.

Personal Development: Practical Abilities

This Unit allows candidates to demonstrate their abilities in handling information, communicating effectively and delivering a product or a service whilst undertaking one or more specific projects.

Assessment

Whether a learner achieves at SCQF Level 2, 3, 4, 5 or 6 depends on the amount of support they receive, their level of participation, and the complexity of their tasks. Evidence for assessment can be generated at appropriate points throughout the Units and retained in a candidate folio.

Progression

Personal Development provides a clear progression route to:

- Further Awards or Units in Personal Development
- Training or employment
- Further and Higher education

PHOTOGRAPHY

NPA- National Progression Award

Entry Requirements

This course is normally suitable for all learners with a general interest in photography. Pupils must have good motivational and organisational skills.

The Content

The National Progression Award in Photography at SCQF level 5 consists of 4 mandatory units at Level 5.

Understanding Photography, Photographing People, Photographing Places, Working with Photographs.

Candidates will be awarded an NPA in Photography at SCQF level 5 on completion of all four credits. Each award equates to 4 SQA credits of learning (24 SCQF points).

The NPA provides opportunities to develop both creative and technical skills in photography. Candidates are encouraged to develop their skills in a number of key areas: understanding basic photography, basic camera techniques, working with photographic images, developing creative skills and understanding technology applications, presentation, developing professional folios of work and exhibition work.

The new National Progression Awards in Photography at SCQF level 5 will develop knowledge and understanding in practical photography. The Awards are aimed at those who want to explore their interest in photography and perhaps take it to a more advanced level.

The NPA Photography at SCQF level 5 will reflect the personal and social development needs of the learner and prepare learners to understand more advanced skills and techniques. The units are aimed at promoting self-confidence, self-development, and learner interests.

NPA in Photography (SCQF level 5)

- To further develop understanding of photography in everyday use
- To further develop understanding of the creative processes involved within photography/creative media
- To further develop knowledge and understanding of practical skills when working with photographs
- To further develop understanding of how to create good images when photographing people and places
- To further develop critical thinking skills and encourage seeking peer/tutor feedback to inform practices
- To provide increased understanding of current developments within photography
- To prepare candidates for progression to the NC in Photography at SCQF level 6 or Higher Photography
- To prepare candidates for progression to further studies and/or employment opportunities in photography and related areas.

The main content will include:

- Camera operations
- Camera care
- Camera handling
- Tutorials and practical demonstrations
- Simple concepts — lighting, composition and framing
- Reviewing the work of prominent photographers
- Capturing good images
- Making simple adjustments and enhancements to images
- Editing and presentation
- Storing photographs
- Outputs: print online, mobile applications
- Folio work
- Exhibition work.

Course assessment

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

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate This enables candidates to:
 - ◆ demonstrate their knowledge and understanding of photographic practice
 - ◆ produce a photography projects by applying and extending the skills and knowledge developed in the course

At level 5, the aim is to develop and broaden the learners' skills and experience. They will be expected to select a range of images (indoors and outdoors) taken by contemporary photographers describing the style, viewpoint and technical approaches used. They will plan five photography sessions in a variety of locations using natural and artificial lighting, and present their findings. They will be expected to identify the strengths and weaknesses of their chosen images, suggest improvements and how these can be achieved. Enhancing and resizing images will be undertaken and the finished result will involve peer discussion. They will learn how to present images in print, as a CD (including the original images and the edited version) and as an electronic presentation.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve a good folio and certificate at NPA Photography may progress to other qualifications in Photography, Art and Design or related area. It will promote a positive progression route into the new NC Photography Group Award at SCQF Level 6 or other relevant skills for work and creative digital media programmes, e.g. the new NC Introduction to Creative Industries Group Award at SCQF Level and it will also give a strong foundation for Higher Photography.

PHOTOGRAPHY

Higher

Entry Requirements

This course is normally suitable for all learners with an interest in photography and those who have attained the skill, knowledge and understanding from other NAT 5 courses. Pupils must have a general interest in photography and good motivational and organisational skills.

The Content

Higher Photography is made up of two elements.

Component 1: Question Paper – 30 marks (23%)

Component 2: Project – 100 marks (77%)

Question paper 30 marks - The question paper assesses candidates' knowledge and understanding of photographic work and practice. The paper has a total mark allocation of 30 marks. This is 23% of the overall marks for the course assessment.

