

ST MODAN'S HIGH SCHOOL



S5/6 COURSE CHOICE BOOKLET

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CONTENTS

INTRODUCTION	3
PROCEDURE FOR COURSE CHOICE	4
PATHWAYS AND PROGRESSION.....	5
SQA COURSE INFORMATION	6
PROGRESSION THROUGH SENIOR PHASE	8
IMPORTANT DATES 2018	9
MATHEMATICS NUMERACY AND CRAFT NATIONAL 5	10
MATHEMATICS NATIONAL 5	11
MATHEMATICS HIGHER	12
MATHEMATICS ADVANCED HIGHER	13
MATHEMATICS OF MECHANICS ADVANCED HIGHER	14
BIOLOGY- NATIONAL 5.....	15
BIOLOGY HIGHER	16
BIOLOGY ADVANCED HIGHER	17
CHEMISTRY NATIONAL 5	18
CHEMISTRY HIGHER	19
CHEMISTRY ADVANCED HIGHER.....	20
PHYSICS NATIONAL 5.....	21
PHYSICS HIGHER.....	22
PHYSICS ADVANCED HIGHER	23
PRACTICAL ELECTRONICS NATIONAL 4/5	24
ENERGY NATIONAL 5 *** APPLICATION FORM REQUIRED.....	25
LAB SCIENCE	26
GRAPHIC COMMUNICATION – NATIONAL 5.....	27
GRAPHIC COMMUNICATION HIGHER.....	28
GRAPHIC COMMUNICATION ADVANCED HIGHER.....	29
COMPUTING SCIENCE NATIONAL 4	30
COMPUTING SCIENCE NATIONAL 5	31
COMPUTING SCIENCE HIGHER	32
ENGLISH NATIONAL 5.....	33
ENGLISH HIGHER.....	35
ENGLISH ADVANCED HIGHER	36
MODERN STUDIES – NATIONAL 5	37
MODERN STUDIES HIGHER.....	38
HISTORY – NATIONAL 5.....	39

HIGHER HISTORY.....	40
GEOGRAPHY- NATIONAL 5.....	41
GEOGRAPHY HIGHER.....	42
TRAVEL AND TOURISM - NATIONAL	43
BUSINESS MANAGEMENT – NATIONAL 5.....	44
BUSINESS MANAGEMENT HIGHER.....	45
RETAIL – NATIONAL 5.....	46
RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (RMPS).....	47
ADMINISTRATION & IT - NATIONALS.....	48
NATIONAL 4 EARLY EDUCATION AND CHILDCARE ***APPLICATION FORM REQUIRED.....	49
MODERN LANGUAGES FOR LIFE AND WORK AWARD	50
MODERN LANGUAGES - FRENCH/SPANISH NATIONAL 5	51
MODERN LANGUAGES - FRENCH /SPANISH HIGHER	52
MODERN LANGUAGES – FRENCH/ SPANISH ADVANCED HIGHER	53
MODERN LANGUAGES: BACCALAUREATE & INTERDISCIPLINARY PROJECT	54
PHYSICAL EDUCATION HIGHER / NATIONAL 5.....	55
ART & DESIGN- NATIONAL 4/5.....	57
ART & DESIGN HIGHER	59
HOSPITALITY NATIONAL 4/5	61
MUSIC NATIONAL 4/5.....	62
MUSIC HIGHER.....	63
MUSIC TECHNOLOGY HIGHER.....	64
LEADERSHIP: AN INTRODUCTION.....	66
LEADERSHIP IN PRACTICE	66
(THROUGH SPORT) SCQF LEVEL 6.....	66
SCQF LEVELS 5 AND HIGHER UNITS IN LEADERSHIP.....	67
FORTH VALLEY COLLEGE COURSES	68
FORTH VALLEY FOUNDATION APPRENTICESHIPS	70
SKILLS FOR WORK: CREATIVE INDUSTRIES NATIONAL 5.....	71
WORK EXPERIENCE	72
ONLINE LEARNING	72
MUSIC PERFORMANCE.....	73
ART & DESIGN PORTFOLIO/ AH ART	74

INTRODUCTION

All transition points in education are important – going to primary, joining secondary, picking courses for S4 and perhaps the most important is about to happen to you – moving into S5 or S6. For those of you that are already 16, the biggest change is that you are now voluntarily staying at school. In other words, you are making a conscious choice to stay in school and in many ways this changes your relationship with the school. For those not yet 16, this move happens as soon as you have your birthday.



As well as this change in relationship, this move is of great importance as you enter the final stage of your schooling, have the most significant examinations to sit and really start focusing on your career. Due to all of these factors, it is crucial that we agree appropriate courses and levels for you as you plan for your senior schooling. Different decisions will/could be taken on the basis of whether you are staying for 1 year or 2 years. The key question for pupils with the help of their parents/carers is “What do I want to achieve by my leaving date?”

In order to help with this, we have produced this prospectus. It starts with some general information and then gives you course outlines for the subjects and levels offered in the senior school. There is an additional section for S6 pupils towards the end. Please take time to read through the pages thoroughly and seek advice if you find anything unclear. Speak to your teachers, your Pupil Support & Development teacher, research entrance qualifications for courses in universities, colleges and/or requirements for certain training opportunities and employment. Do not rely on hearsay. Entrance requirements change regularly. Time taken to do these things will be a valuable asset in the long term.

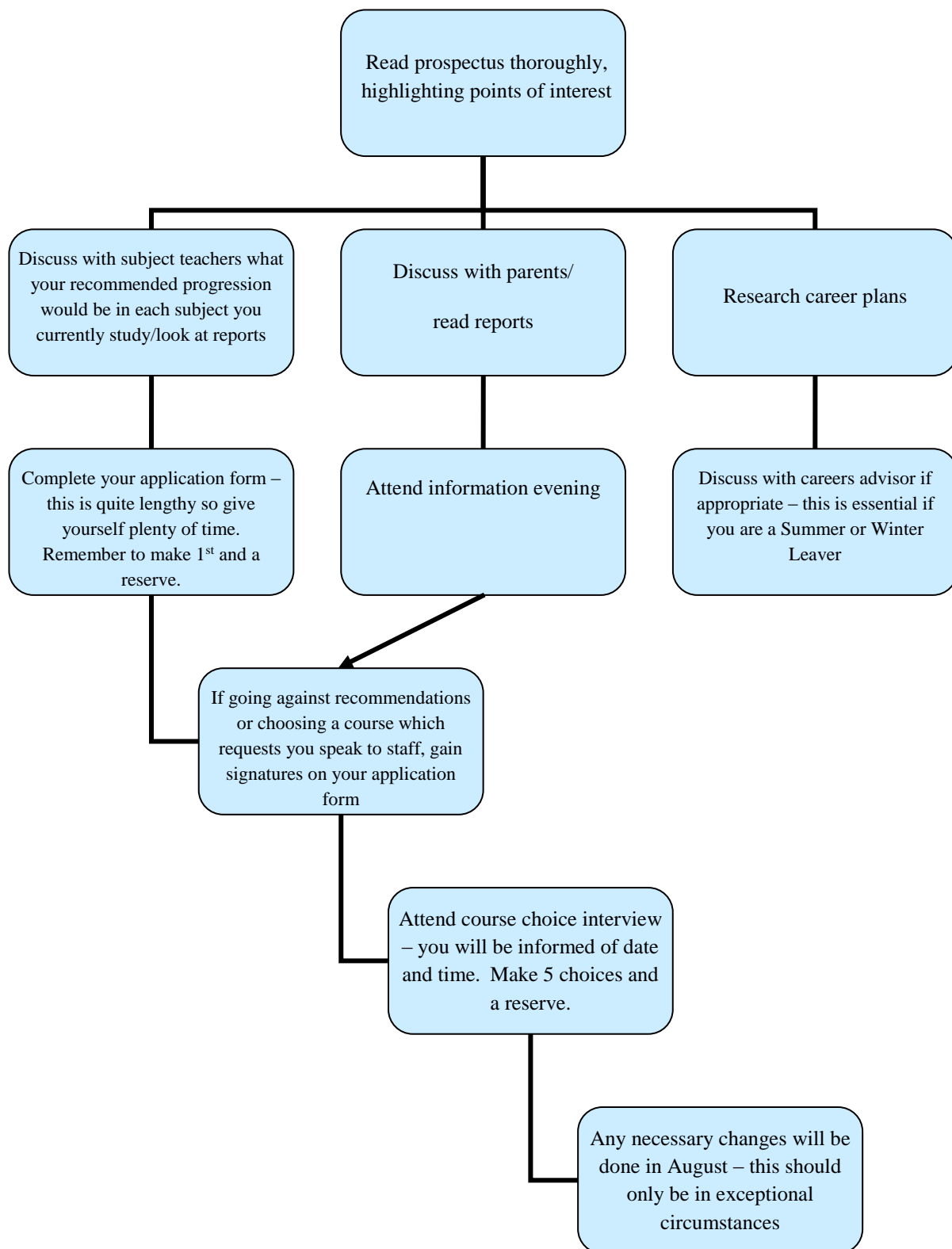
As part of the process of choosing subjects, the school will organise a special assembly, hold an Information Evening for pupils and parents, devote some PSD time for discussions and then hold a Course Choice Day when your choices will be recorded. These choices should be regarded as FINAL. Only in exceptional circumstances will changes be permitted in August following further discussion.

Pupils should also be aware that all courses are dependent on uptake and staffing and there is no guarantee at this stage that courses will run.

Winter Leavers: Pupils are classed as Winter Leavers if they are going into S5 and their 16th birthday is between 1st October and the end of February. If you are a Winter leaver then you are unable to leave school until Christmas as by law you must be in full-time education. Remember that college counts as full-time education and you can apply as an EXCEPTIONAL ENTRANT. Be warned though that you will not be able to apply for some courses as they only accept people who are 16, and also that college places tend to be given firstly to Summer Leavers (pupils who can legally leave at end of S4) therefore there may not be places left for Winter Leavers. Pupils wishing to apply to college should do so NOW.

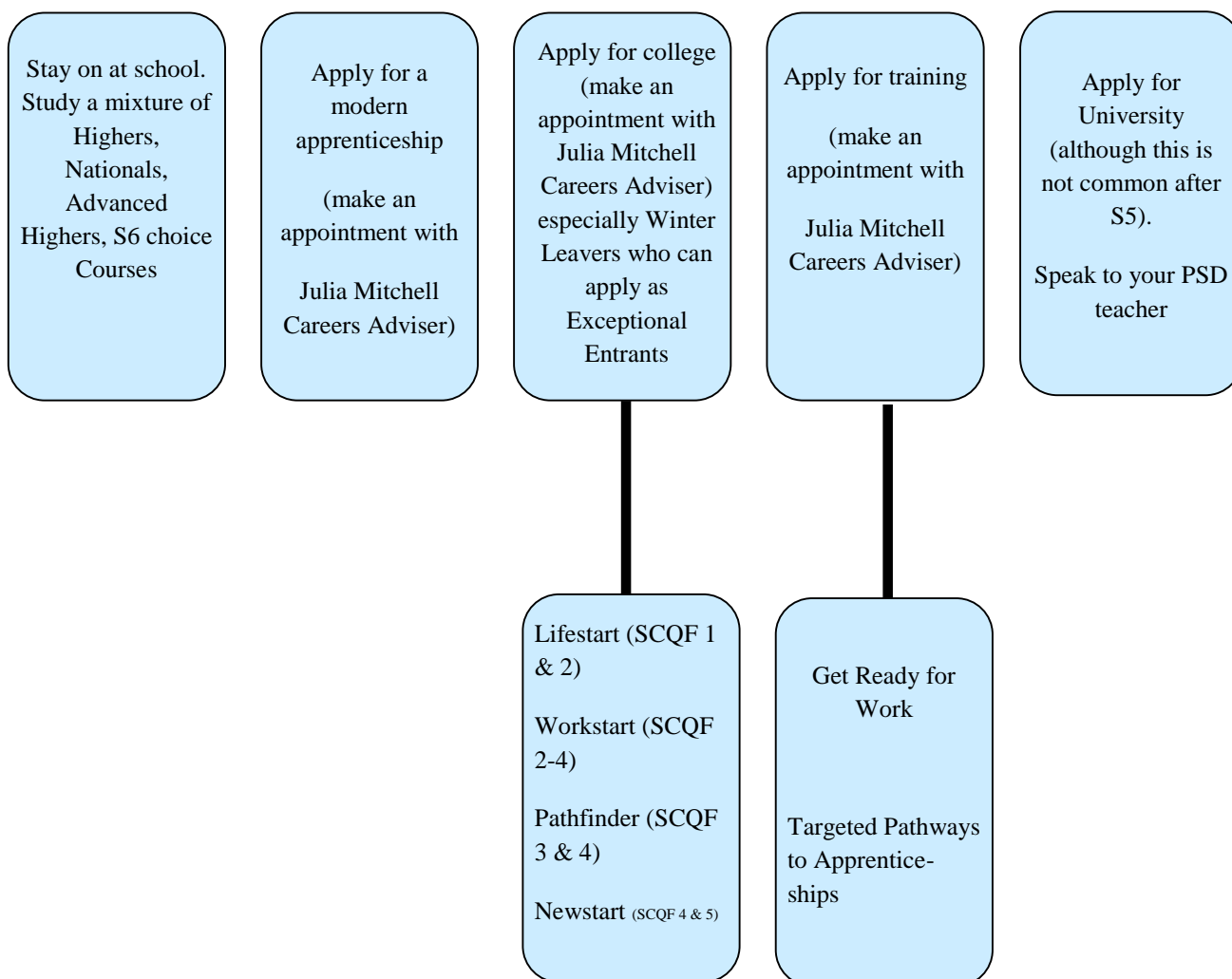
PROCEDURE FOR COURSE CHOICE

Please note that this process should start as soon as you receive this prospectus – DON'T LEAVE IT TOO LATE!



PATHWAYS AND PROGRESSION

This prospectus clearly describes the options which are available to you if you decide to stay on at school. But what other pathways are available to you?



ADDITIONAL NOTE ABOUT COLLEGE COURSES:

All college courses lead to many possible study routes including progression towards HNC/HND in related subjects

Applicants with no qualifications start at Access or NQ Level and follow a path to HNC/HND. Success in HND can lead to 2nd/3rd year degree courses

Applicants with Highers – start at HNC/HND and may advance to Degree in related subject

Applicants with relevant experience contact Departmental Administrator

SQA COURSE INFORMATION

SQA Courses in the senior school are called National Qualifications and are offered at the following levels:

- Advanced Higher (S6 only)
- Higher
- National 5
- National 4
- National 3

In S5 you should be looking to study a course at a level above (more difficult) than you were certificated in at the end of S4. The notes below may help explain:

By the end of S4

Studying in S5

National 3 pass in a Science

National 4 in Practical Electronics

National 4 pass in PE

National 5 in PE

National 5 pass in Computing Science

Higher Computing Science

National 5 pass in French

Higher French

Pupils in S5 are expected to choose 5 choices from their existing 7.

In addition there are a number of other qualifications which can be gained through S6 Choices subjects – see following page. These are for S6 pupils only.

CAUTION:

Success in Unit Assessments is fundamental to course success. Pupils who fail the Unit Assessment will be given one re-sit opportunity (except in the most exceptional circumstances). This re-sit should happen, where practical, within one month of the original assessment and on a date agreed between the student and teacher. Pupils who fail the re-sit may be able to remain on the course and sit the final exam; however they will not gain an overall award in the academic year. Only under exceptional circumstances will a further re-sit be permitted.

