



S5/6 Course Choice Booklet

	Contents	Page 2
	General Information	Page 3
Expressive Arts	Art & Design	Page 6
	Drama	Page 9
	Music	Page 15
Health and Well Being	Practical Cookery	Page 20
	NPA Psychology	Page 21
	National 5 Psychology	Page 22
	Higher Psychology	Page 23
	National Religious, Moral & Philosophical Studies	Page 24
	Higher Religious, Moral & Philosophical Studies	Page 25
	Sport and Recreation	Page 27
	National Physical Education	Page 29
	Exercise & Fitness Leadership	Page 31
	Higher Physical Education	Page 32
Literacy and English	English	Page 34
	English for Speakers of Other Languages (ESOL)	Page 38
Modern Languages	French	Page 39
	Spanish	Page 39
Numeracy and Mathematics	Mathematics	Page 40
Sciences	Biology	Page 44
	Chemistry	Page 46
	Physics	Page 48
Social Studies	Geography	Page 50
	History	Page 53
	Modern Studies	Page 56
Technologies	Administration & IT	Page 59
	Accounting	Page 60
	Business Management	Page 61
	Computing Science	Page 64
	Graphic Communication	Page 66
	National 5 Engineering Skills	Page 67
	Practical Woodwork	Page 69
Practical Metalwork	Page 70	



S5/6 is the continuation of the Senior Phase of a pupil's education, having undertaken National Qualifications during S4. It is a time when pupils may deepen their learning by continuing with subjects to a higher SQA level or choose additional subjects not studied since the Broad General Education. It is important that senior pupils continue to discuss their plans regarding their chosen career or further education pathways with Guidance and Career staff to ensure that they remain on track to achieve their aspirations.

National Qualifications

The table below summarises Scottish Qualification Authority (SQA) National Qualification levels.

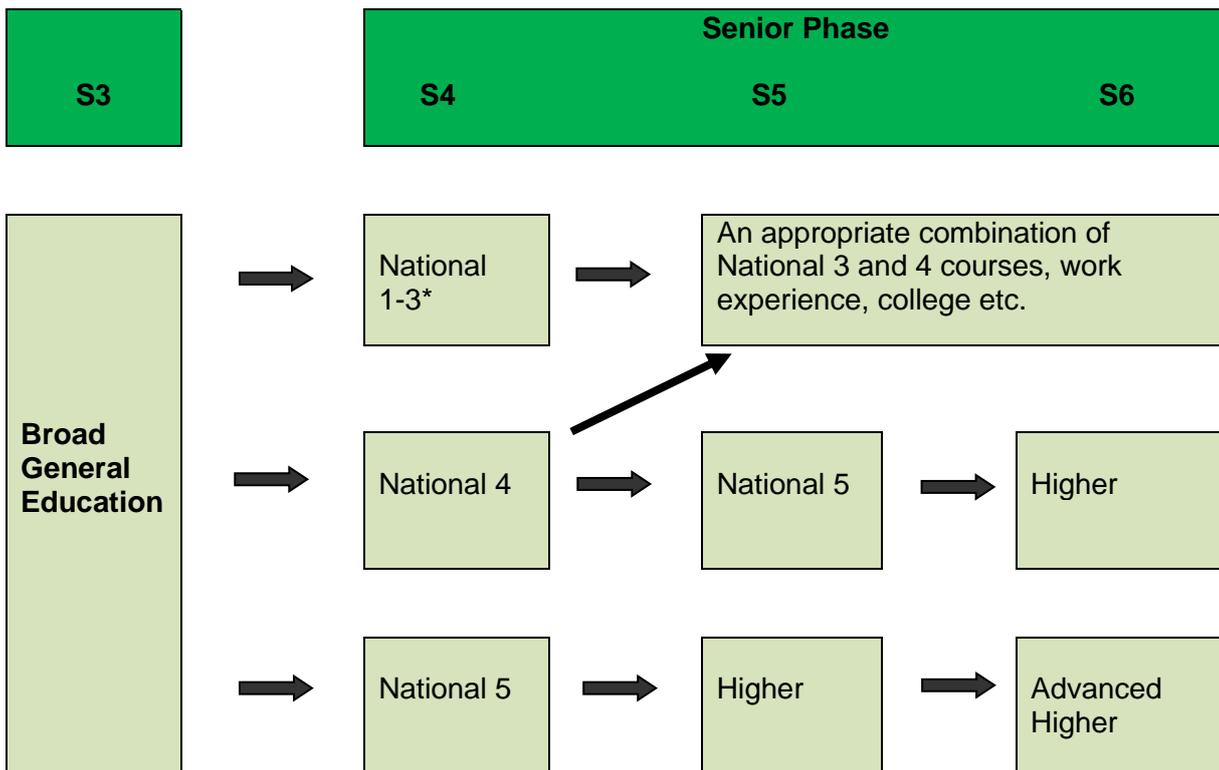
National Qualification	External Exam
National 1 and 2	No – internally assessed
National 3	No – internally assessed
National 4	No – internally assessed
National 5	Yes Graded A-D
Higher	Yes Graded A-D
Advanced Higher (revised) Available from 2015	Yes Graded A-D