The question paper has **two** sections.

Section 1: Multiple choice.

This section has 10 marks. It contains 10 multiple-choice questions. Candidates answer all questions. Marks are awarded for: demonstrating knowledge and understanding of the properties of light and image formation, camera controls, and image-making techniques and their effects.

Section 2: Analysis. This section has 20 marks.

It contains two questions which ask candidates to critically analyse two unseen photographic images from a range of genres and styles. Candidates answer both questions. Marks are awarded for:

- analysing two unseen photographic images by applying knowledge and understanding of the properties of light and image formation and photographic practice.
- drawing valid conclusions and giving explanations supported by justification.

Course Assessment structure: Project. 100 marks.

The photography project assesses candidates' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice. Candidates must plan and carry out a selected photography project. They research and investigate their project topic. Drawing on this material, they develop their own creative response by carrying out practical photographic work. From this development work, candidates select and present a series of 12 images which communicate the project topic. Candidates also evaluate the effectiveness of their photographic work and practice.

The total marks available for each section are as follows:

Section 1 — planning, research and investigation - 20 marks.

Section 2 — development and production - 70 marks.

Section 3 — evaluation - 10 marks.

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

Course assessment

The course assessment meets the key purposes and aims of the course by addressing:

- breadth — drawing on knowledge and skills from across the course
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate This enables candidates to:
- demonstrate their knowledge and understanding of photographic practice in multiple choice and extended-response formats in a question paper
- produce a photography project by applying and extending the skills and knowledge developed in the course.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Progression

Learners who achieve a good pass at Higher Photography may progress to other qualifications in Photography, Art and Design or related areas.

PHYSICAL EDUCATION (Aesthetics & Performance)

National 4 / 5

Entry Requirements

Learner would be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The National 4 / 5 course consists of two units:

Unit 1: Performance Skills

In this Unit, learners will develop their ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The unit offers opportunities for personalisation and choice in the selection of physical activities.

Unit 2: Factors Impacting on Performance

The general aim of this unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, social, emotional and physical factors that impact on performance and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

Assessment

Internal assessment will be ongoing throughout the course and takes the form of a workbook and practical assessment.

There is one component of external course assessment which is a portfolio:

• Portfolio	60 marks
• One-off Performance x 2 activities	60 marks
Total marks	120 marks

*The Added Value Unit at National 4 level provides candidates with evidence of added value in the National 4 course. Learners will prepare and carry out a performance which will allow them to demonstrate challenge and application. Added Value at National 5 is included in the course assessment.

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and motivation in order to complete all tasks to a high standard. Homework is often practical based i.e. carrying out aspects of a training programme.

Other Important Notes

Before opting for this course, pupils must carefully check the activities offered in the Performance Skills unit, as all activities are compulsory. This is particularly important in regards to the swimming component of the course.

Aesthetics course covers: **swimming, dance & trampolining**

Performance course covers: **swimming, football, netball, basketball and badminton**

Progression

Learners who achieve National 4 Physical Education may progress to National 5 Physical Education. Those who achieve National 5 Physical Education may progress to Higher Physical Education. Skills learned throughout the course are transferable to a variety of College and University Degree Courses, as well as a number of careers, which include: sports coach, armed forces, physical education teacher, physiotherapy, leisure and recreation, life guard, sports lecturer, physiologist, sports medicine, sports dietitian, biomechanist, sports journalist, conditioning coach, sports marketing, leisure management, sports photography and primary teaching.

PHYSICAL EDUCATION (Aesthetics & Performance)

Higher

Entry Requirements

This course is normally suitable for those who have achieved a B pass at National 5 Physical Education and a pass at National 5 English.

The Content

The Higher course consists of two units:

Unit 1: Performance Skills

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. The unit offers opportunities for personalisation and choice in the selection of physical activities used for learning and teaching.

Unit 2: Factors Impacting on Performance

In this unit, learners will develop knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider how mental, social, emotional and physical factors can influence effectiveness of performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these factors to impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

Assessment

Internal assessment will be ongoing throughout the course and takes the form of a workbook and practical assessment.