ADVANCED HIGHERS: S6 PUPILS ONLY

In all cases where Advanced Higher Courses are offered pupils can expect that a teacher will be timetabled for one period a week up to a maximum of 4 periods. The final decision on which courses will run next session will be taken following the pupils' return in August.

S6 OPTIONS: S6 PUPILS CAN CHOOSE ONE OF THESE OPTIONS.

Information on S6 choices courses is at the back of this prospectus. These are designed to be flexible and allow opportunities for you to maximise your potential in S6. Several of the options are also designed for you to personalise your learning and allow it to compliment your future career choices. In addition to this they can provide you with the opportunity to engage in activities which may improve your chances of getting into University, College. Finally they may be able to improve your employment prospects through enhancing your personal statement.

Guidelines for choosing from the S6 choices Option Form are complex so read the guidelines at the end of this prospectus carefully.

APPLICATION FORM:

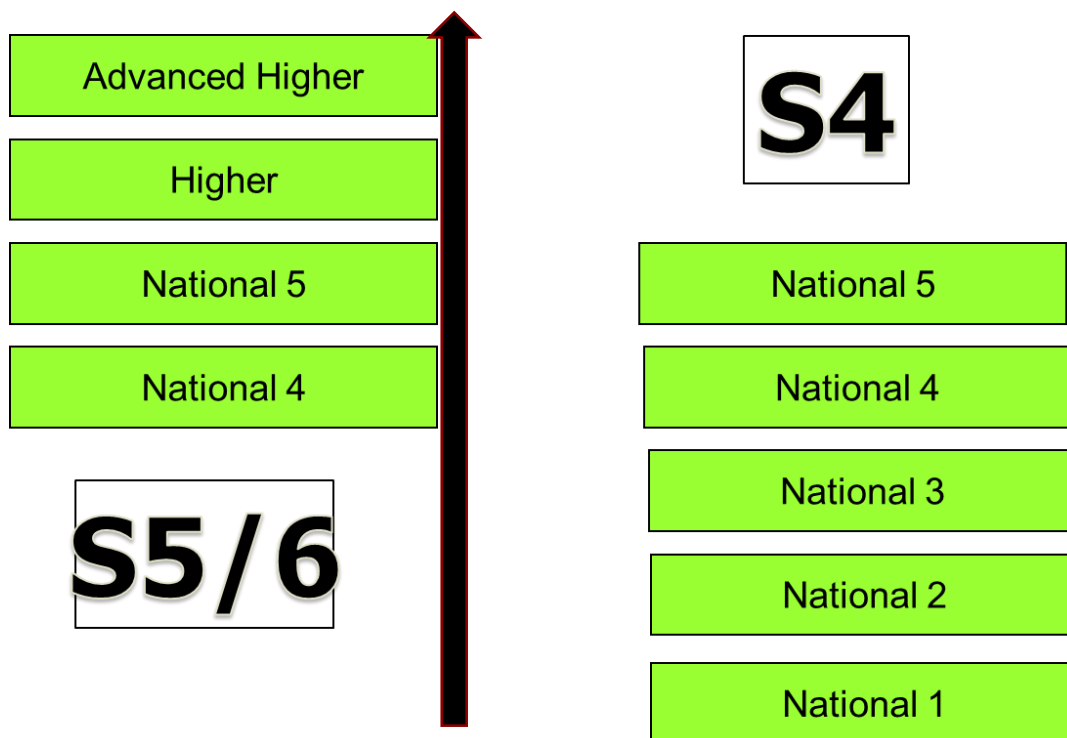
You are required to complete an application form in order to enter S5 or continue into S6. This is intended to ensure that you have carefully considered your options, your future career plans and your commitment to continuing at St Modan's. The form also gives you the opportunity to highlight any flexible options you may wish to consider like going to college or doing a work placement. Finally, an advantage of the application form is that it gives you valuable experience in form completion and writing a personal statement prior to job, college or university applications. Pupils who have a poor attendance or latecoming record in S4 or S5 should not assume that they will be allowed to return for another year without agreed targets being set to address the cause of these issues.

AND FINALLY

Courses in senior school are short and very demanding requiring hard work from day one. Therefore subject teachers and Pupil Support & Development teachers will be closely monitoring progress so that we can keep you focused and heading towards the finish line.

Good luck in the senior school, by its nature it is a very hard working year for pupils but it can also be a very rewarding one!

PROGRESSION THROUGH SENIOR PHASE



National 3 & National 4 courses are awarded on a pass/fail basis whilst National 5 qualifications are graded A – D. Only National 5 qualifications and above have external examinations. The other levels are internally assessed with the marking carried out by our own staff. This marking is then verified and quality assured in a variety of ways by the Scottish Qualifications Authority.

Many students will be interested in progression as they make their choices. The diagram above demonstrates anticipated progression in qualifications. Students move up or across to a level as they progress and this is illustrated by the arrows.

N.B. Please note that at the time of going to print details of revised course assessments for New Higher courses for 2018/19 have not yet been finalised.

Compulsory unit assessments will be removed from Higher courses from session 2018–19.

This change may lead to longer exam papers (or new exam papers) in many subjects. The weighting of projects, folios and assignments is also likely to be affected by this change.

Information on Higher courses contained in the remainder of this booklet therefore relates to the current Higher (2017/18) – this information is for guidance purposes only.

We will endeavor to update Parents/Carers and Pupils with information as it becomes available from the SQA.

IMPORTANT DATES 2018



DATE	ACTIVITY
Tuesday 16th Jan	Information Evening 6:15pm
Tuesday 20th Feb	Extended Assemblies for S4 and S5 Application Form issued
Ongoing	Reminders at Assembly and PSD
By 23rd Feb	Pupils complete application forms and check recommendations with staff
Feb/Mar	Friday College Applications in – S4 and S5 – if interested see Mrs Pert
By 23rd Feb	Application Forms handed by pupils to PSD staff
S4 Monday 26th Feb	Course Choice Interviews in Ruber Aurum Suite PSD staff to give out appointment slips for times Absentees catch up as soon as possible.
S5 Tuesday 27th Feb	Course Choice Interviews in Ruber Aurum Suite PSD staff to give out appointment slips for times Absentees catch up as soon as possible.
Follow up:	<p>Course Choice finalisation once we have looked at timetabling implications.</p> <p>Any pupils who will be placed on more flexible timetables will be co-ordinated by PTs PSD and communicated to staff by the summer.</p> <p>Any further changes which need to be made following results will be discussed in August 2018.</p> <p>Further co-ordination of S6 choice courses will be dealt with by Mrs Pert and communicated to by the summer.</p>

MATHS, SCIENCE AND TECHNOLOGY

MATHEMATICS NUMERACY AND CRAFT NATIONAL 5 UNITS



REQUIRED ENTRY LEVEL:

- National 4 Lifeskills Mathematics.
- National 4 Mathematics

COURSE DETAILS:

This is a course focussing on areas of Mathematics that can be used and applied in the workplace; skills are transferrable across many sectors. The term 'craft' only identifies the context in which assessments will be given, the course content is purely the applications of Mathematics.

Pupils will cover operational and reasoning skills related to:

Numeracy

- Units and Notation – using standard Mathematical notation, money, time, lengths, areas, volumes
- Carrying out calculations – number calculations, fractions, decimals, percentages, speed, distance and time
- Measurements and tolerance – measuring accurately, using tolerances, communicating results, using scales, making, explaining and fully justifying decisions
- Interpretation – communicating working, communicating, explaining and justifying decisions, using appropriate units, describing bias and probability, recognising and explaining complex patterns

Craft

- Practical Number skills – Rounding numbers, scientific notation, ratios and percentages
- Geometry – Areas, perimeters, volumes and surface areas
- Charts – using scales, reading charts/tables, interpreting graphical information
- Triangle Calculations – Pythagoras' Theorem and Trigonometry
- Using Formulae – substitution, manipulation and defining in context

Where appropriate: Applications

- Trigonometry—area of a triangle, sine and cosine rules, bearings.
- Geometry— adding or subtracting 2D vectors using directed line segments, determining coordinates of a point from a diagram representing a 3D object, adding or subtracting 2 or 3D vectors using components, calculating the magnitude of a vector.
- Numerical skills —reverse percentages, appreciation/depreciation, fractions.
- Statistics— comparing data sets using statistics, forming a linear model from a given set of data.

ASSESSMENT:

Internal only

To gain the overall award students must pass written assessments in all units of the course.

There is no final exam for this course – but units are at National 5 Level.

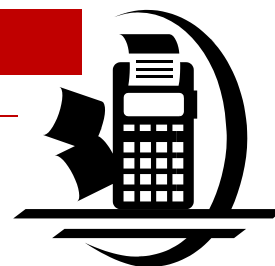
WHERE CAN IT LEAD?

- National 5 Mathematics and, with a strong Nat 5 pass, Higher Mathematics.
- Further education courses incorporating Numeracy and Maths skills
- Wide range of careers – the skills learned are transferrable and appropriate for a vast number of career and further education choices.

MATHEMATICS NATIONAL 5

REQUIRED ENTRY LEVEL:

- National 4 Mathematics and teacher



COURSE DETAILS:

Pupils will cover operational and reasoning skills related to:

Expressions and formulae

- Numeracy— surds and indices.
- Algebra—expansion of brackets; factorising; completing the square; algebraic fractions.
- Geometry—gradient; arc length or sector area of a circle; volume; significant figures.

Geometry and Measures

- Algebra —the equation of a straight line; linear equations and inequations; simultaneous equations; changing the subject of a formula; graphs of quadratic functions; solving quadratic equations; the discriminant.
- Geometry —the converse of Pythagoras' theorem; angle calculations; similarity.
- Trigonometry—graphs of trigonometric functions; trigonometric relationships in degrees.

Applications

- Trigonometry—area of a triangle; sine and cosine rules; bearings.
- Geometry— adding or subtracting 2D vectors using directed line segments; determining coordinates of a point from a diagram representing a 3D object; adding or subtracting 2 or 3D vectors using components; calculating the magnitude of a vector.
- Numerical skills —reverse percentages; appreciation/depreciation; fractions.
- Statistics— comparing data sets using statistics; forming a linear model from a given set of data.

ASSESSMENT:

Internal & External

To gain the overall award students must pass written assessments in all three units of the course and an external assessment.

The SQA exam consists of 2 papers, one non-calculator and one calculator.

WHERE CAN IT LEAD?

- Higher Mathematics if a strong Nat 5 pass is attained in S5
- Wide range of careers – natural and life sciences, science and engineering, medicine and health, finance and banking, teaching and education, business consultancy and operational research, defence and the military, IT and computers, insurance and risk, design, mathematics and statistical research, communication, music and media.
- Note: Required for entry to teaching qualifications in any subject.

FOR MORE INFORMATION PLEASE CONTACT PRINCIPAL TEACHER: MR D SNEDDEN

MATHEMATICS HIGHER



REQUIRED ENTRY LEVEL:

- A or B at National 5 Mathematics

COURSE DETAILS:

Pupils will cover operational and reasoning skills related to:

Expressions and Functions

- Algebra — polynomials, laws of logarithms and exponents; identifying and sketching related algebraic functions; composite and inverse functions — including domain and range.
- Trigonometry—addition or double angle formulae; trigonometric identities; the wave function; identifying and sketching related trigonometric functions.
- Geometry—vectors in three dimensions; collinearity; the section formula; calculating a scalar product and the angle between two vectors.

Relationships and Calculus

- Algebra—polynomial equations; the discriminant; logarithmic and exponential equations.
- Trigonometry— solving trigonometric equations in degrees, involving trigonometric formulae.
- Calculus—differentiation; equation of tangents; integration, including trigonometric functions; calculating definite integrals of polynomial functions with integer limits.

Applications

- Algebra — finding the equation of parallel and perpendicular lines; using to calculate a gradient or angle; the equation of a circle; tangency; recurrence relations and limits.
- Calculus - determining the optimal solution for a given problem; integral area calculations.

ASSESSMENT:

Internal & External

To gain the overall award students must pass written assessments in all three units of the course and an external assessment.

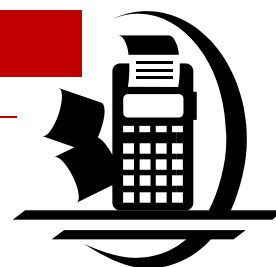
The SQA exam consists of 2 papers, one non-calculator and one calculator.

WHERE CAN IT LEAD?

- Advanced Higher Mathematics.
- Higher or Further Education.
- HNC/D in mathematics, science, engineering.
- Wide range of careers – natural and life sciences, science and engineering, medicine and health, finance and banking, teaching and education, business consultancy and operational research, defence and the military, IT and computers, insurance and risk, design, mathematics and statistical research, communication, music and media.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR D SNEDDEN

MATHEMATICS ADVANCED HIGHER



REQUIRED ENTRY LEVEL:

- Higher Mathematics at A or B

COURSE DETAILS:

Pupils will cover operational and reasoning skills related to:

Methods in Algebra and Calculus

- Partial Fractions; differentiation; integration; differential equations.

Applications of Algebra and Calculus

- Binomial theorem and complex numbers; arithmetic and geometric sequences; summation and mathematical proof; properties of functions; applying differentiation to rectilinear motion and optimization.

Geometry, Proof and Systems of Equations

- Matrices and systems of equations; vectors; complex numbers; Euclid's algorithm; proofs.

ASSESSMENT:

Internal & External:

To gain the overall award students must pass written assessments in all three units of the course and an external assessment.

The SQA exam consists of one paper for which a calculator is permitted.

WHERE CAN IT LEAD?

Progression:

Students may progress to degree or HND courses in either mathematics or in subjects for whom mathematics is a major component such as science, engineering, design and medicine.

Employment:

- Science and Mathematics
- Computing and ICT
- Construction
- Engineering
- Finance
- Health and Medicine
- Manufacturing Industries
- Transport and Distribution

FOR MORE INFORMATION PLEASE CONTACT PRINCIPAL TEACHER: MR D SNEDDEN

MATHEMATICS OF MECHANICS ADVANCED HIGHER

REQUIRED ENTRY LEVEL:

- Higher Mathematics at A or B
- Only pupils choosing AH Mathematics have the option to choose Mechanics

COURSE DETAILS:

Pupils will cover operational and reasoning skills related to:

Linear and Parabolic Motion

- Kinematics
- Projectiles
- Relative Motion
- Forces and Friction.

Force, energy and Periodic Motion

- Impulse and Momentum
- Work, Energy and Power
- Circular Motion
- Simple Harmonic Motion

Mathematical Techniques for Mechanics

- Partial Fraction
- Differentiation
- Integration
- Solving Differential Equations

ASSESSMENT:

Internal & External:

To gain the overall award students must pass written assessments in all three units of the course and an external assessment.

The SQA exam consists of one paper for which a calculator is permitted.

PROGRESSION:

Students may progress to degree or HND courses in either mathematics or in subjects for whom mathematics is a major component such as science, engineering, design and medicine.

Employment:

- | | |
|---------------------------|----------------------------|
| * Science and Mathematics | Finance |
| * Computing and ICT | Health and Medicine |
| * Engineering | Manufacturing Industries |
| * Construction | Transport and Distribution |

For more information please contact Principal Teacher: Mr D Snedden

BIOLOGY- NATIONAL 5



REQUIRED ENTRY LEVEL:

- At least Mathematics and English at Intermediate 1
- National 4 Biology course or relevant component units
- Progression from National 4 Chemistry or Physics

COURSE DETAILS:

Three units will be covered:

Cell Biology - you will study the structure and function of the cell, DNA, enzymes and respiration

Multicellular organisms – you will study transport in organisms, stem cells, nervous system, reproduction, variation and inheritance

Life on Earth – you will study the interaction between all living organisms, look at how organisms adapt and evolve, and the impact humans have on the planet as well as photosynthesis.