Work which is internally assessed by staff is collated and submitted to the SQA in accordance with SQA deadlines.

Examinations for National 5, Higher and Advanced Higher courses are sat in the summer of the year of study, i.e. end of S5 and S6.



The following table illustrates how pupils could progress from S3 to S6.



All courses leading to qualifications contain work that is assessed and marked throughout the year by teachers as well as work directly submitted to the Scottish Qualifications Authority.

Qualifications at National 4 and below do not have an external examination. Instead, pupils must demonstrate that they have achieved the outcomes required by the SQA by completing work which is internally assessed. Results are then submitted to the SQA.

Courses at National 5, Higher and Advanced Higher levels will still include work which is internally assessed by teachers but pupils will also be expected to pass an additional assessment, usually a question paper and/or an assignment which will be marked externally by the SQA.



Information on planning and choosing your subjects in S5 and S6 is widely available in the current school. You can talk to subject teachers/Faculty Heads as well as Guidance Staff and the Careers Adviser. It is very important that you do discuss your future career plans to make the best of your time in the Senior Phase of your education. It would also be useful to consider the progress you have made in subjects studies so far. You could look at recent tracking reports to help you to do this.

In S5/6 all pupils make up to 5 subject choices from the range of National Qualifications on offer depending on the levels of courses being undertaken. In addition to this pupils will also follow programmes of work in PSE and either PE or RMPS; and there will often be the opportunity for independent study.

National Qualifications require commitment from pupils to work hard both in school and when working independently to complete coursework at home or during study periods. Pupils are expected to stay in school during study classes.

Details of the courses on offer for S5/6 at Lochside Academy are contained in this booklet. It may be possible to also access some S4 classes, which offer levels less than Higher grade. This should be done in discussion with Guidance staff, who have information about availability and appropriateness of these courses.

Completing the Choice Form

Please see the video on the website for directions on how to complete the google form. The code to join this classroom is sr36pvb

Additional Course Providers

Aberdeen City Campus

City Campus classes are mostly based at Harlaw Academy and Aberdeen Grammar School, with some additional courses at other schools in the City. Here pupils are offered additional opportunities to study Higher and Advanced Higher courses held during “travel afternoons”.

Travel afternoons run on Monday/Wednesday (Column A) or Tuesday/Thursday (Column D) afternoons from 2 pm – 4 pm.

Pupils are expected to make their own way to the schools/provider to attend the classes, however, bus passes are provided to assist pupils in making the journeys.

In addition to the school-based courses, vocational opportunities such as Skills for Work courses, City and Guilds and Access RGU courses are also available. These are undertaken at various locations throughout the city including North East Scotland College (NESCol) both at the Gallowgate and Altens Campuses.

Full details of courses are available from Guidance staff.