There is one component of external course assessment, which is a question paper:

• Question Paper	50 marks
• One off Performance x 2 activities	60 marks
Total marks	110 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis (usually once or twice per week). Learners will be expected to show a high level of personal initiative and motivation in order to complete all tasks to a high standard. Pupils will also be expected to use the resources on GLOW to consolidate their learning and to use as a revision aid prior to their written exam.

Other Important Notes

Before opting for this course, pupils must carefully check the activities offered in the Performance Skills unit as all activities are compulsory. This is particularly important in regards to the swimming component of the course. We would strongly recommend that Higher pupils participate in a minimum of two physical activities regularly to develop their physical competencies.

Aesthetics course covers: **swimming, dance & trampolining**

Performance course covers: **swimming, football, netball, basketball and badminton**

Progression

Learners who achieve National 4 Physical Education may progress to National 5 Physical Education. Those who achieve National 5 Physical Education may progress to Higher Physical Education. Those who achieve an 'A' at Higher Physical Education may progress to Advanced Higher Physical Education. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers which include: sports coach, armed forces, physical education teacher, physiotherapy, leisure and recreation, life guard, sports lecturer, physiologist, sports medicine, sports dietitian, biomechanist, sports journalist, conditioning coach, sports marketing, leisure management, sports photography and primary teaching.

PHYSICAL EDUCATION

Advanced Higher

Purpose of the Course:

- to provide candidates with the opportunity to explore, in an extended way, key aspects of performance.
- to develop the advanced techniques necessary to perform at an advanced level.
- to develop candidates knowledge of the nature and demands of quality performance.

Recommended Entry

· Higher Grade PE with an 'A' pass. This **MUST** include a Performance pass of 90%+

Course Details

There are three mandatory component units: **1. Performance**
2. Perspectives on Performance
3. Investigation of Performance

- 1. Performance** – this is assessed internally and based on a single activity undertaken on the course
- 2. Perspectives on Performance** – this is assessed internally and consists of two one-hour essays based on research in two areas of analysis
- 3. Investigation of Performance** – this is assessed internally and draws upon the knowledge and understanding gained through the Perspectives and Performance units
- 4. A final Dissertation** which is assessed **externally** and relates to the work undertaken in the Perspectives and Investigation of Performance units.

Progression

Pupils who achieve Advanced Higher level Physical Education may progress to: Further Education or Higher Education including HNC, HND or Degree in Physical Education or associated subject areas Employment in Fitness, Health, Leisure and Recreation Industries.

Any candidate undertaking this course is expected to be self-motivated and dedicated in their pursuit of a serious performance goal. A great deal of the necessary training and associated study requires to be completed independently.

PHYSICAL EDUCATION - LEADERSHIP THROUGH SPORT

Entry Requirements

This course is suitable for pupils who have an interest in sporting activities, teaching others, working with primary pupils and childcare.

The Content

This course consists of three units of work ranging from volunteering and participating in sport to working with primary and ASN pupils. Learners will also experience other coaching certificates and a first aid qualification. There will be a combination of practical activities and classroom work.

Unit 1: Activity and Participation

In this Unit, learners will develop their knowledge and understanding of the benefits which can be achieved by participating in sport. This will be explored by pupils in the form of planning, participating and evaluating in sport.

Unit 2: Developing Volunteers

In this unit, learners will develop knowledge and understanding of the various roles which can be undertaken in sport. This will be explored by pupils in the form of volunteering and investigating the benefits of taking an active role in being involved in sport.

Unit 3: Youth Achievement Award: Gold, Silver or Bronze

Both of these units involve developing learner's knowledge, ability and confidence to deliver PE lessons to primary pupils, and to reflect on this experience.

Course assessment

The unit assessments are internally assessed throughout the course and take the form of logbooks and practical activities.

Progression

Learners who achieve this course may progress to a variety of College and University Degree Courses as well as a number of careers, which include: sports coach, armed forces, physical education teacher, physiotherapy, leisure and recreation, life guard, sports lecturer, physiologist, sports medicine, sports dietician, biomechanist, sports journalist, conditioning coach, sports marketing, leisure management, sports photography, primary teaching.

PHYSICS

National 4 / 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education (BGE) and / or have achieved a pass at National 4.

The Content

The general aim of this course is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of Physics. Learners will apply these skills when considering the applications of Physics in our lives, as well as the implications on society/the environment.