ASSESSMENT:

Internal

Students will have to pass an internal assessment for each of the units. In addition they will have to report, in a formal way, on at least one experiment in which they will have taken an active part. Also they will produce a short research report on a topical biological issue and its effect on the environment.

Course structure

Component 1 – An external written paper consisting of a 2 hours and 30 minutes examination

Question paper with 25 marks from objective questions and

75 marks from short answer questions (100 marks)

Component 2 – Assignment (20 marks)

WHERE CAN IT LEAD?

- Good Grounding for Higher Biology
- Lab Science, technician, eventually Forensic Science etc

FOR MORE INFORMATION PLEASE CONTACT PRINCIPAL TEACHER: MISS K QUINN

BIOLOGY HIGHER



REQUIRED ENTRY LEVEL:

- National 5 Biology or relevant component units

NATIONALCOURSE DETAILS:

Three units will be covered:

DNA and the Genome – you will study the following topics: Structure and replication of DNA, molecular basis of evolution and biodiversity, personal genomics

Metabolism and Survival –you will learn about ATP synthesis, metabolism essential for life, importance of metabolism in laboratory and industry including ethical consideration.

Sustainability and interdependence – you will study how humans depend on food production from a narrow range of crops and livestock. Consequence of food production, interrelationships and dependence and biodiversity, symbiosis and social behaviour.

ASSESSMENT:

Internal

Three unit tests with credit given for each pass. An experimental report will be required to be completed satisfactorily.

Course Structure

Component 1 – One final examination paper lasting 2 hours 30 minutes.

Paper 1 –objective test (20 marks)

Paper 2 – restricted and extended response questions (80 marks)

Component 2 – Assignment – allows you to carry out an in depth study of a biological topic. The topic is chosen by the student who will investigate/research the underlying biological impact on the environment (30 marks)

WHERE CAN IT LEAD?

Higher Biology is a good “broad based” higher, covering ALL aspects of Biology, including some human biology. It could lead to a wide range of HNC or HND or Degree level studies in e.g. Biological Sciences, Marine Biology, Medicine, Nursing, Pharmacy, Physiotherapy, Dietetics, Radiotherapy, Chiropody, Dentistry, Genetics, Veterinary Science, Botany, Zoology, Ecology, Microbiology and Biotechnology

Other further and higher education opportunities using the award for general or specialist entry purposes

- A range of employment or training opportunities
- As part of one or more Scottish Group Awards
- AH Biology

FOR MORE INFORMATION PLEASE CONTACT PRINCIPAL TEACHER: MISS K QUINN

BIOLOGY ADVANCED HIGHER



REQUIRED ENTRY LEVEL:

- Higher Grade Biology at grade A or B.

COURSE DETAILS:

Three mandatory units and one optional unit will be covered:

Cells and Proteins – The key role that proteins play in the structure and function of organisms. The ability of proteins to fold into specific conformations and bind to other molecules provides the molecular diversity required for fully functioning proteins. This allows proteins to take a variety of roles including; enzymes, signals, receptors, channels, transporters and structural components.

Organisms and Evolution – This unit explores the importance of parasites in evolution. The majority of species living on the planet are parasitic. The relationship between parasite and host is constantly changing as organisms continue to evolve to survive.

Investigation - Worth 23% of total mark. An individual practical investigation is planned and carried out and a report of 2000-2500 words is written. Independence and self-motivation are essential in conducting the investigation, as well as commitment to achieving success.

As part of the course pupils attend Forth Valley College for 2 days to do some of the practical work and gain experience using analytical techniques not available in school.

ASSESSMENT:

Internal

You will be required to pass an assessment at the end of each unit as well as an experimental report which has to be completed satisfactorily.

External

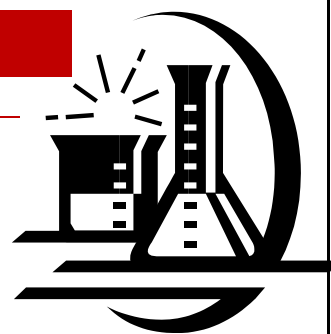
One final exam paper lasting 2 hours 30 minutes.

WHERE CAN IT LEAD?

- Degree level studies in e.g. Biological Sciences, Marine Biology, Medicine, Nursing, Pharmacy, Physiotherapy, Dietetics, Veterinary Science, Radiography, Chiropody, Dentistry, Genetics, Botany, Zoology, Ecology, Microbiology and Biotechnology.
- Other further and higher education opportunities.
- A range of employment or training opportunities.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

CHEMISTRY NATIONAL 5



REQUIRED ENTRY LEVEL:

National 4 Chemistry or relevant component units
National 4 Biology or Physics

COURSE DETAILS:

Three units will be covered:

Chemical changes and structure - In this unit you will develop scientific skills and knowledge of chemical reactions in our world, investigate the rate of reactions and neutralisation reactions

Nature's Chemistry – you will study the rich supply of natural resources in the earth, you will investigate physical and chemical properties of cycloalkanes and branched alkanes and alkenes. You will explore their reactions in everyday consumer products.

Chemistry in society Bases - The unit studies the chemistry of metals, their bonding, reactions and uses. You will also develop an understanding of the physical properties of plastics and the manufacture and reactions of fertilisers and nuclear radiation.

ASSESSMENT:

There will be an end of topic assessment after each section of the course.

Course Assessment

Component 1 – One final examination paper lasting 2 hours 30 minutes

Question paper with 25 marks for objective questions and 75 marks for
restricted and extended response questions. (100 marks)

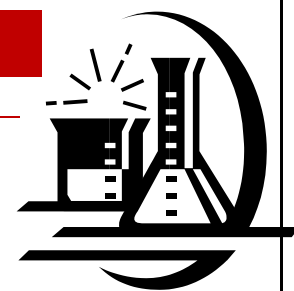
Component 2 – Assignment (20 marks)

WHERE CAN IT LEAD?

- Higher Chemistry
- Another science subject at National 5
- Employment including work-based training for SVQ Laboratory Operations.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

CHEMISTRY HIGHER



REQUIRED ENTRY LEVEL:

- National 5 Chemistry or relevant component units

COURSE DETAILS:

Four units will be covered:

Chemical changes and structure – you will study reaction rates; periodic trends, collision theory and use of catalysts.

Researching Chemistry – you will study the relevance of chemical theory to everyday life. You will plan and carry out a practical investigation related to a topical issue.

Nature's chemistry - you will study the use of organic chemistry in the production of food and everyday consumer products, soaps, detergents, etc. You will also learn about the key functional groups in organic chemistry.

Chemistry in society - you will study the ability of substances to act as oxidising or reducing agents.

ASSESSMENT:

There will be an end of topic test after each of the units.

Course assessment

Component 1 – One final examination paper lasting 2 hours 30 minutes.

question paper with 20 marks for objective questions and 80 marks for

restricted and extended response questions (100 marks).

Component 2 – Assignment (30 marks)

WHERE CAN IT LEAD?

- Advanced Higher Chemistry
- Another science subject at Higher
- Higher education: degree and HND courses in chemistry and chemistry-related subjects such as environmental science, pharmacy, science and chemical engineering
- Employment including work-based training for SVQ Laboratory Operations.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

CHEMISTRY ADVANCED HIGHER



REQUIRED ENTRY LEVEL:

- Higher Grade Chemistry at grade A or B

COURSE DETAILS:

The course comprises four mandatory units (two 40 hour units and two 20 hour units):

Inorganic and Physical Chemistry - The unit studies electronic structure, chemical bonding and some chemistry of the Periodic Table.

Organic Chemistry and Instrumental Analysis - The unit studies stoichiometry, chemical equilibrium, thermochemistry, reaction feasibility, electrochemistry and kinetics.

Researching Chemistry - The unit studies reaction types / mechanisms, systematic organic chemistry, stereoisomerism, structural analysis and medicines.

Chemistry Investigation - The investigation report will be required to contain the presentation and analysis of the experimental information together with details of procedures, conclusion and evaluations obtained during the investigation. Independence and self-motivation are essential in conducting the investigation, as well as commitment to achieving success.

As part of the course pupils attend Forth Valley College for 2 days to do some of the practical work and gain experience using analytical techniques not available in school.

ASSESSMENT:

Internal

End of unit tests with credit given for each pass.

One experimental report will be required to be completed satisfactorily.

The pupil must also pass the unit outcomes for the investigation.

External

One final examination paper lasting 2 hours 30 minutes.

Overall Award:

Written paper 77% (100 marks)

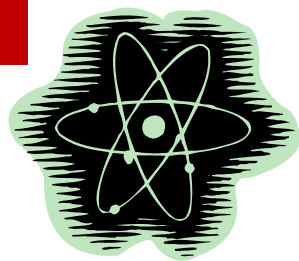
Investigation 23% (30 marks)

WHERE CAN IT LEAD?

- Higher education: degree and HND courses in chemistry and chemistry-related subjects such as environmental science, pharmacy, forensic science and chemical engineering.
- Employment in scientific research, analysis and development occupations and other professional and technical occupations.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

PHYSICS NATIONAL 5



REQUIRED ENTRY LEVEL:

- National 5 Physics
- National 5 in Biology or Chemistry
- At least Mathematics at National 4

COURSE DETAILS:

There are three mandatory units:

Electricity and energy – you will learn about electricity and energy and consider their applications on our lives. You will also cover energy transfer, heat and gas laws

Waves and radiation – you will learn about waves and nuclear radiation, their impact and applications on our lives and on society and the environment

Dynamics and space – you will learn about kinematics, forces and space, their impact and applications on our lives.

ASSESSMENT:

To gain the course award you must pass all of the units as well as the course assessment.

Course Assessment

Component 1 – question paper with 25 marks for objective questions and 110 marks for restricted and extended response questions. (135 marks) One final examination paper lasting 2 hours and 30 minutes.

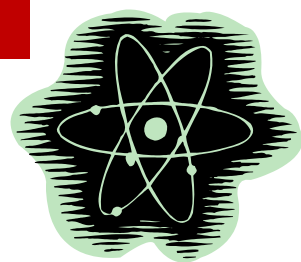
Component 2 – Assignment (20 marks)

WHERE CAN IT LEAD?

- Good grounding for Higher Physics
- Courses in engineering, electronics, technology, lab science, etc.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

PHYSICS HIGHER



REQUIRED ENTRY LEVEL:

- National 5 Physics
- National 5 Mathematics.

COURSE DETAILS:

The course consists of four mandatory units:

Our dynamic universe – this unit covers kinematics, dynamics and space time

Particles and waves - this unit covers applications of particles and waves on our lives and implications on society and the environment

Electricity – you will consider the applications of electricity on our lives and will learn about electrical storage and transfer

Researching physics – you will collect and synthesise information from different sources, plan and carry out a practical investigation, analyse the results and present the information.

ASSESSMENT:

To gain the course award you must pass all of the units as well as the course assessment. youyou

Course Assessment

Component 1 – Question paper (100 marks) 20 objective questions and 80 marks from restricted and extended response questions. Externally assessed 2hour 30 mins

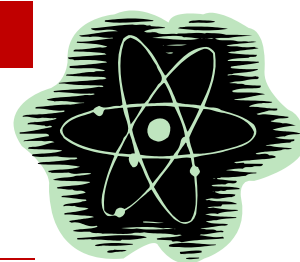
Component 2 – Assignment (30 marks) you will carry out an in depth study of a physics topic and its effect on society/environment

WHERE CAN IT LEAD?

- Advanced Higher Physics
- Completion of a group award
- Degree. HND or HNC in science, mathematics, computing or engineering field
- Employment in science, mathematics, engineering, technology or related field.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

PHYSICS ADVANCED HIGHER



REQUIRED ENTRY LEVEL:

- A or B in Higher Physics, accompanied by Higher Mathematics.

COURSE DETAILS:

Rotational Motion and Astrophysics – you will learn about kinematic relationships, angular motion, rotational dynamics, angular momentum, rotational kinetic energy, gravitation, general relativity and stellar physics.

Quanta and waves – you will be learn about quantum theory, particles from space, simple harmonic motion, waves, interference and polarisation.

Electromagnetism – you will learn about fields, circuits and electromagnetic radiation.

Physics Investigation - you will plan, organise, design your experiment, collect and analysis your data and write up a Scientific report.

ASSESSMENT:

Internal

End of unit assessments.

One experimental report to be completed satisfactorily. You must also pass the unit outcomes for the investigation.

External

Written paper - 2 hours 30 minutes.

Overall Award:

Written paper 77% (100 marks)

Investigation 23% (30 marks)

WHERE CAN IT LEAD?

Education:

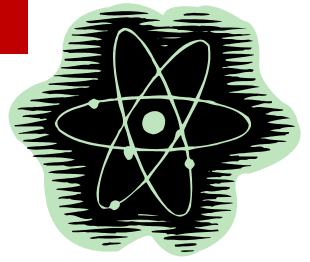
- HNC/HND/Degree
- Scottish Group Award in Science or Technology
- Degree, HND or HNC in science, mathematics, computing or engineering field.

Employment in:

- land and environment, construction, engineering, health and medicine, manufacturing industries, electronics, computing.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

PRACTICAL ELECTRONICS NATIONAL 4/5



REQUIRED ENTRY LEVEL:

- No formal entry requirement but manual dexterity needs to be of a reasonable level

COURSE DETAILS:

This course enables you to develop knowledge and understanding of key concepts in electronics.

There are four mandatory units including the added value unit.

Circuit design – you will develop a basic understanding of key electrical concepts and electronic components. You will analyse straightforward electronic problems and design solutions

Circuit simulation – you will use simulation software to assist in the design, construction and testing of simple circuits and systems and investigate their behaviour

Circuit construction – you will have experience in assembling a range of simple electronic circuits using permanent and non-permanent methods. You will develop skills in practical wiring and assembly techniques. You will also learn basic testing and fault finding skills

Added value unit: Developing an electronic solution – you will apply your skills and knowledge from all of the previous units to solve an electronics problem.

Please note that there is a possibility of this option being allocated 4 periods a week, with the additional periods involving flexible learning in the LRC – no need to pick additional options at this stage

ASSESSMENT:

To achieve the course award you must pass all of the above units including the added value unit.

WHERE CAN IT LEAD?

Future studies as an electrician or college based courses in electronics

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

REQUIRED ENTRY LEVEL:

- N4/5 in any of the discrete Science courses.
- Must Complete an application form – See J Mitchell (careers), PT PSD, Mrs Pert or Mrs Friel



COURSE DETAILS:

Energy: An Introduction — (1 credit) - The aim of the Unit is to provide candidates with an overview of where we get our energy from, the engineering systems that convert it into a more convenient form, and the energy conversion processes that take place from fuel being input to energy being generated. It gives a broad overview of traditional and renewable energy systems, energy conservation and includes an evaluation of an industrial or domestic energy generation facility. Investigation and presentation skills are developed in this Unit.

Energy: Domestic Solar Hot Water Systems — (1 credit) The Unit introduces a microgeneration system which generates heat from solar energy and transfers this heat energy to a heat exchanger and on to other appliances, e.g., hot water tank or under-floor heating system suitable for use in a domestic or small scale industrial building. This is a practical skills based Unit which gives students the practical skills to manufacture some of the parts and assemble a small solar hot water panel through team working which is seen as an essential element in this Unit.