Content

The course requires completion of **two** practical folios, Expressive and Design, as well as **one** bank of work on Art and Design written studies. This course promotes creative thinking, encourages independent thought, initiative, problem solving and the development of personal opinions. From initial research and investigation, pupils will produce a body of practical and written material, which will develop and refine Expressive and Design ideas using routine problem solving and reflective skills as well as communicate thoughts, feelings and ideas effectively when planning, producing and presenting creative ideas.

At these levels, learners will show increasing personal autonomy and creative decision making when agreeing the content and context of their work.

Pupil awareness of Artists and Designers work showing a degree of analysis with respect to how they could influence their own work. At both National 5 and Higher, the need to understand the social, cultural and external influences on Artists and Designers work will become more important.

Higher Expressive/Design: A theme within the topics of Portraiture, Still life and Landscape leading to the production of a folio of development work and a final outcome from initial investigation and research work

Higher Design: Within the areas of Architecture, Fashion, Graphics and Product design and work towards producing a folio of development work and a final solution from initial investigation and research work

Higher Art & Design Studies: Learners research artists and designers relevant to their chosen specialist areas of study.

Skills Learners will develop a range of skills, in particular: confidence building, creativity, problem solving, use of technology, time management and organisation, skills of literacy and numeracy and the ability to apply skills of investigating, researching, analysing and evaluating

Assessment: *Written* assessment is by means of an external exam at both National 5 and Higher (90 minutes at Nat 5 and 120 minutes at Higher) both equate to 20% and 23% of the final course grades.

Practical Nat 5 Expressive/Design: Evidence of *Investigation, Development* and a *Final outcome/solution* as well as an *Evaluation* of the process will be assessed by the SQA totalling to 80% of the final course grade

Practical Higher Expressive/Design: Evidence of *Development* and a *Final outcome/solution* as well as an *Evaluation* of the process will be assessed by the SQA. In addition, learners will have to complete an *internal unit* of basic research and investigation, totalling to 77% of the final course grade

NPA Drawing skills (level 5): Learners produce work in a drawing based course over 3 units. No written content needed only evidence of a vast array of different techniques/outcomes. Internally assessed and externally verified

Homework

Extra practical work set all year round in response to folio /course demands. Art and Design studies written homework set on a regular basis in preparation for SQA exam

Progression from National 5

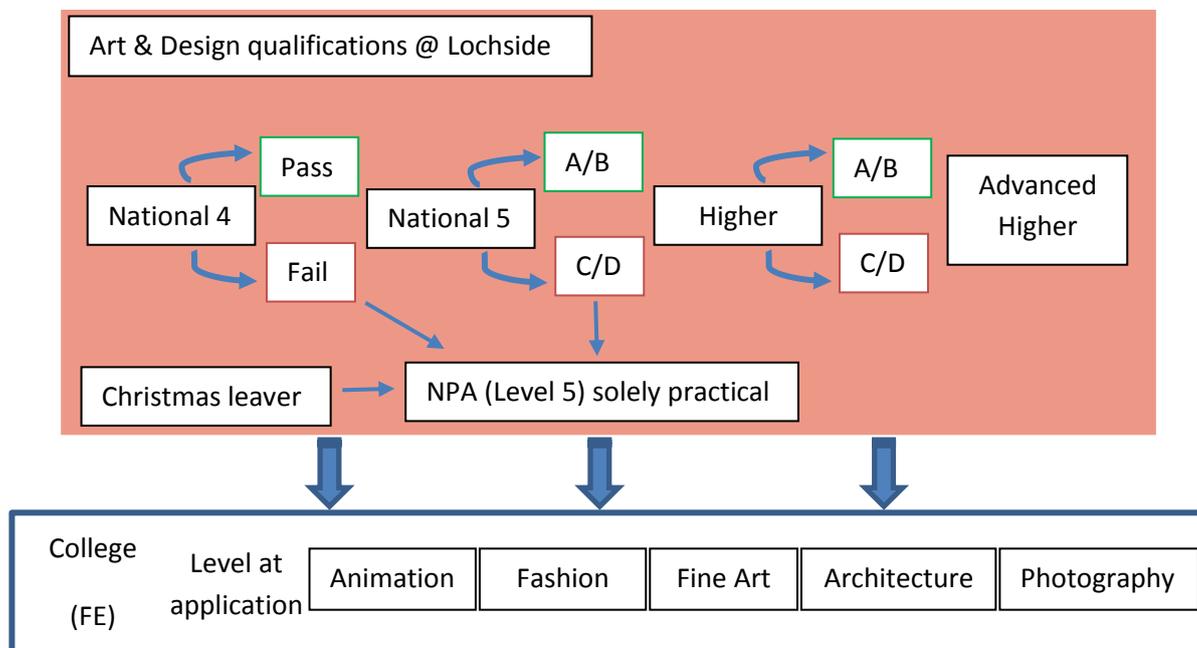
National 5 progression to *Higher Art and Design*_Pupils who attain a C/D at *National 5* or intend leaving at Christmas would progress to *Level 5 NPA*