The National 4 / 5 course consists of six topics:

Electricity

Key areas covered: electrical charge carriers, potential difference, Ohm's Law, practical electrical and electronic circuits, power.

Properties of Matter

Key areas covered: specific heat capacity, specific latent heat, gas laws and the kinetic model.

Waves

Key areas covered: wave parameters and behaviours, the electromagnetic spectrum, refraction of light.

Radiation

Key areas covered: ionising radiations, activity and half-life, dosimetry and safety, and fission and fusion.

Dynamics

Key areas covered: vectors and scalars, velocity-time graphs, acceleration, conservation of energy, projectile motion.

Space

Key areas covered: space exploration, cosmology.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

At National 5 level, there are two components of the external course assessment:

- | | |
|--------------------------------|------------------|
| • Component 1 — question paper | 100 marks |
| • Component 2 — Assignment | 25 marks |
| Total marks | 125 marks |

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve National 4 Physics may progress to National 5 Physics. Those who achieve National 5 Physics may progress to Higher Physics. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Dentistry, engineering, astrophysics, telecommunications, electronics, radiography, medicine, astronomy, physiotherapy, finance, gas and oil engineering and civil aviation.

PHYSICS

Higher

Entry Requirements

This course is normally suitable for those who have achieved a pass at National 5 Physics.

The Content

The general aim of this course is to further develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of Physics. Learners will apply these skills when considering the applications of Physics on our lives, as well as the implications on society/the environment.

The Higher course consists of five topics and an Assignment:

Particles

Key areas covered: The Standard Model of Particle Physics, forces on charged particles, nuclear reactions, wave-particle duality.

Waves

Key areas covered: refraction of light, interference and diffraction, the inverse square law of irradiance, spectra.

Electricity

Key areas covered: monitoring and measuring AC, power, current, voltage and resistance, electrical sources and internal resistance, capacitors, semiconductors and p-n junctions.

Dynamics

Key areas covered: equations and graphs of motion, forces, energy and power, collisions and explosions.

The Universe

Key areas covered: gravitation, special relativity, expansion of the Universe.

Assessment

There are two components of the external course assessment:

• Component 1 — question paper	120 marks
• Component 2 — Assignment	30 marks
Total marks	150 marks

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

Learners who achieve Higher Physics may progress to Advanced Higher Physics. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include: Dentistry, engineering, astrophysics, telecommunications, electronics, radiography, medicine, astronomy, physiotherapy, finance, gas and oil engineering, and civil aviation.

PHYSICS

Advanced Higher

Entry Requirements

This course is suitable for those pupils who have achieved a pass at Higher Physics.

Course Content

The course aims to build on the concepts, skills and attitudes developed at Higher Level. It aims to provide a challenging experience for those of you who wish to study the subject to a greater depth and to assist you towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature. It also aims to provide opportunity for you to engage in extended independent research and practical work. Through the course you will develop an understanding of applications and developments at the frontiers of physics.

The course consists of six topics and a project:

Rotational Motion

Key areas covered: kinematic relationships, angular motion, rotational dynamics.

Astrophysics

Key areas covered: gravitation, general relativity, stellar physics.

Electromagnetism

Key areas covered: electric fields, magnetic fields, capacitors, inductors, electromagnetic radiation.

Quanta

Key areas covered: quantum mechanics, particles from space, simple harmonic motion.

Waves

Key areas covered: travelling and standing waves, interference, polarisation.

Assessment

There are two components of the external course assessment:

- | | |
|--------------------------------|------------------|
| • Component 1 — question paper | 120 marks |
| • Component 2 — Project | 40 marks |
| Total marks | 160 marks |

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

Home study and revision are essential. Perseverance and self-motivation are particularly important during the investigation unit.

POLITICS

Higher

Entry Requirements

Pupils would normally be expected to have passed National 5/Higher Modern Studies or National 5 English.

The Content

The Higher course consists of three units.

Unit 1 Content: POLITICAL THEORY

In this unit, pupils will study the key political concepts of power, authority and legitimacy, with particular reference to the work of Steven Lukes and Max Weber, and will analyse the relevance of these concepts today.

They study the nature of democracy and the arguments for and against direct and representative democracy, including the works of relevant theorists. Candidates study the key ideas of two political ideologies, (Conservatism, Nationalism) including the works of relevant theorists, and draw balanced conclusions about these ideologies. Relevant case studies are used from local, national or international contexts, as well as different historical contexts.