Energy: Domestic Wind Turbine Systems — (1 credit) This Unit introduces residential or microgeneration wind turbine systems which generate electrical energy. This is a practical skills based Unit which will give students the ability to wire up an electrical circuit, manufacture parts, assemble, and test a small scale wind turbine. The candidates will use prepared components to build the turbine. Team working is seen as an essential element in this Unit.

Energy: Employability and Careers — (0.5 credit) Candidates will review their performance in the employability skills undertaken in significant practical activities in the Units throughout the course and evaluate their own strengths and weaknesses. It will also involve students investigating careers and job roles within the energy sector.

ASSESSMENT:

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

WHERE CAN IT LEAD?

- Depending on experience another science subject at National 5
- Employment including work-based training for renewable energy

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN / MRS PERT OR MRS FRIEL

LAB SCIENCE



REQUIRED ENTRY LEVEL:

Access is at the discretion of the centre. However, it is recommended that candidates meet the following entry requirements:

- National 4 in any of the science subjects
- Any other equivalent qualifications

COURSE DETAILS:

The course consists of four mandatory units:

Laboratory Science in industry – this course studies laboratory skills used in international, national and local industries and looks at risk assessments.

Working in a laboratory – this course develops the skills necessary to work in a laboratory including making solutions from different materials, using laboratory equipment to make accurate measurements.

Practical Science – develops a range of skills including microbiology techniques to grow bacteria and fungi and learning the correct procedures for handling radioactive material.

Investigation – students have to complete an investigation with other pupils and then write a report analysing the data produced from their investigation.

ASSESSMENT:

Set of information sheets or a PowerPoint on relevant scientific industries which use laboratory skills. Investigative report.

All practical work is internally assessed and verified by SQA.

WHERE CAN IT LEAD?

This course articulates directly to the PDA in Laboratory Science and the HNC in Applied Sciences. From here, candidates can progress to HND and degree level courses at Scottish colleges and universities.

This could open up employment opportunities as a laboratory technician in the biotechnology, chemical, microbiological, pharmaceutical and environmental industries

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

GRAPHIC COMMUNICATION – NATIONAL 5

GENERAL COURSE INFORMATION

The course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. You are encouraged to exercise imagination, creativity and logical thinking as you develop and build skills in 2D and 3D graphics, both manually and using modern computer software. You will be able to apply these skills in 2D and 3D graphics to real life situations.



COURSE OUTLINE

COURSE UNITS

2D Graphic Communication This Unit helps learners develop their creativity and skills within a 2D graphic communication context. You will create, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. You will also develop your skills in some less familiar or new contexts.

3D and Pictorial Graphic Communication This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication world. You will create, develop and communicate ideas using 3D graphic techniques and will develop 3D spatial awareness.

Graphic Communication project adds value by introducing challenge and application. You will draw on your range of skills and knowledge from the Units on 2D and 3D Communication in order to produce an effective overall response to a project brief.

ASSESSMENT

Component 1 – question paper 60 marks (Questions will be short problem or scenario based)

Component 2 – assignment – 60 Marks (Produce preliminary, production and promotional graphic item in response to a brief, then evaluate their product)

WHERE CAN IT LEAD?

Higher Graphic Communication

Some possible careers for pupils who have a particular interest in Graphic Communication would be:

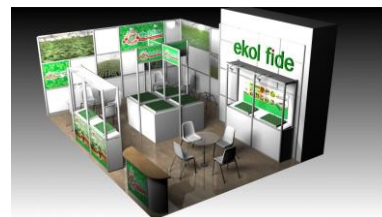
- Architecture
- Advertising
- Animation
- Engineering
- Graphic Design
- Interior Design
- Textile Design
- Multimedia Design and many many more.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

GRAPHIC COMMUNICATION HIGHER

REQUIRED ENTRY LEVEL:

- National 5 Graphic Communication
- Any other case/request to Principal Teacher



COURSE DETAILS:

The following units are covered in the course:

2D graphic communication – you will learn how to initiate, plan, develop and communicate ideas graphically using 2D graphic techniques. You will develop skills including spatial awareness, visual literacy, ability to interpret drawings, diagrams and other graphics

3D and pictorial graphic communication - you will learn to initiate, plan, develop and communicate ideas graphically using 3D techniques. You will develop spatial awareness, visual literacy, an ability to interpret drawings diagrams and other graphics.

ASSESSMENT:

To gain the course award you must pass all of the units as well as the course assessment

Course Assessment

Component 1 – Question paper (70 marks) externally assessed in a 2 hour exam

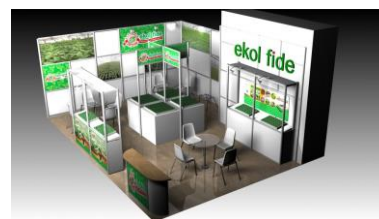
Component 2 – Assignment (70 marks) you will be asked to produce practical responses to a graphical situation.

WHERE CAN IT LEAD?

- AH graphic communications
- A degree or HNC in areas such as engineering, architecture or design
- Other university courses
- A National Certificate in areas such as engineering, construction or design
- Employment in a wide range of occupations such as engineering or construction.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

GRAPHIC COMMUNICATION ADVANCED HIGHER



REQUIRED ENTRY LEVEL:

- A good pass at Higher Graphic Communication

COURSE DETAILS:

The following units are covered in the course:

- Technical Graphics (AH) (20 hours)
- Commercial and visual media graphics

ASSESSMENT

Internal: Two unit tests, a prelim exam and a project assessment.

External: One final examination paper lasting 3 hours plus a visiting moderator.

Course Assessment: Component 1: project 120 marks (60%) This will assess practical applications of the knowledge and skills obtaining throughout the course. You will be asked to design a solution to a challenging graphic communication task.

Component 2: Question paper 80 marks (40%). This will allow you to demonstrate your knowledge and understanding of a range of techniques, your ability to interpret the graphic communication needs of different audiences and comment on the impact of graphic communications on the environment and society.

WHERE CAN IT LEAD?

- A degree or HNC in areas such as engineering, architecture or design.
- Other university courses
- A National Certificate in areas such as engineering, construction or design
- Employment in a wide range of occupations such as engineering or construction.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

COMPUTING SCIENCE NATIONAL 4



REQUIRED ENTRY LEVEL:

While entry is at the discretion of the department, students would normally be expected to have:

- National 3 Computing Science course award or relevant component units
- An interest in developing their IT skills in the use of computers, application packages, multimedia, creating websites and using the internet in practical situations.

COURSE DETAILS:

The course consists of two mandatory units as follows:

Software Design and Development: You will develop basic computational thinking and programming skills through practical tasks using appropriate software development environments across a range of contemporary contexts. You can develop an understanding of how data and instructions are stored in binary form and how programming underpins computing applications

Information System Design and Development: You will implement practical solutions using appropriate development tools to create databases, web-based information systems, multimedia information systems and understanding of basic computer hardware, software, connectivity and security issues.

ASSESSMENT:

You must pass all of the required units including the Added Value Unit.

All units are internally assessed.

Added Value Unit (AVU) – you will develop a digital solution which will draw on and apply skills and knowledge of software and information system design and development. You will analyse, design solutions, create a program, test and report on the solution.

WHERE CAN IT LEAD?

- National 5 Computing Science
- Employment

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

COMPUTING SCIENCE NATIONAL 5



REQUIRED ENTRY LEVEL:

While entry is at the discretion of the department, students would normally be expected to have attained :

- National 4 Computing Science or relevant component units
- or good IT skills, problem solving skills and an interest in extending these skills in the context of computing science

COURSE DETAILS:

The course consists of two mandatory units as follows:

Software design and development: In this unit you will develop your programming and computational thinking skills by implementing practical solutions and explain how the programs work. You will develop an understanding of how data and instructions are stored in binary form, basic computer architecture and awareness of different contemporary software development

Information system design and development: you will apply computational thinking skills to implement practical solutions using a range of development tasks and to develop an understanding of the technical, legal and environmental issues related to one or more information systems.

ASSESSMENT:

To gain a course award, you must pass all of the units as well as the course component.

Course assessment

Component 1 – question paper – 20 marks objective questions, 70 marks structured questions.

1 hour 30 min assessment (90 marks)

Component 2 – assignment – analysing, designing, implementing and testing a solution to the problem and reporting on the solution (60 marks)

WHERE CAN IT LEAD?

- Higher Computing
- Higher National Certificates and Diplomas (including HND Computing)
- Employment

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

COMPUTING HIGHER



REQUIRED ENTRY LEVEL:

While entry is at the discretion of the department, students would normally be expected to have attained:

- A pass in National 5 Computing Science;
- Any pupil in S6 who does not have the above entry requirement should see the Principal Teacher

COURSE DETAILS:

The course consists of two mandatory units as follows:

Software design and development - you will study the development of software design and development. You will continue to develop your programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions. You will gain an awareness of the impact of contemporary computing technology

Information system design and development – In this unit you will develop knowledge and understanding of advanced concepts and practical problem solving skills in information system design and development through a range of practical problem solving skills in information system design and development through a range of practical and investigative tasks. Apply your computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding of the technical, legal, environmental, economic and social issues related to one or more information systems.

ASSESSMENTS

You must pass both units as well as the course assessment.

Course assessment structure

Component 1 – external assessment 1 hour 30 mins

question paper (20 marks short answers, 70 marks extended response questions) 90 marks

Component 2 – assignment 60 marks. This will assess your skills in analysing a problem, designing a solution,

implementing the solution, testing and reporting on that solution.

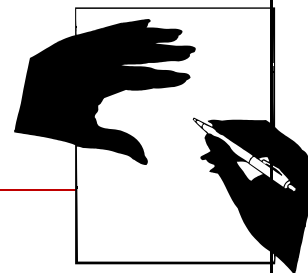
WHERE CAN IT LEAD?

- Advanced Higher Computing
- Higher National Certificates and Diplomas (including HND Computing)
- Degree courses (including BSc Computing Science, BSc Computer Games Development, BSc Digital Forensics)
- Employment

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MISS K QUINN

LANGUAGE AND SOCIETY

ENGLISH NATIONAL 5



REQUIRED ENTRY LEVEL:

- Good to Strong Pass at National 4 recommended.
- (Where no further progression has been recommended, pupils should discuss with PT English and PT PSD).
- Literacy at National 4.

COURSE DETAILS:

The course develops skills in all four modes of communication: Reading and Writing within a range of contexts; Spoken Language (Talking and Listening) assessed in class.

Analysis & Evaluation and Creation & Production Units are now stand-alone, and used in certain circumstances.

ASSESSMENT:

Internal: formative use of existing Units, no longer mandatory (see above).

Students must achieve a pass in all component units of the course (RUAE, Critical Essay, Portfolio, Spoken Language).

External Examination in two Sections (70 marks=70% of total mark):

Reading for Understanding, Analysis and Evaluation: a reading passage and questions (30 marks).

Critical Reading: one Critical Essay on a literary text studied in class; one textual analysis exercise on a Scottish Text (of a different genre) studied in class (20 marks each).

Portfolio: Writing – two pieces of writing (one creative, one discursive) submitted to SQA (30 marks = 30 % of total mark).

NB: until further notice, Positive Achievement (a compensatory pass at National 4) is possible on the condition that the candidate has passed all internal Units and assessments at National 5, as well as the Added Value Unit at National 4.

WHERE CAN IT LEAD?

Higher English if passed at 'C' or better. Please discuss with PT English and PT PSD.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MRS AJ PENNOCK

REQUIRED ENTRY LEVEL:

While entry is at the discretion of the department, students would normally be expected to have attained:

- National 4 English as a minimum

COURSE DETAILS:

At both levels the course consists of two mandatory units as follows:

Analysing Media Content: The general aim of this Unit is to provide learners with the skills needed to analyse media content. This Unit provides learners with the opportunity to develop knowledge and understanding of media contexts, roles and the key aspects of media literacy central to the detailed analysis of media content. Learners who complete this Unit will be able to carry out straightforward (Nat 4) or detailed analysis (Nat 5) of media content.

Create Media Content: The general aim of this Unit is to provide learners with the opportunity to develop the skills needed to plan and create media content, and to evaluate production processes. Learners develop detailed knowledge and understanding of the key aspects of media literacy central to creating media content.

ASSESSMENT:

National 4 To gain a course award, you must pass all of the units including the Added Value Unit.

All units are internally assessed.

Added Value Unit (AVU) – you will carry out an assignment which shows you can analyse and create straightforward media content by:

- Generating ideas in response to a brief
- Researching and analysing media content relevant to the brief, using appropriate

key aspects of media literacy

- Planning and creating media content, carrying out at least one specific production role
- Reflecting on the process and product.

National 5

Course assessment structure

Component 1 — question paper 50 marks

Component 2 — assignment 50 marks

Assignment content.

Learners will carry out an assignment set by SQA, using a brief negotiated in centre.

This assignment will give learners an opportunity to demonstrate their skills, knowledge and understanding of production techniques in an assignment which: requires consideration of possibilities and problem solving in planning and production

processes requires application of knowledge and understanding of the relevant key aspects of media literacy requires the learner to evaluate the impact of actual or likely constraints on media.

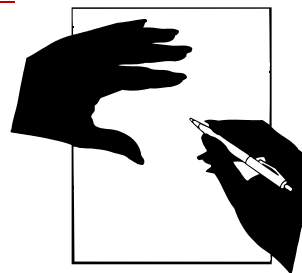
WHERE CAN IT LEAD?

- National 5 Media in S6
- National 5 English in S6
- Higher National Certificates and Diplomas
- Employment

ENGLISH HIGHER

REQUIRED ENTRY LEVEL:

- National 5 English ('C' pass or better).
- (Progression to Higher is challenging with a 'C' pass; pupils should discuss with PT English and PT PSD).
- Similarly, where no further progression has been recommended, pupils should discuss with PT English and PT PSD.



COURSE DETAILS:

The course comprises two Units, previously mandatory; now stand alone and used as evidence in certain circumstances only:

- Analysis and Evaluation (Reading and Listening)
- Creation and Production (Writing and Talking)
- Talking and Listening now replaced by Spoken Language assessment.

ASSESSMENT

Internal

Students must achieve a pass in all **components** of the course (RUAE, Critical Essay, Scottish Text, Portfolio and Spoken Language).

External Examination (70 marks=70% of total mark):

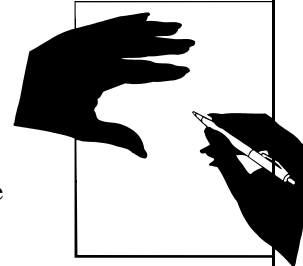
- Question Paper 1: Reading for Understanding, Analysis and Evaluation (30 marks) – close reading of a two-passage text and questions.
- Question Paper 2: Critical Reading; one Critical Essay on a literary genre studied in class and one textual analysis on a Scottish Text of a different genre studied in class (20 marks each).
- Writing Portfolio (30% of total mark): submission to SQA of two pieces of Writing; one creative, one discursive.

WHERE CAN IT LEAD?

- Advanced Higher English.
- HNC or HND courses in Arts & Social Sciences.
- Employment in careers related to Arts & Social Sciences.
- Further study, training and/or employment.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MRS AJ PENNOCK

ENGLISH ADVANCED HIGHER



REQUIRED ENTRY LEVEL

‘C’ pass or better at Higher English. Ideal for pupils who have a passion for English literature and language and/or those considering studying English at University.

COURSE DETAILS

Two mandatory Units:

- Analysis and Evaluation (broadly, Reading and Listening);
- Creation and Production (broadly, Writing and Talking).

ASSESSMENT

- Portfolio of Writing and Dissertation (three pieces in total) – externally assessed. Worth 60% of final mark.
- Question Paper (exam): two papers:
- Literary Study: one Critical Essay (worth 20%). No specified texts prescribed by SQA – free choice by Centre.
- NB Owing to the considerable amount of reading and independent study required at this level, prospective candidates should already demonstrate an extensive reading habit as well as the ability to work independently, out with the classroom environment.

WHERE CAN IT LEAD?

- University.
- HNC or HND courses in Arts & Social Sciences.
- Employment in careers related to Arts & Social Sciences.
- Further study, training and/or employment.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MRS AJ PENNOCK

MODERN STUDIES – NATIONAL 5



GENERAL COURSE INFORMATION

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

NATIONAL 5 COURSE

COURSE UNITS

Learners will draw on their knowledge and understanding of international issues, focusing on either a study of a major world power or a significant international issue.

Democracy in Scotland and the United

You will develop skills of detecting and explaining accuracy, bias and exaggeration in the context of democracy in Scotland and the United Kingdom. Learners will apply their knowledge and understanding of the main democratic processes, institutions and organisations which make up political life in Scotland and the United Kingdom

Social Issues in the United Kingdom

You will develop skills of making and justifying decisions in the context of social issues in the United Kingdom. Learners will draw upon their knowledge and understanding of significant social issues drawn from a study of either social inequality or crime and the law.

International Issues

You will develop skills of reaching and justifying conclusions in the context of contemporary international issues. Learners will draw on their knowledge and understanding of international issues, focusing on either a study of a major world power or a significant international issue.

WHERE CAN IT LEAD?

Modern Studies can support careers in a variety of sectors including:

- Government at all levels
- Education
- Journalism
- Law
- Marketing & Advertising
- Social/ health services
- Tourism
- Urban & Rural Planning

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR S QUIGLEY

MODERN STUDIES HIGHER



REQUIRED ENTRY LEVEL:

- Modern Studies Grade 1 or 2/National 5
- Another Social Subject at Grade 1 or 2/National 5
- English at Grade 1 or 2/National 5

COURSE DETAILS:

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

Modern Studies: Democracy in Scotland and the United Kingdom (Higher)

In this Unit, the learner will be required to give evidence of: evaluating and synthesising a wide range of written, numerical and graphical sources of evidence to demonstrate skills of detecting and explaining the degree of objectivity about political issues in Scotland and the United Kingdom descriptions, explanations and analysis, demonstrating factual and theoretical knowledge and understanding of political issues in Scotland and the United Kingdom. Modern Studies: Social Issues in the United Kingdom (Higher)

In this Unit, the learner will be required to give evidence of: researching, evaluating and synthesising a wide range of written, numerical and graphical sources of evidence to demonstrate skills of making and justifying decisions about social issues within the United Kingdom descriptions, explanations and analysis, demonstrating factual and theoretical knowledge and understanding of social issues within the United Kingdom drawn from social inequality.

Modern Studies: International Issues (Higher)

In this Unit, the learner will be required to give evidence of: evaluating and synthesising a wide range of written, numerical and graphical sources of evidence to demonstrate skills of drawing and supporting conclusions about international issues descriptions, explanations and analysis demonstrating factual and theoretical knowledge and understanding of international issues drawn from the political and socio-economic study of a major world power: The USA.

ASSESSMENT

The Modern Studies skills of using sources to detect and explain the degree of objectivity and draw and support conclusions will be assessed in the question paper as well as knowledge & understanding.

The question paper will be marked out of 60. It will be divided into three 20-mark Sections.

The question paper will be completed in 2 hours 15 minutes

Assignment.

The assignment will allow learners to apply decision-making skills as they research a contemporary issue. The assignment will be marked out of 30 marks and will have a greater emphasis on the assessment of skills than the question paper. Learners have an open choice in the issue chosen for study

WHERE CAN IT LEAD?

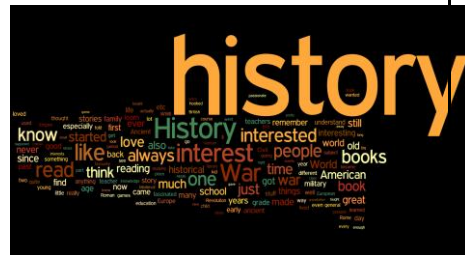
- Advanced Higher Modern Studies
- A Higher National programme in Social Sciences
- A Higher Education Course - Politics, Sociology, Public Administration Social Policy, Education
- Training or employment

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR S QUIGLEY

HISTORY – NATIONAL 5

GENERAL COURSE INFORMATION

The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and a wider world. They place themselves and their society in the context of the past. This purpose will be achieved through successful study of the three Units of the Course which cover Scottish, British, European and World contexts in a variety of time periods, including Medieval, Early Modern and Later Modern.



NATIONAL 5 COURSE

COURSE UNITS

Historical Study: Scottish You will develop techniques to use, interpret and evaluate a limited range of primary and secondary sources in ways which take into account their usefulness and purpose. You will be required to study one of a number of specified contexts. Through the context chosen, important themes of Scottish history may be studied from the Medieval, Early Modern or Later Modern period.

Historical Study: British You will develop techniques to describe, explain and present information about the content and context of important historical themes and events. You will be required to study one of a number of specified contexts. Through the context chosen, important themes of British history may be studied from the Medieval, Early Modern or Later Modern period.

Historical Study: European and World You will develop techniques to compare differing historical viewpoints taking into account their content and context. You will be required to study one of a number of specified contexts. Through the context chosen, important themes of European or World history may be studied from the Medieval, Early Modern or Later Modern period.

WHERE CAN IT LEAD?

Some possible careers for pupils who have a particular interest in History would be:

Directly linked to History

- Historian
- Archaeologist
- Tourism
- Teaching
- Research
- Museum work
- And many more...

Using key History Skills

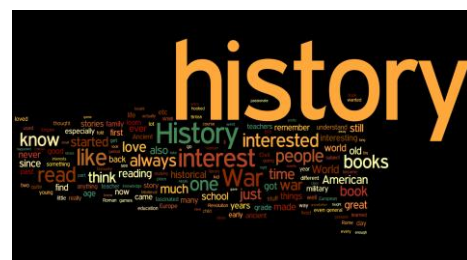
- Journalism
- TV & Radio
- Social Work
- Public Relations
- Law
- Librarian
- Politics
- National Security
- Business
- And many more...

HIGHER HISTORY

RECOMMENDED ENTRY

Entry to this Course is at the discretion of the Social Subjects Faculty

- National 5 History Course or relevant component Unit



COURSE ASSESSMENT STRUCTURE

Component 1 — question paper 60 marks

Component 2 — assignment 30 marks

Total marks 90 marks

The main aims of the Course are to develop:

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- the skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- an understanding of the relationship between factors contributing to, and the impact of, historical events
- the skills of analysing, evaluating and synthesising historical information
- the skills of researching complex historical issues, drawing well-reasoned conclusion

ASSESSMENT

Section 1: Historical Study: Scottish will have 20 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the Course. The questions will be drawn from the further mandatory information on Course coverage.

In this Section there will be three questions each of which will address one of the three source-handling skills:

- Evaluate the usefulness of a source (6 marks)
- How fully does a source address an issue (9 marks)
- Compare the views of two sources on an issue (5 marks)

Section 2: Historical Study: British will have 20 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the Course. The questions will be drawn from the further mandatory information on Course coverage.

Section 3: Historical Study: European and World will have 20 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the Course. The questions will be drawn from the further mandatory information on Course coverage.

In the British and the European and World Sections there will be a choice of three open questions requiring candidates to explain how a historical issue has been analysed and come to their own reasoned conclusion on the issue based on how has been analysed.

Component 2 — assignment

The purpose of this assignment is to demonstrate challenge and application by demonstrating the following higher order cognitive skills, knowledge and understanding within the context of an historical issue.

- The learner will:
- identify a historical issue which invites debate and argument
- research and investigate the historical issue, using a range of sources of information
- draw on and apply knowledge and understanding to analyse the causes and/or impact of the historical issue
- analyse, evaluate and synthesise information in a structured manner
- refer to relevant historical sources
- identify different perspectives and/or points of view
- structure information and present a well-reasoned conclusion supported by evidence

The assignment will have 30 marks.

WHERE CAN IT LEAD?

This Course or its Units may provide progression to:

Advanced Higher History Course or its Units

Further study, employment and/or training

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR S QUIGLEY

GEOGRAPHY- NATIONAL 5



GENERAL COURSE INFORMATION

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

NATIONAL 5 COURSE

COURSE UNITS

Geography: Physical Environments You will develop knowledge and understanding of the processes and interactions at work within physical environments. Key topics will include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Learners will study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types will be chosen from: glaciated upland; upland limestone; coastlines of erosion and deposition; and rivers and their valleys.

Geography: Human Environments You will develop geographic skills and techniques in the context of human environments. Learners will develop knowledge and understanding of the processes and interactions at work within human environments. Key topics will include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

Geography: Global Issues You will develop the use of numerical and graphical information in the context of global issues. Learners will develop knowledge and understanding of significant global geographical issues. Key topics will include climate change and sustainability; the impact of world climates; environmental hazards; trade and globalisation; and development and health.

Added Value Unit: Geography: Project

You will choose an issue for personal study drawn from physical environments, human environments or global issues contexts. You will research your issue and communicate your findings. Through this activity you will have opportunities to experience challenge and application as you further develop and apply the knowledge, understanding and skills acquired in the other three Units of the Course.

WHERE WILL IT LEAD?

Geographers find careers in a variety of sectors including:

- Archaeology
- Cartography
- Education
- Environmental management
- Environmental Science
- Geology
- Law
- Marketing & Advertising
- Social/ health services
- Tourism
- Urban & Rural Planning

GEOGRAPHY HIGHER



RECOMMENDED ENTRY

Entry to this Course is at the discretion of the Social Subjects Faculty.

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

ASSESSMENT

Component 1 — question paper 60 marks

Component 2 — assignment 30 marks

Total marks 90 marks

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

- ♦ a wide range of geographical skills and techniques
- ♦ an understanding of the complexity of ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales
- ♦ understanding of spatial relationships and of the complexity of the changing world in a balanced, critical and sympathetic way
- ♦ a geographical perspective on environmental and social issues and their significance
- ♦ an interest in, understanding of, and concern for the environment and sustainable development

Component 1: External Examination

Geography: Physical Environments (Higher)

In this Unit, learners will develop and apply geographical skills and techniques in the context of physical environments. Learners will develop mapping skills in geographical contexts. Learners will develop and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional and global scale.

Key topics include: atmosphere, hydrosphere, lithosphere and biosphere. Personalisation and choice is possible through case studies and areas chosen for study.

Geography: Human Environments (Higher)

In this Unit, learners will develop and apply geographical skills and techniques in the context of human environments. Learners will develop research skills in geographical contexts. Learners will develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries.

Key topics include: population, rural land degradation and management, urban change and management. Personalisation and choice is possible through contexts chosen as case studies.

Geography: Global Issues (Higher)

In this Unit, learners will develop and apply geographical skills and techniques in the context of global geographical issues. Learners will develop skills of numerical and graphical analysis in geographical contexts. Learners will develop and apply knowledge and understanding of global geographical issues which demonstrate the interaction of physical and human factors and the strategies adopted in the management of these issues.

Component 2 — Assignment

The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue.

This assignment will give learners an opportunity to demonstrate the following higher-order cognitive skills, knowledge and understanding:

- identifying a geographical topic or issue
- carrying out research, which should include fieldwork where appropriate
- demonstrating knowledge of the suitability of the methods and/or reliability of the sources used
- processing and using a range of information gathered
- drawing on detailed knowledge and understanding of the topic or issue
- analysing information from a range of sources
- reaching a conclusion supported by a range of evidence on a geographical topic or issue
- communicating information

THERE CAN IT LEAD? THIS COURSE OR ITS UNITS MAY PROVIDE PROGRESSION TO:

- ♦ Advanced Higher Geography Course or its Units ♦ further study, employment and/or training

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR S QUIGLEY

TRAVEL AND TOURISM - NATIONAL

RECOMMENDED ENTRY

Entry to this Course is at the discretion of the Social Subjects Faculty. This qualification is suitable for a wide range of learners.



The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Learners will develop:

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

The general aims of this Course are to:

Provide learners with a broad introduction to the travel and tourism industry

Allow learners to experience a range of work related activities in relation to Travel and Tourism industry

Encourage learners to develop skills for learning and life as well as work

Build learners' confidence

Encourage learners to take greater responsibility for their own learning and development

Prepare learners for progression to further education, training or employment

ASSESSMENT

Travel and Tourism: Employability (National 5)

Travel and Tourism: Customer Service (National 5)

Travel and Tourism: Scotland (National 5)

Travel and Tourism: UK and Worldwide (National 5)

WHERE CAN IT LEAD?

Skills for Work in Travel and Tourism at SCQF level 5 may provide progression to:

- other SQA Travel and Tourism Courses or to Scottish Vocational Qualifications (SVQs) in Travel and Tourism
- further education
- employment in the travel and tourism industry

BUSINESS MANAGEMENT – NATIONAL 5



GENERAL COURSE INFORMATION

The purpose of the Course is to highlight the way in which organisations operate and the steps that they take to achieve their goals. This will be done through combining practical and theoretical aspects of business learning through the use of real-life business contexts. The skills, knowledge and understanding gained will be embedded in current business practice and theory, and will reflect the integrated nature of organisations, their functions, and their decision-making processes.

NATIONAL 5 COURSE

COURSE UNITS

Understanding Business You will develop skills, knowledge and understanding by carrying out learning activities relating to the role of business and entrepreneurship within society, using real-life contexts. You will explore issues (such as competitive, political, social, economic and technical issues) relating to the external environment in which organisations have to operate, and the effects they can have on business decision-making and survival.

Management of People and Finance You will develop skills and knowledge and understanding relating to the internal issues facing organisations in the management of people and finance. You will carry out activities that will enable you to grasp theories, concepts and processes relating to human resource management that will allow you to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success. You will follow basic theories, concepts and processes relating to financial aspects of business that will allow you to prepare and interpret information in order to solve financial issues and to ensure the survival of the organisation.

Management of Marketing and Operations You will develop skills, knowledge and understanding relating to the importance of having effective marketing and operations systems. You will carry out activities that introduce the processes and procedures organisations use in order to maintain quality and competitiveness. It will highlight steps organisations take in order to meet customers' needs. You will demonstrate an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness. You will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality.

WHERE CAN IT LEAD?

On leaving school your Business qualifications could lead you on to employment, college/university courses.

Some possible careers include working in the following areas:

- Human resources management
- Marketing/research
- Public relations
- Events management
- Manufacturing
- Recreation and Leisure
- Sales and retail

BUSINESS MANAGEMENT HIGHER



RECOMMENDED ENTRY

- National 5 Business Management Course or relevant component Units
- National 5 Economics Course

ASSESSMENT

Component 1 — question paper 70 marks

Component 2 — assignment 30 marks

Total marks 100 marks

The Course aims to enable learners to develop and extend:

- ◆ 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
- ◆ understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues
- ◆ 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

Understanding Business (Higher)

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

Management of People and Finance (Higher)

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

Management of Marketing and Operations (Higher)

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

WHERE CAN THIS LEAD?

This Course or its Units may provide progression to:

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

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR S QUIGLEY

RETAIL – NATIONAL 5



RECOMMENDED ENTRY

Entry to this Course is at the discretion of the Social Subjects Faculty. This qualification is suitable for a wide range of learners with an interest in Business or working in the retail sector.