Unit 2 Content: Political System

Pupils will study the constitutional arrangements in the different political systems of the USA and the UK. The detailed study of the political systems focuses on the roles of the executive and legislative branches within each system. Pupils will compare and contrast the respective powers of individual branches of government and draw balanced conclusions about these. Pupils will take a comparative approach, which reaches conclusions about the sources of power within the two political systems

Unit 3 Content-: Political parties and elections

Pupils compare the electoral impact of two different dominant ideas. This can either be from within one political party or between two different political parties - The Conservatives and the Scottish National Party. These ideas are studied alongside the impact of political campaign management strategies and theoretical analyses of voting behaviour. Relevant case studies are used from both Scotland and the United Kingdom.

Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external SQA course assessment:

- Question paper 1 - 52 marks
- Question paper 2 - 28 marks
- Assignment* - 30 marks

Total

110 marks

* During the assignment, pupils choose a topic which allows them to analyse and evaluate a political issue, which invites discussion and debate. They research the issue and organise their findings to address it, using a Politics resource sheet to collate their evidence and references.

Homework

Homework is an integral component of this course and pupils are given a comprehensive homework essay booklet at the beginning of the course. Pupils will be expected to show a high level of personal initiative and motivation.

Other Important Notes

Pupils will be encouraged to discuss current events at home with parents/carers - opposing views which lead to healthy debate are encouraged!

Progression

Pupils who achieve Higher Politics are very well positioned to enter Higher Education. By studying political concepts, candidates develop political literacy and an understanding of the key features of democratic society, as well as encouraging the retention of information and the skills of analysis and evaluation. Skills learned throughout the course are transferable to a variety of College and University Degree Courses as well as a number of careers. These include but are not limited to: law, politics, journalism, civil service, teaching, publishing, administration, sociology, anthropology, diplomatic services, broadcasting, media studies, psychology, policing and social work.

PRACTICAL ELECTRONICS

National 5

Entry Requirements

Learner would normally be expected to have attained the skills, knowledge and understanding required from the Broad General Education (BGE).

The Content

Electronics brings together elements of technology, science and mathematics and applies these to real-world challenges. The course provides progression from experiences and outcomes in craft, design, engineering and graphics, and in science. It provides a solid foundation for those considering further study or a career in electronics, electrical engineering and related disciplines. The course also provides a valuable complementary practical experience for those studying engineering science, physics or other science courses.

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

The National 4 / 5 course consists of three areas of study and an assignment:

Circuit design

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

Circuit simulation

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

Circuit construction

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

Assessment

At National 5 level, there are two components to the course assessment:

- | | |
|--|------------------|
| • Component 1 — question paper (external assessment) | 30 marks |
| • Component 2 — Assignment (internal assessment) | 70 marks |
| Total marks | 100 marks |

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be many opportunities for practical experimental work, and research based topics to support case studies and the added value assignment.

Progression

It is particularly beneficial for those considering a career or further study in electronics, electrical engineering, physics, and related disciplines.

PRACTICAL METALWORKING

National 4 / 5

Entry Requirements

The Learner would normally be expected to have attained the skills, knowledge and understanding required by either S1-3 Broad General Education. The major emphasis of the course will be on accuracy, hand skills and health and safety.

The Content

The National 4 / 5 course consists of three units:

Unit 1: Bench Skills

This unit of work introduces the student to the commonly used hand tools, measuring tools and marking out procedures. They are also taught to identify the most common types of metals and their uses, how to maintain hand tools and the health and safety procedures when using the equipment. The practical project undertaken within this unit must be completed to specified tolerances stated in the course assessment documents.

Unit 2: Machine Processes

As the name suggest, students will be taught how to use the two most common machines found in metal working workshops, the Lathe and the Pedestal or Pillar Drill. In this unit, the emphasis will be on safe working practices and the limitations of working with the above tools. In order to achieve a unit pass the pupils will complete a practical project and keep a log book of their progress throughout.

Unit 3: Fabrication and Thermal Joining

Joining of components using soldering, brazing, welding and spot welding techniques is the focus of this unit. Success in this unit will be assessed though the completion of a series of task within the specified tolerances in the SQA documents.

Assessment

There are no formal exams at the end of the year. In order to gain an overall award for the course, pupils must pass each of the above units and pass the Added Value Unit. This unit comprises elements from the three previous units in the one artefact.

National 5 the pupils can receive an award graded A, B, C or D. A pass or Fail award is given with National 4. The course work and final project work is subject to external verification from the SQA, who oversee the course.

Homework

There is no formal homework but students may be required to complete a work log at home, especially if they have been absent at any point.

Progression

Pupils who achieve a National 5 Practical Metal working qualification will be classed as having 'reached their potential' as there is no higher ranking metal work course on offer. Consideration will be given to those wishing to undertake another technological course based on their previous performance and suitability.

Other important notes

Pupils embarking on the course must adhere to the strict health and safety rules that apply in any workshop environment. As can be appreciated, there is a significant amount of resources used by the class, therefore they may be asked to make a contribution towards the cost of the materials used.

PRACTICAL WOODWORKING

National 4/5

Entry Requirements

N4/5 Woodworking skills is a practical skills course, and focusses on developing a high level of practical ability and accuracy. If a pupil has found practical work challenging in S1-3, they will not be suited to the demands of this course. The major emphasis of the course (70%) will be based on the quality of practical work produced.

The Content

The National 4 / 5 course consists of three units:

Unit 1: Flat Frame:

In this unit the pupils learn and practise making the most common joints used in making frames and artefacts which use solid timber. There are 9 joints which the pupils must construct to within recognised tolerances to pass. Also, they learn how to sharpen and take care of carpentry tools. The unit culminates in the construction of a project using the techniques learned. The unit is assessed on a pass and or fail basis within the criteria given in the course arrangements documents.

Unit 2: Carcase:

Using solid timber and manufactured boards, the pupils learn the techniques and methods of constructing carcase projects (box type structures). They learn to identify types of solid and sheet materials and their uses. Assessment strategies are similar to the above unit.

Unit 3: Machining:

In keeping with the format of the above units, Machining has the pupils constructing an artefact using hand skills and the more common machines tools found in woodworking workshops - i.e Lathes, Pillar drills, Mortise machines and Hand Sanders. How to apply paint, wax and varnish finishes is also taught.

Assessment

There are no formal exams at the end of the year with Woodworking skills, but pupils must pass each of the above units to attempt the Added Value Unit and gain an overall award for the course. At National 5, the pupils can receive an award graded A, B, C or D. A pass or Fail award is given with National 4. The course work and final project work is subject to external verification from the SQA who oversee the course.

Homework

There is no formal homework but students may be required to complete a work log at home, especially if they have been absent at any point.

Progression

Pupils who achieve a National 5 Practical Woodworking qualification will be classed as having 'reached their potential' as there is no higher ranking course on offer. Consideration will be given to those wishing to undertake another technological course based on their previous performance and suitability.

Other important notes

Pupils embarking on the course must adhere to the strict health and safety rules that apply in any workshop environment. As can be appreciated there is a significant amount of resources used by the class, therefore they may be asked to make a contribution towards the cost of the materials used.

PSYCHOLOGY Higher

The Higher Psychology consists of three units.

Psychology of the individual:

This unit covers psychological processes experienced by individuals. Topics studied include Memory and Stress.

Investigating Behaviour:

This unit covers a range of research methods and also includes a practical Research Investigation. The Research Investigation report is submitted to SQA and contributes to the student's final grade.

The Individual in the Social Context:

This unit covers some of the psychological processes individuals experience in social situations. It also considers psychology of individual differences. Topics include Conformity and Obedience, and Atypical Behaviour.

The new Higher Psychology encourages students to develop knowledge and understanding of topics in Psychology and also develop skills of analysis and evaluation.

Students also undertake practical research and develop useful skills in that area.

The assessments for **Investigating Behaviour** consist of a half-hour Closed Book Assessment and a Log Book/Portfolio based on the research investigation.

The other two units are assessed by a half hour Closed Book assessment for each unit.

The final exam will be two and a half hours long.

All assessments will sample the subject matter and include short responses as well as extended responses.