The National 5 Retailing Course has been designed to provide an introductory qualification in retail that reflects employability skills identified as being important by many employers, including those within the retail sector. The Course provides opportunities for candidates to develop general and practical skills as well as knowledge and understanding of the key aspects of retailing.

The specific aims of the Course are to:

- help candidates to develop a good work ethic through developing a positive and responsible attitude to work
- develop team working and problem solving skills
- develop communication skills
- develop customer care skills
- encourage candidates in the setting of personal goals, and develop skills of reviewing and evaluating experiences
- prepare candidates for further learning, study and training opportunities within the retail industry or other areas of employment

ASSESSMENT

The Skills for Work Course in Retailing at SCQF level 5 consists of four mandatory Units. All units are internally assessed with External Verification.

Working in Retail

Storing, Replenishing and Displaying Stock

Satisfying Customer Needs

Planning and Implementing an Event

WHERE CAN IT LEAD?

Skills for Work in Retail at SCQF level 5 may provide progression to:

- Further/higher education
- Modern Apprenticeships in Retail
- Scottish Vocational Qualifications in Retail at SCQF level 5
- vocational training
- employment

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (RMPS)

Higher

REQUIRED ENTRY LEVEL:

For Higher:

- S5 pupils should have National 5 Religious, Moral and Philosophical Studies or
- S6 pupils should have Higher English



COURSE DETAILS:

The Higher Religious, Moral and Philosophical Studies Course enables learners to investigate, critically analyse and evaluate religious, moral and philosophical questions and responses, and to develop the ability to express detailed, reasoned and well-structured views. You will study three units:

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

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

Religious and Philosophical Questions: - In this Unit, learners will develop skills to critically analyse religious and philosophical questions and responses. They will develop in-depth factual and theoretical knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions.

ASSESSMENT:

The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to draw on, extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

WHERE CAN IT LEAD?

A qualification in RMPS demonstrates that you have an ability to critically analyze and evaluate a diverse range of beliefs and values – both religious and secular. It is a suitable platform for further academic study at University and is also useful for the following career areas:

Law, Journalism, Medicine, Healthcare, Counselling, Civil Service and Local Government, Broadcasting and Media, Social Work, Teaching, Ministry and The Church.

FOR MORE INFORMATION PLEASE CONTACT: MRS SMITH

ADMINISTRATION & IT - NATIONALS



REQUIRED ENTRY LEVEL:

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

- National 4 Administration and IT or relevant component Units
- National 4 Business or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

COURSE DETAILS:

Administration and IT Courses are explored through the following areas of study:

- Administrative Practices (National 4 and 5 only)
- IT Solutions for Administrators
- Communication in Administration
- Administration in Action (National 3 only)

Through these areas of study, learners will develop specific skills for learning, skills for life and skills for work. The development of subject-specific and generic skills is central to all Courses. Learners will develop these skills and techniques in context and they should be made aware of the skills they are developing and of their transferability.

It is this aspect of skills development that will help learners progress to further study or the world of work.

Learners will:

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

In addition, at National 4 and 5, learners will:

- develop an understanding of key legislation affecting both organisations and employees
- develop an understanding of good customer care and its benefits to organisations

ASSESSMENT:

- To achieve the National 4 Course, learners must pass all of the required Units, including the Added Value Unit.
- To achieve the National 5 Course, learners must pass all of the required Units and the Course assessment.
- The Course assessment will consist of one Component: an assignment. This will be externally assessed. The assignment will assess learners' ability to apply their administrative and IT skills, developed and acquired during the Course, in the context of organising and supporting an event.

WHERE CAN IT LEAD?

- Further courses of study in Administration
- A range of employment and training opportunities.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER: MR S QUIGLEY

NATIONAL 4 EARLY EDUCATION AND CHILDCARE ***APPLICATION FORM REQUIRED

REQUIRED ENTRY LEVEL:

- Must complete an application form – See J Mitchell (careers), PT PSD, Mrs Pert or Mrs Friel

COURSE DETAILS:

Three units will be covered:

Child Development - This Unit is designed to introduce candidates to aspects of child development and the key milestones of development for children aged 0–12 years. Building on this knowledge they will, working as part of a group, investigate one aspect of child development in detail. They will present their findings and review and evaluate both the investigative process and the presentation.

Working in Early Education and Childcare -This Unit allows the candidate to develop a basic understanding of different types of provision in the early education and childcare sector and to describe how the sector supports children and families. Candidates will discuss some of the main skills and qualities required to work with children aged 0–12 years. There is no requirement for candidates to have a placement within an early education and childcare setting, but the candidate will investigate early education and childcare provision within an area identified by the candidate. This may require the candidate to visit workplace settings.

Play in Early Education and Childcare -This is an introductory Unit which allows candidates to develop a basic understanding of a variety of types of play and how play contributes to the development of the child. It should allow candidates to explore a variety of play types, and describe a range of play experiences within each type of play. The candidates should demonstrate an understanding of the appropriateness and value of play opportunities for the development of children aged 0–12 years. The candidates will have the opportunity for practical play experiences.

ASSESSMENT:

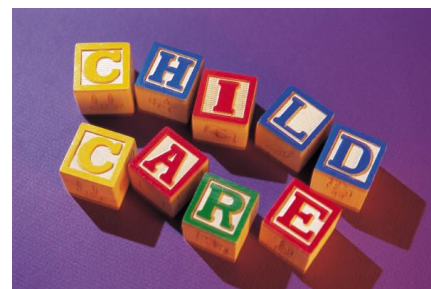
Course assessment

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

WHERE CAN IT LEAD?

- Early Education and Childcare Course at National 5 (Friday College)
- further education
- vocational training
- employment

FOR MORE INFORMATION PLEASE CONTACT: MRS PERT/ MRS FRIEL



MODERN LANGUAGES FOR LIFE AND WORK AWARD



RECOMMENDED ENTRY LEVEL:

Candidates who have achieved the following should consider this course:

- Languages For Work Purposes award in S4 and or LLW Award at SCQF level 3

COURSE OUTLINE:

Our Modern Languages for Life and Work Awards develop learners' language and employability skills, through studying one or two Modern Languages in practical and relevant contexts for Life and Work.

The Awards are available at SCQF levels 3 and 4, and are available initially in French and Spanish.

ASSESSMENT:

- To gain the award for the course, the candidate must pass internal assessments on using the language in a work setting and in a life setting. They must also complete a unit in Employability skills.

WHERE CAN IT LEAD?

National 4 course in French and or Spanish.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR S MCGRANDLES

MODERN LANGUAGES - FRENCH/SPANISH NATIONAL 5



RECOMMENDED ENTRY LEVEL:

Candidates who have achieved the following should consider this course:

- National 4 qualification
- National 5 pass at levels C or D (for candidates who would like to resit to improve their grade)
- Beginners who have previously studied another Language at Higher and have achieved Grade A and possibly a Grade B.

COURSE OUTLINE:

The main purpose of this course is to offer our learners the opportunity to develop and extend a wide range of language skills which they have started to develop throughout their previous years of learning a language.

The Course provides learners with the opportunity to develop their **Reading, Listening, Talking and Writing skills** in order to understand and use a Modern Language.

Candidates will be encouraged to develop the following skills, knowledge and understanding throughout the course:

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

ASSESSMENT:

Candidates will be required to complete an external assessment which will assess them across the skills of Listening, Reading and Writing. Candidates will also complete an internally assessed Talking assessment which contributes 25% to their final grade. They will also complete a written assignment from one of the contexts of Learning, Society or Culture.

WHERE CAN IT LEAD?

This Course or its Units may provide progression to:

- other SQA qualifications in Modern Languages or related areas
- further study, employment or training in the following areas:
- Arts, Social Science & Religion
- Hospitality, Catering & Tourism
- Languages
- Law

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR MCGRANDLES

MODERN LANGUAGES - FRENCH /SPANISH HIGHER



RECOMMENDED ENTRY LEVEL:

Candidates who have achieved the following should consider this course:

- A National 5 qualification in the language
- Beginners who have studied another language at Higher level and have achieved an A or possibly a B could also consider this course.

COURSE OUTLINE:

This Course is made up of two mandatory Units to develop their knowledge and understanding of detailed and complex language in the contexts of **Society, Learning, Employability and Culture**:

1. Modern Languages: Understanding Language (Higher)

Opportunity to develop and extend **reading and listening skills** in French.

2. Modern Languages: Using Language (Higher)

Opportunity to develop and extend **talking and writing skills** in French.

Pupils will also develop their skills, knowledge and understanding: These include:

- Reading, listening, talking and writing skills in French in the contexts of Society, Learning, Employability, and Culture.
- Knowledge and understanding of detailed and complex language required to understand and use French
- Knowledge and understanding required to apply the language skills of Translation
- Applying grammatical knowledge and understanding

Development of skills for learning, skills for life and skills for work

The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*:

- **Employability, enterprise and citizenship**
- **Thinking skills**

ASSESSMENT:

There are two units which candidates will be expected to achieve: Understanding and Using Language. To gain the award for this course, the candidates must satisfy the internal course requirements of these units which comprise of one Reading, Listening, Writing and Talking assessment. They will also be required to do an external assessment which will assess them across the same four skills: Listening, Talking, Reading and Writing.

Course assessment evidence will be gathered in the following interesting contexts:

- Society, Employability, Learning and Culture. The Higher course is graded A – D.
- Continuously assessed with a 30% Talking Performance exam during the year and a 70% final examination for Listening, Reading and Writing.

WHERE CAN IT LEAD?

Completion of this Course or any of its component Units may provide progression to:

- Modern Languages (Advanced Higher) or any relevant component Units
- Scottish Baccalaureate in Languages
- Higher Modern Languages in another Modern Language
- Modern Languages for Work Purposes Units (SCQF levels 5 or 6)
- Further study or training
- Employment

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR S MCGRANDLES

MODERN LANGUAGES – FRENCH/ SPANISH ADVANCED HIGHER



REQUIRED ENTRY LEVEL:

- Higher pass at A or B in French/Spanish
- Pupils who achieve a C in Higher French/Spanish can also be presented for Languages for Work Purposes at Advanced Higher Level

COURSE DETAILS:

This course provides learners with the opportunity to develop their understanding of cultural and topical issues in the relevant country. Learners develop the skills needed to understand and use a Modern Language in a wide range of contexts by further developing their Listening, Talking, Writing and Reading skills, as well as offering opportunities to compare and contrast issues and to increase language proficiency. They develop advanced skills in Grammar use, and a greater understanding of how language works. Pupils use creative and critical thinking, as well as other higher order language skills, to synthesise ideas and arguments and develop independent learning skills, including research and analytical skills.

There are 3 units in both courses.

- Understanding Language — assessing the skills of Reading and Listening in the four contexts of Society, Learning, Employability and Culture.
- Using Language — assessing the skills of Talking and Writing in the Modern Language in the four contexts of Society, Learning, Employability and Culture.
- Specialist Study — The purpose of this Unit is to provide learners with the opportunity to develop and extend planning, research and analytical skills in order to undertake an independent Specialist Study based **on literature or media or language in a work.**

Development of skills for learning, skills for life and skills for work

The skills that learners will be expected to improve on and develop through the Course are:

- Employability, enterprise and citizenship
- Thinking skills

ASSESSMENT:

Internal

Advanced Higher Pupils are assessed on all four skills throughout the course. The Understanding Language and Using Language Units are assessed within the department on a pass/fail basis.

External

To complete the course and get an Advanced Higher award, students will also have to pass a series of external assessments:

- Talking exam worth 25% of the marks with an External Examiner
- Listening exam (15%)
- Reading exam (25%)
- Writing exam (20%)
- Portfolio - This portfolio will contain one piece of writing in English, which is likely to be based on the candidate's research into literature, media or language in work undertaken in the *Specialist Study* Unit. The candidate develops their writing skills, using complex language, in the modern language by analysing and evaluating one of the following: a literary or media text or a thematic aspect of the country/countries of the modern language. (15%)

WHERE CAN IT LEAD?

Attainment of the award will allow students to progress as follows:

- Higher Education courses at appropriate levels, including HNC or HND or degree
- Courses offered by foreign language agencies at appropriate levels
- Modern Languages (Advanced Higher) or any relevant component Units
- Scottish Baccalaureate in Languages
- Higher Modern Languages in another Modern Language and/or Modern Languages for Work Purposes Units
- Further study, training, or employment

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER: MR S MCGRANDLES

MODERN LANGUAGES: BACCALAUREATE & INTERDISCIPLINARY PROJECT



INTER-DISCIPLINARY PROJECT ADVANCED HIGHER

REQUIRED ENTRY LEVEL:

- Higher passes in two Modern Languages and English
- If pupils wish to study only the Interdisciplinary Project they may do this through discussion with the department. If this is the case it is likely that they will only require a higher pass in ONE Modern Language

COURSE DETAILS:

Pupils must complete 2 AH courses from the above 3 Highers as well as undertake an Interdisciplinary Project. The Interdisciplinary Project develops the pupils' skills and abilities as independent learners, as well as generic and cognitive skills through a languages based project. The project involves drawing on many areas of learning from across the curriculum and to make connections between languages and the world in which they live, learn and work.

The generic and cognitive skills will be developed and demonstrated through the project will include:

Application of knowledge and understanding, research skills, interpersonal skills, planning of time, resource and information management, independent learning through autonomy and challenge, problem solving, critical thinking, presentation skills and self-evaluation.

ASSESSMENT:

Internal – see requirements for individual AH courses

External – see requirements for individual AH courses

The Interdisciplinary Project is internally assessed and verified but will be subject to external quality assurance by the SQA. A pass in the project unit will be graded A, B or C

WHERE CAN IT LEAD?

- Possible fast track entry to second year at University level and has generous UCAS tariff points
- Also see progression for Advanced Higher Modern Languages courses

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR S MCGRANDLES

ARTS, CULTURE AND HEALTH

PHYSICAL EDUCATION HIGHER / NATIONAL 5



REQUIRED ENTRY LEVEL:

- National 5 PE Pass for Higher, National 5 Pass at English.
- National 4 PE Pass for National 5.

COURSE DETAILS:

Physical Education Courses at National 5 and Higher are explored through the following areas of study:

- Physical Education: Performance Skills
- Physical Education: Factors Impacting on Performance

Areas of study include:

- planning to develop performance
- factors impacting on performance
- approaches to develop performance
- reviewing performance development
- performance in physical activities

To achieve the National 5 Course, learners must pass all of the required Units and the Course assessment.

The Course assessment will consist of two Components:

- a single event performance of one activity
- a portfolio

By combining the marks achieved for both the performance and the portfolio, a grade will be allocated to the learner.

Coursework: performance

Performance is now a single performance of one physical activity.

The context for the assessment of performance must be a more competitive or demanding performance environment than that usually experienced during learning and teaching.

The assessment of performance has a pre-planning element and an end evaluation.

The performance will be internally marked by centres in line with SQA guidelines.

Coursework: portfolio

The portfolio will sample knowledge and understanding from the Course.

The portfolio will be externally marked by SQA.

To achieve the Higher Course, learners must pass all of the required Units and the Course assessment.

The Course assessment will consist of two Components:

- a single performance of one activity
- a question paper (exam)

By combining the marks achieved for both the performance and the question paper, a grade will be allocated.

Coursework: performance

Performance is now a single performance of one physical activity.

- The context for the assessment of performance must be a more competitive or demanding performance environment than that usually experienced during learning and teaching.
- The assessment of performance has a pre-planning element and an end evaluation.
- The performance will be internally marked by centres in line with SQA guidelines

Coursework: question paper

The question paper will sample the skills, knowledge and understanding of the course.