Students will need a copy of "Higher Psychology" by Williamson, Cardwell and Flanigan (cost approx £20.00)

RMPS

National 4/5

The purpose of this course is to develop knowledge and understanding of religious, moral and philosophical issues and how these relate to personal or practical contexts. It will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to critically reflect on these and on their own experience and views. Religious and non-religious perspectives will be included. The learning experience within National 5 will provide progression in related social subjects and Higher RMPS.

The added value assignment, worth 25% of their overall grade, allows pupils to demonstrate a breadth of skills, knowledge and understanding towards a chosen topic. The assignment provides pupils the chance to further enhance literacy skills through a variety of research and application of knowledge, which offers challenge, critical thinking and the opportunity to share a reasoned opinion.

The topics covered include:

- Hinduism - reflecting on the values and beliefs within the Hindu religion.
- The problem of evil and suffering - exploring different human experiences and how this relates to religion.
- A moral topic of the pupils choosing, to offer choice and give pupils an opportunity to take leadership in their own learning.

Aims and Skills Developed in National 4/5 RMPS

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

- the ability to analyse and reflect on religious, moral and philosophical questions and their impact
- a range of skills including investigating and explaining religious, moral and philosophical questions and responses, making comparisons and the ability to express detailed and reasoned views
- detailed factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- detailed factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them
- a range of skills which are transferrable to other areas of study including investigation, analysis, evaluation, and the ability to express beliefs and views in a reasoned manner
- Independent learning, the assignment is pupil led. Pupils must research a contemporary moral issue of their choosing. Developing skills such as planning, problem solving, research and working to a deadline.

Through successful completion of this Course, learners will develop the following skills, knowledge and understanding:

- Expressing views about factual and theoretical elements of religious, moral and philosophical issues in a reasoned manner, taking account of different ideas and viewpoints and relating these to personal or practical contexts.
- Interpreting key texts and sources including those from the religion(s) selected for study, in familiar contexts using some abstract or theoretical ideas.
- Enquiring into, critically evaluating, and expressing reasoned views about religious and non-religious responses to at least one moral and philosophical question in familiar contexts

including using some abstract or theoretical ideas and relating these to personal or practical contexts.

- Describing, analysing and explaining — in detail and making use of some theoretical or abstract ideas — at least one significant religious belief and some responses from science or philosophy.

N4 Assessment

Internal assessments will be ongoing throughout the course and take various forms. Pupils will then undertake an Added Value project of their choice that will be marked internally and moderated by the SQA.

N5 Assessment

Internal assessments will be ongoing throughout the course and take various forms. There are two components of the external course assessment:

- | | |
|--------------------------------|------------------|
| • Component 1 — question paper | 80 marks |
| • Component 2 — Assignment* | 20 marks |
| Total marks | 100 marks |

*The assignment will allow pupils to identify a question relating to a moral, religious or philosophical issue and then write an extended response based on their research which evaluates the factors and reaches a well-supported conclusion.

RMPS Higher

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

This Course allows learners to develop values and beliefs, and learn to express these. This will allow learners to make informed moral decisions. The Course encourages learners to develop an understanding and respect for different beliefs, values and viewpoints, and to put their values or beliefs into action in ways which benefit others.

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

The topics covered include:

- Buddhism - reflecting on the values and practices within the Buddhist religion.
- Origins of Life - exploring different creation theories, including evolution and Genesis.
- Religion and Justice - Analysing the current justice system in Scotland, and religious perspectives on methods of punishment.

Aims and Skills Developed in Higher RMPS

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

- the ability to critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact
- a range of skills including investigating religious, moral and philosophical questions and responses, critical analysis, evaluation, and the ability to express detailed, reasoned and well-structured views
- in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them.

Through successful completion of this Course, learners will develop the following skills, knowledge and understanding:

- researching, analysing, evaluating and synthesising information to draw detailed, reasoned and well-structured conclusions and present findings about factual and theoretical elements of religious, moral and philosophical topics or issues, identifying and responding to different ideas and viewpoints
- interpreting the meaning and context of sources related to world religions, in detail and explaining relevant abstract ideas
- evaluating and expressing reasoned and well-structured views about contemporary moral and religious and philosophical questions and responses, in detail and explaining relevant theoretical ideas

- critically analysing and explaining contemporary moral and religious and philosophical questions, in detail and explaining relevant theoretical ideas
- in-depth factual and abstract knowledge and understanding of the significance and impact of religion today through explaining some key beliefs, practices and sources found within Buddhism and the contribution these make to the lives of followers
- in-depth factual and theoretical knowledge and understanding of contemporary moral questions and responses
- in-depth factual and theoretical knowledge and understanding of religious and philosophical questions and responses.