- There will be two Sections in the question paper.
- There will be four questions.
- The second Section will be based on a scenario.

ASSESSMENT:

Performance – A single practical performance in one activity.

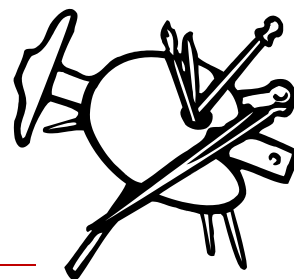
At National 5 a portfolio and at higher a Question Paper.

WHERE CAN IT LEAD?

- Higher Physical Education for N 5 pupils
- An HNC/HND in associated subject area
- Completion of a group award a degree in Physical Education degree courses in associated subject areas
- A career in amateur/professional sport or dance employment in the fitness, health, leisure and recreation industries employment in sports/dance development.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR R LEWIS

ART & DESIGN- NATIONAL 4/5



REQUIRED ENTRY LEVEL:

- A commitment to Art and Design Studies

COURSE DETAILS:

In the Course learners will draw upon their understanding of the main factors influencing artists' and designers' work and practice. They will experiment with and use a range of art and design materials, techniques and/or technology to develop their own creative art and design work. Learners will use problem solving skills and self-reflect on their creative choices and decisions when developing their creative ideas.

At National 4 the Course consists of three mandatory Units, including the Added Value Unit.

Art and Design: Expressive Activity (National 4)

This Unit helps learners to develop an understanding of the factors that influence and inspire artists' work. They will produce observational drawings and studies and develop their expressive ideas and compositions by experimenting with and using art materials, techniques in creative and expressive ways.

Art and Design: Design Activity (National 4)

This Unit helps learners to plan, research and develop creative design ideas in response to a given brief. Learners will develop their creativity and problem-solving skills as they consider the design opportunities, issues and constraints of the brief. They will develop their understanding of designers' working practices and the factors that inspire and influence their work.

Art and Design Practical Activity Added Value unit (National 4)

In the Art and Design Practical Activity, learners will draw on and extend their knowledge, and apply practical skills when producing art and design work.

At National 5 the Course consists of two mandatory Units and the Course assessment.

Art and Design: Expressive Activity (National 5)

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

Art and Design: Design Activity (National 5)

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

ASSESSMENT:

To achieve the National 4 Course, learners must pass all of the required Units, including the Added Value Unit.

The Added Value Practical Activity will be internally marked by centres in line with SQA guidelines, and externally quality-assured by SQA.

To achieve the National 5 Course, learners must pass all of the required Units and the Course assessment.

The Course assessment will consist of a portfolio and a question paper. Both will be externally assessed.

Coursework: portfolio

The portfolio provides evidence of the further development of a single line of expressive and a single line of design enquiry. It will have 160 marks and be externally marked by SQA.

The portfolio of art and design work will show the creative starting point and the further development and realisation of a single line of expressive enquiry and a single line of design enquiry.

When compiling evidence for the portfolio, learners will select one strong expressive and one design development idea from their previous work. They will further develop these ideas before producing one final piece of expressive art and one design solution, and evaluating their final piece of expressive art and design solution. There will be some flexibility in how learners present this work for external assessment.

SQA will provide advice and guidance on the degree of support that can be provided for learners, the conditions under which this component will be undertaken, and the nature and amount of evidence to be generated.

Question paper

The question paper has 40 marks. It is set and externally marked by SQA.

The question paper has two equally weighted sections — expressive and design. Questions in the paper are not categorised.

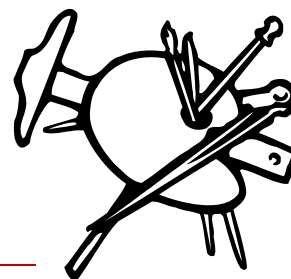
All candidates will complete one mandatory question and one optional question in each section of the paper.

WHERE CAN IT LEAD?

Higher Art & Design

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER: MR R LEWIS

ART & DESIGN HIGHER



REQUIRED ENTRY LEVEL:

- National 5 Art and Design

COURSE DETAILS:

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 practice 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 Course consists of two mandatory Units, and the Course assessment.

Art and Design: Expressive Activity (Higher)

This Unit helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences 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 (Higher)

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

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

The Course assessment will consist of a portfolio and a question paper. Both will be externally assessed.

ASSESSMENT:

Coursework : portfolio

The portfolio provides evidence of the further development of a single line of expressive and a single line of design enquiry. It will have **160 marks** and be externally marked by SQA. The portfolio of art and design work will show the creative starting point and the further development and creative realisation of a single line of expressive enquiry and a single line of design enquiry.

When compiling evidence for the portfolio, learners will select one strong expressive and one design development idea from their previous work. They will further develop these ideas before producing one final piece of expressive art and one design solution, and evaluating their final piece of expressive art and final design solution. There will be some flexibility in how learners present this work for external assessment.

SQA will provide advice and guidance on the degree of support that can be provided for learners, the conditions under which this Component will be undertaken, and the nature and amount of evidence to be generated.

Question paper

The question paper has **60 marks**. It is set and externally marked by SQA.

The question paper has two equally weighted Sections — expressive and design. Questions in the paper are not categorised.

All candidates will complete one full question from a choice of two questions, in each Section of the paper.

The question paper will sample and assess the candidate's knowledge and understanding of art and design practice, and their ability to critically analyse and respond to examples of art and design work, showing awareness of the visual qualities and/or functional impact of the work. It will also assess candidate's understanding of art and design work and the contexts which influence the work of artists and designers.

The question paper format draws on styles of questions and/or approaches used in the existing Higher and National 5 question papers.

WHERE CAN IT LEAD?

Advanced Higher Art & Design

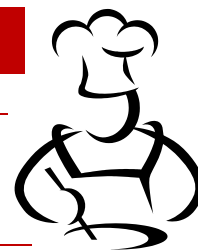
Graphic Communication - units or course at Higher

NC in Art & Design or related field

BA Honours at Art school (4 year course)

FOR MORE INFORMATION PLEASE CONTACT PRINCIPAL TEACHER: MR R LEWIS

HOSPITALITY NATIONAL 4/5



REQUIRED ENTRY LEVEL:

A keen interest in food, and English at National 4 level.

COURSE DETAILS:

Hospitality: Practical Cookery Courses are explored through the following Units of study:

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

Learners will:

- use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- use ingredients to produce and garnish and decorate dishes
- develop an understanding of ingredients
- develop an understanding of current dietary advice relating to the use of ingredients
- produce dishes and present them appropriately
- work safely and hygienically

This is a practical course and students will extend and develop their food preparation skills and knowledge through the production of a wide variety of dishes. The student must be prepared to follow the hygiene and safety rules which would be applied in industry. As pupils will regularly prepare dishes for 4 people they will be expected to contribute to the cost of ingredients.

To achieve the National 4 Course, learners must pass all of the required Units, including the Added Value Unit.

The Added Value Practical Activity will be internally marked by centres in line with SQA guidelines, and externally quality-assured by SQA. It will allow learners to apply a range of practical skills including planning and organisational skills, preparing and using ingredients, applying food preparation techniques and cookery processes, presenting dishes appropriately and demonstrating

To achieve the National 5 Course, learners must pass all of the required Units and the Course assessment.

The Course assessment will consist of one Component — a practical activity, which will be internally assessed and externally verified by SQA. The practical activity will assess learners' ability to plan, prepare and present a three-course meal to a given specification within a given timescale. A practical activity brief will specify the three dishes to be produced.

Coursework: practical activity

The practical activity will give learners an opportunity to demonstrate the following skills, knowledge and understanding in the context of producing and serving the meal

ASSESSMENT:

At National 4 Pass all required units and the Value Added Practical Activity.

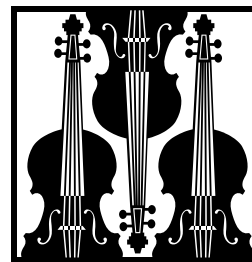
At National 5 Pass all required units and the course assessment of a Practical Activity.

WHERE CAN IT LEAD?

- Employment in Hotels, Catering and Hospitality
- Professional Cookery (available at college)

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR R LEWIS

MUSIC NATIONAL 4/5



REQUIRED ENTRY LEVEL:

- An interest in music and a commitment to the course.

COURSE DETAILS:

National 4/5 Music is explored through the following areas of study:

- Performing Skills
- Composing Skills
- Understanding Music

The Courses are designed to allow a considerable degree of flexibility, increasing personalisation and choice for learners. At National 4 and National 5 the Course has three mandatory Units:

- performing skills on two instruments or on one instrument and voice
- composing skills
- understanding music — developing understanding and knowledge of music styles, concepts and music literacy

To achieve the National 4 Course, learners must pass all of the required Units, including the Added Value Unit. The added value performance will be internally marked.

- The Added Value Unit will allow learners to apply a range of practical performing skills and cognitive skills when preparing, performing and reflecting on their performance.
- Learners will perform on either two selected instruments or on one instrument and voice. They will have a degree of flexibility in their choice of music for the performance.

To achieve the National 5 Course, learners must pass all of the required Units and the Course assessment.

The Course assessment will consist of two Components: a performance and a question paper. Both will be externally assessed.

Coursework: performance The performance will have 60 marks. It will be externally marked by a Visiting Assessor.

The performance will allow learners to demonstrate their technical and musical skills when performing a pre-prepared programme of music. This will include performing on each of their two selected instruments or on one instrument and voice, either solo or as part of a group.

Question paper The question paper will be a listening paper. It will have 40 marks. All questions in the paper are compulsory. The question paper will assess the learner's ability to aurally distinguish between music concepts. It will allow learners to demonstrate their knowledge and understanding of music, music signs, symbols and terms and music literacy by listening and responding to excerpts of music.

ASSESSMENT:

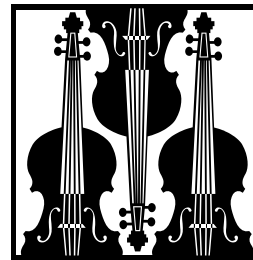
All units will be assessed by a combination of Internal and External examinations. At National 5 Performance will be assessed by an External examiner in February/March.

WHERE CAN IT LEAD?

- Higher Music
- HNC, HND or degree in Higher education courses which use Intermediate 2 as a general entry qualification
- Careers in performance, teaching, pop music, instrument repair, music publishing, recording companies, music journalism, music therapy, broadcasting and television.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR R LEWIS

MUSIC HIGHER



REQUIRED ENTRY LEVEL:

- National 5 Music – Grade A or B
- Where a pupil hasn't achieved the required passes, permission must be obtained from the music department.

COURSE DETAILS:

Higher Music is explored through the following areas of study:

- Performing Skills
- Composing Skills
- Understanding Music

The Higher Course is designed to allow a considerable degree of flexibility, increasing personalisation and choice for learners.

At Higher the Course has three mandatory Units:

- performing skills on two instruments or on one instrument and voice
- composing skills
- understanding music — developing understanding and knowledge of music styles, concepts and music literacy

The Course assessment will consist of two Components: a performance and a question paper. Both will be externally assessed.

Coursework: performance

The performance will have 60 marks. It will be externally marked by a Visiting Assessor.

The performance will allow learners to demonstrate their technical and musical skills when performing a pre-prepared programme of music. This will include performing on each of their two selected instruments or on one instrument and voice, either solo or as part of a group.

Question paper

The question paper will be a listening paper. It will have 40 marks. All questions in the paper are compulsory.

The question paper will assess the learner's ability to aurally distinguish between music concepts. It will allow learners to demonstrate their knowledge and understanding of music, music signs, symbols and terms and music literacy by listening to, and responding to, excerpts of music.

ASSESSMENT:

The Course assessment will consist of two Components: a performance and a question paper

WHERE CAN IT LEAD?

- Advanced Higher Music
- HNC, HND or degree in Higher education courses which use Higher Music as a general entry qualification
- Careers in performance, teaching, pop music, instrument repair, music publishing, recording companies, music journalism, music therapy, broadcasting and television.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR R LEWIS

MUSIC TECHNOLOGY HIGHER

REQUIRED ENTRY LEVEL:

- National 5 Music Technology – A or B
- Where a pupil hasn't achieved the required passes, permission must be obtained from the music department.



COURSE DETAILS:

Higher Music Technology is explored through the following areas of study:

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

The Higher Course is designed to allow a considerable degree of flexibility, increasing personalisation and choice for learners.

At Higher the Course has three mandatory Units:

Music Technology Skills (Higher)

In this Unit, learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

Understanding 20th and 21st Century Music (Higher)

In this Unit, learners will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Learners will develop a broad understanding of the music industry, including an awareness of the implications of intellectual property rights.

Music Technology in Context (Higher)

In this Unit, learners will use music technology skills in a range of contexts which may include live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

UNIT ASSESSMENT:

Music Technology Skills (Higher)

In this Unit, the learner will be required to provide evidence of:

- practical skills in the use of music technology hardware and software to capture and manipulate audio

Understanding 20th and 21st Century Music (Higher)

In this Unit, the learner will be required to provide evidence of:

- listening skills in the context of 20th and 21st century music
- a breadth of knowledge and understanding of 20th and 21st century styles and genres, and how this relates to the development of music technology

Music Technology in Context (Higher)

- In this Unit, the learner will be required to provide evidence of:
- the use of practical skills and musical understanding in at least three different contexts

COURSE ASSESSMENT:

This will be assessed through a **question paper** and an **assignment**.

The question paper will assess breadth and application of knowledge and understanding of music technology and 20th and 21st century music.

The assignment will demonstrate ability to apply knowledge and skills to plan, implement and evaluate a completed product. This will be underpinned by knowledge and understanding of music and music technology equipment and techniques. It will be sufficiently open and flexible to allow for personalisation and choice.

WHERE CAN IT LEAD?

Many of the skills developed through the study of Music Technology will help in your application to other courses including), the NC in Sound Production (SCQF level 6) and the NPA in Music Business (SCQF level 6).

Some possible careers for pupils who have a particular interest in Music Technology would be:

Teaching, Media, Music Management, Composing/Arrangement, Music Retail, Music Librarian, Sound Engineering/Recording, Music Production.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR R LEWIS

S6 CHOICES (S6)

LEADERSHIP: AN INTRODUCTION LEADERSHIP IN PRACTICE (THROUGH SPORT) SCQF LEVEL 6



REQUIRED ENTRY LEVEL:

- Prior commitment to participating in Physical Education
- Desire to further develop leadership skills
- Willingness to engage in practical activities
- Commitment to being involved in extra curricular activities with a minimum of 10 hours voluntary service

COURSE DETAILS:

- Pupils will gain an introduction to leadership through sport
- Develop understanding of a variety of leadership styles
- Gain experience of leading peers and younger groups by delivering safe and purposeful lessons
- Work closely with the PE Staff – assisting with and observing lessons
- Pupils will adopt a range of roles and work cooperatively as coach, performer and official
- Understand and lead fitness sessions
- Pupils will receive training from Active Stirling and National Governing Bodies
- Develop a greater understanding of career paths
- External Awards may include Heart Start, Positive Coaching Scotland Training, Disability Inclusion Training, Football 1.1, Start Rugby, Child Protection
- Access and support to additional training and qualifications

ASSESSMENT:

- Learners will lead the planning for activity, implement the plan and review the experience
- Pupils will work on a written Folio throughout the year
- Document 10 hours voluntary service

WHERE CAN IT LEAD?