Higher Assessment

Internal assessments will be ongoing throughout the course and take various forms.

There are two components of the external course assessment:

- | | |
|--------------------------------|------------------|
| • Component 1 — question paper | 80 marks |
| • Component 2 —Assignment* | 30 marks |
| Total marks | 110 marks |

*The assignment will allow pupils to identify a question relating to a moral, religious or philosophical issue and then write an extended response based on their research which evaluates the factors and reaches a well-supported conclusion.

STATISTICS

Advanced Higher

- How does a supermarket seem to just “know” when you are running low on an item and send you a voucher for money off the next time you buy it?
- How is a pharmaceutical company able to release a new drug into the public domain?
- How would the owner of a company know that something in a manufacturing process needs to change in order to increase profits?
- How do environmentalists convince people that global warming is happening?

The answer to all these questions lies in the study of data and statistics.

We live in a world that is heaving with data and information. Using statistics we can make sense of these data so that we can make better choices and predict future events more confidently. Put simply, a statistic is just a number which describes a larger group of numbers in a certain way. Statistics are used everywhere. If you don't use statistics directly, you will have probably come across someone who does – even at a very basic level.

The Advanced Higher Statistics course explores the collection, analysis and interpretation of data. A pass at Higher Mathematics is not vital but would be very useful – that, or a pass in an equivalent qualification, e.g. Higher Biology or Higher Geography. In the course, you will develop skills in selecting and applying statistical techniques in a wide variety of real-life contexts. These skills will enable you to move into further learning and to employment, whether this is in business, industry, health, medicine, finance, education, research, law, psychology, engineering, manufacturing, sport, insurance, government, quality control...the list goes on.

Please see Mr Phillipson-Masters in C15 for more information.

TRAVEL & TOURISM

National 4 / 5

Entry Requirements

Learner would normally be expected to have studied and gained the skills and knowledge from Geography or any other Social Subject.

The Content

The National 4 / 5 course consists of four units:

Unit 1: Customer Service

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

Unit 2: Employability

The general aim of this Unit is to enable learners to develop the skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different functions of travel and tourism organisations and employment opportunities across the industry. Learners will research different types of employment in the travel and tourism industry and gain an understanding of skills and qualities identified by employers as being most important.

Unit 3: Scotland

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

Unit 4: UK and Worldwide

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

Assessment

The course is graded pass/fail. There are internal assessments for each of the four units. These will take various forms, comprising of written work and practical role play.

There is no external exam.

Homework

Homework is an integral component of this course and will be issued on a regular basis. Learners will be expected to show a high level of personal initiative and motivation.

Other Important Notes

There will be opportunities for pupils to engage with professionals from a travel and tourism based background.

Progression

There is no Higher Travel and Tourism course. Pupils could progress onto National 5 Geography or another Social Subject.

Volunteering Skills

Levels 3, 4 and 5

Entry Requirements

The Award in Volunteering Skills at SCQF levels 3, 4 and 5 provides formal recognition of volunteering activity. Through participation in volunteering activities, candidates will develop a range of skills and personal development experiences, which will help to prepare them for responsibility, further education and employment.

Candidates learn about the context of volunteering; plan a volunteering placement; review and reflect on their own skills and volunteering experience; and complete an investigative project.

The Content

The Level 3 / 4 / 5 course consists of three mandatory units:

- Preparing to Volunteer
- Volunteering Experience
- Volunteering: Investigative Project

The amount of support that the candidate requires, their level of understanding, placement opportunities and their prior experience will determine the level of Award that is undertaken (SCQF Level 3, 4 or 5).

Assessment

A wide range of methods can be used to assess the Volunteering Skills Award. Assessment methods may include written and recorded oral evidence and performance evidence, leading to the compilation of a portfolio. The portfolio may comprise elements such as candidate notes, logbook and assessor observation checklists.

Progression

Successful candidates will be able to progress to further study or volunteering work. Learners may progress through the different levels of the Awards or use them as a stepping-stone to further study, including higher level volunteering qualifications.