- Further study of Leadership in Sport
- Opportunities for employment as Sports' Coach
- Support applications for college / University
- Progression through National Governing Body Awards
- Saltire Award
- Experience of working with and leading children – desirable when applying for Primary Teaching / Childcare courses.

FOR MORE INFORMATION PLEASE CONTACT: PRINCIPAL TEACHER MR R LEWIS

SCQF LEVELS 5 AND HIGHER UNITS IN LEADERSHIP

ENTRY REQUIREMENTS:

No formal entry requirements although a commitment to working independently is essential.

Pupils who intend to choose Leadership through Sport should not select this option.

COURSE DETAILS:

This Award, which is certificated by the SQA, is designed to enhance your knowledge of leadership styles, skills and qualities by finding out about different leaders. You will be able to compare different styles of leadership and consider their effectiveness. The knowledge you will gain will help you to reflect on your own skills, qualities and experience in relation to leadership. The award is also designed to allow you to develop your potential for leadership by giving you the opportunity to take a leading role in an activity. It is an excellent indication of your potential which you can highlight in CVS, UCAS Personal Statements, Application Forms and Interviews.

To gain the award you must successfully complete:

- ✓ Leadership: An Introduction (SCQF level 5 or 6)
- ✓ Leadership in Practice (SCQF level 5 or 6)

In the Unit Leadership: An Introduction you will be able to think about your potential for taking on a leading role. You will gather information about leadership styles, skills, and qualities used both in the past and at present. Examples may be drawn from well known historical events, current political or other high profile individuals in the media or from your local community. These different examples may help inform your views about what makes an effective leader. You will think about your own qualities, skills and experience in relation to leadership. This reflection on your own leadership potential may help you to think about styles of leadership you may wish to adopt in leading roles.

In the Unit Leadership in Practice you will be able to further develop your potential for leadership. You will be given the opportunity to take a leading role for an activity. This activity may be part of a bigger team project. Throughout the activity you will have time to reflect on its success and consider carefully the contribution you made to this. You will also reflect on what you have learned about yourself as leader.

Throughout each of the above Units you will be expected to work with minimum support guidance from your tutor but you may ask specific questions of your tutor to help you make progress.

To summarise:

- ✓ You will be expected to carry out a high degree of independent learning in order to obtain these awards.
- ✓ One period you will be allocated a tutor to work with you on the theory of leadership and discuss activities to put leadership in practice.
- ✓ During other Leadership periods you will work on leadership in practice which could involve you in one of the following:
 - ✓ supporting younger pupils in class
 - ✓ running an enterprise
 - ✓ year book committee
 - ✓ events management
 - ✓ charity work/group
 - ✓ eco committee
 - ✓ Fair Trade group
 - ✓ school radio
 - ✓ school newspaper
 - ✓ school website development
 - ✓ voluntary work
 - ✓ Duke of Edinburgh

ASSESSMENT:

To complete the Award successfully you must show that you have thought about and completed a number of steps that will enable you to develop both your knowledge of, and abilities in, leadership. As a result of completing this Award you will be better prepared for undertaking a leadership role, whether this is in the workplace, education or within the voluntary sector.

You will do this by completing assessment activities which could include:


- researching the skills, styles, qualities and effectiveness of different leaders and producing a report based on your research
- evaluating your own potential for leadership
- taking a leading role in carrying out an act

FORTH VALLEY COLLEGE COURSES

NC, HNC, SKILLS FOR WORK

This option can be considered by both S5 and S6 pupils. Please note that if you are considering part-time College you **MUST** still make a full course choice. Your timetable can be looked at again if you are successful in applying for a College place.

If you are interested in applying for a College place, please note that the closing date for applications is mid-March. If you wish to go, please speak to Mrs Pert as soon as possible to collect course information and an application form.



See Forth Valley
College website for

SCOTS

A small number of S5/6 pupils will have the opportunity to attend College next year as part of the FVC SCOTS Programme. The SCOTS programme targets pupils who are planning to go on to Further Education after they have finished school. The programme provides taster college courses in eight vocational subjects: Construction Crafts, Construction Technology, Healthcare, Early Education and Childcare, Travel and Tourism, Hospitality, Salon Services and Broadcasting.

At the end of the taster period each pupil will be encouraged to select their preferred subject then embark on an extended taster experience. During this period they will also be encouraged to apply for a college place in this subject for the following academic year.

These taster sessions will be supported by at least one double period a week at school for the pupils to apply what they have learned towards achieving an agreed award, such as SQA employability units.

If you would like further information on the Scots Programme, please contact PSD or Mrs Pert.

Stirling Campus

Days	Times	Course Title	SCQF level
Friday	9.30am-2.15pm	Skills for Work Early Education and Childcare	4
Friday	9.30am-2.15pm	Skills for Work Hospitality	4
Friday	9.30am-2.15pm	City & Guilds Make-Up Artistry	5 equiv.
Friday	9.30am-2.15pm	Skills for Work Construction Craft	5
Friday	9.30am-2.15pm	Skills for Work Creative Industries	5
Friday	9.30am-2.15pm	NPA Sound Production	6
Friday	9.30am-2.15pm	Psychology Higher	6
Thursday	2pm-9pm Yr 1 9am-4pm Yr 2	HNC Hospitality Management (2 year course) TO BE CONFIRMED	7

Alloa Campus

Days	Times	Course Title	SCQF level	Places	Comments
Mon, Tues, Wed, Fri	9.00am-1.15pm	Access to Further Education	4	12	
Mon, Tues, Thurs Fri	9.00am-1.15pm	Alternative Curriculum	4	12	
Tuesday/Thursday	2-4pm	City & Guilds Make-Up Artistry	5 equiv.	14	
Tuesday/Thursday	2-4pm	Skills for Work Engineering Skills	4	12	Aim to be SCQF 5 from 2016-2017
Tuesday/Thursday	2-4pm	Skills for Work Early Education and Childcare	5	16	
Tuesday/Thursday	2-4pm	Skills for Work Construction Crafts	5	24	Currently offering 2 groups due to high demand
Tuesday/Thursday	2-4pm	Psychology Higher	6	16	

NOTE: A level 4 Skills for Work is exactly equivalent to a National 4; a level 5 Skills for Work is exactly the same as a National 5, but with no external exam; the NPA Sound Production is equivalent to a Higher, but does not have an external exam. Foundation apprenticeships (S5)

FORTH VALLEY FOUNDATION APPRENTICESHIPS

(part-time)

SCQF LEVEL 6

This option can be considered by S5 pupils and would most likely suit pupils who are confidently predicted to achieve **one or two Highers**. These courses are designed for pupils not aiming to go directly to University.

Please note that if you are considering the Foundation Apprenticeships you **MUST** still make a full course choice. Your timetable can be looked at again if you are successful in applying for a foundation apprenticeship.

If you are interested in applying for a College place, please note that the closing date for applications is Mid March. If you wish to go, please speak to Mrs Pert as soon as possible to collect course information and an application form.

More information can also be found at: http://schools.forthvalley.ac.uk/coming_to_college

What are Foundation Apprenticeships?

Foundation Apprenticeships:

- Are two year courses that will be delivered during S5 and S6 and require commitment for the **full two years**;
- Involve a vocationally focused award at SCQF level 6 (same level as Higher) studied in college and a work-based qualification based on competence in a workplace;
- Attendance will be all day on a **Friday** for the two years (mix of college and work placement –plus an additional day in work placement for assessment in year 2 (S6). Additional work placement attendance may also be involved.
- Provide pupils with part of a Modern Apprenticeship which should make them more attractive to employers;
- Are aimed at pupils with a genuine interest in starting a career in the industry concerned;
- Would most likely suit pupils who are confidently predicted to achieve **one or two Highers** (they must be capable of achieving at SCQF level 6). The courses are not intended for pupils who are aiming to go directly to University;

The vocational areas we are able to offer Foundation Apprenticeships in for 2016-2017 are:

FINANCIAL SERVICES

This award is a 6 unit college-based award plus three work-based units (approximately equivalent in size to just over two Highers over 2 years). Working in partnership with **Prudential**.

SOCIAL SERVICES AND HEALTHCARE

This award is a four unit college-based qualification plus four work-based units (approximately equivalent in size to two Highers over 2 years). Working in partnership with Stirling and Clackmannanshire Council.

SOCIAL SERVICES CHILDREN AND YOUNG PEOPLE

This award is a four unit college-based qualification plus four work-based units (approximately equivalent in size to two Highers over 2 years). Carolyn Love from Stirling Council will provide some information on careers in Social Services Children and Young People. Working in partnership with Stirling and Clackmannanshire Council.

Notes:

- Poor attendance or behaviour will result in immediate withdrawal from courses
- You will have to go through a selection process for most courses i.e application form and interview

For more information please contact: PSD/Mrs Pert

SKILLS FOR WORK: CREATIVE INDUSTRIES NATIONAL 5

National 5 Skills for Work: Creative Industries develops the knowledge and skills required for employment or further study in the creative industries.

REQUIRED ENTRY LEVEL:

- Entry to this course is at the discretion of the Arts, Culture and Health Faculty. This qualification is suitable for a wide range of learners.
- Interest in Art and Design and other creative industries

COURSE DETAILS:

The Course provides students with an introduction to the creative industries in the UK with a focus on experiential learning. The Course places emphasis on developing candidates' creativity as well as the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace.

There are four units:

Creative Industries: An Introduction

The Unit introduces candidates to different sectors of the creative industries and the career paths, job roles and responsibilities of those working within the industry. The Unit will raise awareness of the employability skills and qualifications required by the industry. It also focuses on the generic skills and attitudes valued by employers and provides opportunities for young people to evaluate their own progress, taking into account peer and teacher feedback, and to set targets to improve their employability profile. The Unit allows candidates to work on practical tasks such as gathering industry and career information, matching their career interests to job requirements and evaluating their personal employability skills for the creative industries.

Creative Industries: Skills Development

The focus of this Unit is primarily on practical activity. It is designed to allow young people the opportunity to practise and develop their craft and improve practical skills associated with a chosen job role in the creative industries. They will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative working environment. The Unit requires young people to seek feedback from others and evaluate the effectiveness of the approaches used.

Creative Industries: The Creative Process

The focus of this Unit is creative thinking and collaborative working. The Unit will provide students with an awareness of the key stages of a creative process. Students will be given a brief to interpret and they will contribute their own creative ideas to an overall team response. Students will be encouraged through discussion to explore different solutions to the given brief. They will work collaboratively to prepare and present a team response to the given brief. Students will also evaluate the team response to the brief.

Creative Industries: Creative Project

The focus of this Unit is primarily on practical activity carried out in a creative context. Students will work as part of a team throughout the planning and implementation of a creative project to a given brief. Students will contribute to, and participate in all stages of the implementation of a creative project and evaluate the completed project and their contribution to it. This Unit encourages students to use creative processes to plan, implement and evaluate a creative project. This Unit will give young people the opportunity to develop their creativity alongside key employability skills such as working with others and problem solving.

ASSESSMENT

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course. There is no externally assessed component in this Course. Assessment of the Course is through a range of methods including a candidate folio and practical activities.

WHERE CAN IT LEAD?

- Further study in a creative subject at N5 or Higher level
- Higher National Certificates and Diplomas including Creative Industries
- Employment

WORK EXPERIENCE

SUMMARY:

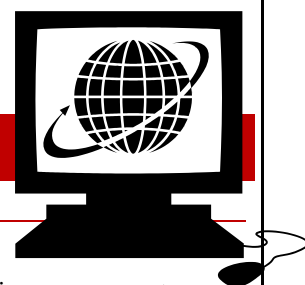
Increasingly Universities, colleges and employers are looking for more than academic qualifications from school leavers. For this reason, work experience can be very beneficial. It can help you to develop important employability skills, support you to make decisions about your future pathway and support any applications to Universities, colleges and employers. S6 pupils can request to do a short work placement at any point over the course of the year.

However, a long-term work placement can be incorporated into a more flexible timetable. Pupils will be responsible for finding their own placement, making contact and negotiating times and duties. Time is required to allow for health and safety checks of work placements. Therefore, all work placements should be arranged prior to the summer holidays.

Any S6 pupil choosing this option will be expected, as part of their flexible curriculum, to complete the assessments required to gain an SQA Work Placement qualification. This unit of work is available at National 3-5 and at Higher level. You may also be able to have your work recognised, depending on the type of placement, by applying for a Saltire Award for volunteering.

FOR MORE INFORMATION PLEASE CONTACT MRS PERT

ONLINE LEARNING



SUMMARY:

You will be provided with the opportunity to complete a range of online learning. These learning opportunities may support further academic study or provide work-related learning to support future applications and employment. You will be supported in June to plan a range of certificated and non-certificated courses. This will require a significant degree of independent learning and you will need to meet the individual requirements of the organisations offering the courses. You will be expected to complete a learning log to record your progress and this will be monitored closely.

COURSE DETAILS:

You will receive more detail before June and your specific choices will be noted at that point. Please see Mrs Pert for an Online Learning brochure.

Option 1: Forth Valley College Flexible Learning

Option 2: European Computer Driving License (assessed by Forth Valley College)

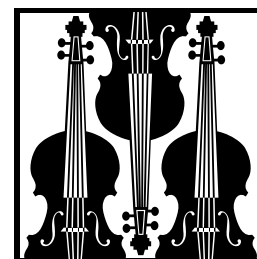
Option : Future Learn / Open University (YASS)

ASSESSMENT:

This will depend on the type of course you are following.

FOR MORE INFORMATION PLEASE CONTACT: MRS C PERT/ C FRIEL

MUSIC PERFORMANCE



SUMMARY:

SQA Performing Unit in Music

This course will give pupils with experience in playing any musical instrument an opportunity to continue their studies and achieve an SQA Unit in Performance at the appropriate level. (From National to Adv Higher)

This course will be supported by one Music Teacher for one period per week and an opportunity for personal practice will be allocated for a further 2 periods per week. For this reason, it is essential for pupils to show the necessary skills to work independently. i.e. evidence of self motivation, proper care of resources and commitment to a rigorous practice routine.

To gain the Unit award pupils must:

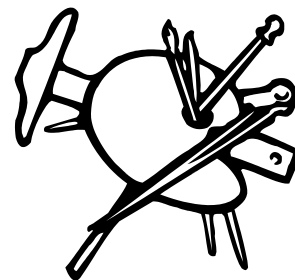
- Maintain an accurate Practice Diary, showing evidence of target setting and self evaluation throughout the course of the Session.
- Perform, for live recording, all of the pieces learned to an acceptable standard.
- Produce a report on the performance programme, showing an understanding of the style, period and concepts involved.

ENTRY REQUIREMENTS:

This is best suited to pupils who have already studied music at N4 level or above and would be ideally suited to pupils already receiving lessons on their instrument, although this is not a necessary requirement

FOR MORE INFORMATION PLEASE CONTACT: THE MUSIC DEPARTMENT

ART & DESIGN PORTFOLIO/ AH ART



REQUIRED ENTRY LEVEL:

- A or B Pass at SQA Higher Grade.
- A “C” Pass may be considered depending on the individual concerned.
- A high degree of commitment is expected for this course, as is the ability to work to tight deadlines.

COURSE DETAILS:

This course is intended to encourage self-reliance, problem solving, creativity and work to a high standard. It is suitable for pupils who are intending to apply for art and design courses in Further Education and who will require a portfolio.

Teaching staff will not be allocated to pupils in this course and pupils will be expected to work independently.

Pupils are responsible for ensuring that they have the relevant subject qualifications for any further education courses which they may apply for.

FOR MORE INFORMATION PLEASE CONTACT: MR LEWIS