Progression from Higher

Higher progression to *Advanced Higher* Art and Design. Pupils who attained a *C/D* at *Higher* would either resist *Higher* or attempt a further *NPA* qualification at level 5.

FE college courses in Fine art, Graphics, Photography, Architecture, Fashion and Animation are all available locally. A range of *University degree based courses* are available locally and throughout Scotland in all of the above plus Computer Graphics, Ceramics, 3D Design, Product and Textile Design.



Content

The development of creativity is the main focus of this practical and experimental course. In this Course, learners will engage in a creative and personally selected Expressive or Design enquiry. At the start of the year learners negotiate with their teacher a suitable and relevant theme for their independent project. Learners are expected to produce investigative/development work along with outcomes/solutions. Sketchbooks are to be used to support on-going practical work.

Expressive: Learners produce a thematic body of work based on a line of enquiry such as landscapes, portraiture, still life, etc. Learners have complete autonomy over their project but it is expected that they *experiment and explore* a range of techniques and media in order to produce a portfolio of fine art. Knowledge and understanding of relevant artists must be integrated into their work.

Design: Learners create design briefs within areas of study such as architecture, animation, fashion, textiles, product or graphics. Learners have complete autonomy over their folio but it is expected that they fully investigate the brief showing evidence of problem solving and relevance to the chosen market. Knowledge and understanding of designers must be integrated into their work.

Art & Design Studies: Learners investigate relevant visual arts or design and produce a study in a format of their choice (sketchbook, essay, mind map, etc). This written activity will identify influences that have been acknowledged, from other artists, on the development of their own work.

Skills Pupils will develop a range of skills in this course, in particular: confidence, commitment, independence, creativity, problem solving, in the use of technology, time management and organisation, literacy and numeracy, investigating, researching, analysing and evaluating.

Assessment All practical work is mounted on A1 sheets, arranged in a folio and assessed by SQA. Portfolio : 8-15 A1 sheets of development work and outcome(s) in either Design or Expressive. This is worth 60% of the final course award. Art or Design study: 2000 word investigation into chosen influences. This is worth 30% of the final course award. Evaluation: 300 word evaluation of the portfolio. This is worth 10% of the final course award.

Homework It is also expected that learners should be willing to work out of class-timetabled time (study periods, lunchtime, after school) throughout the year in order to complete the portfolios to the high standard expected by SQA.

Progression from ADH Art / Design

FE college courses in Fine art, Graphics, Photography, Architecture, Fashion and Animation are all available locally. A range of *University degree based courses* are available locally and throughout Scotland in all of the above plus Computer Graphics, Ceramics, 3D Design, Product and Textile Design



Content

Higher Drama

The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge, understanding and the use of a range of production skills when presenting drama
- explore form, structure, genre and style

As learners develop practical skills creating and presenting drama, they will also develop knowledge and understanding of cultural and social influences on drama. Learners will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Learners will develop critical thinking skills as they investigate, develop and apply a range of drama skills.

Course Details

This course consists of two units as well as a practical examination and a written exam paper.

Drama Skills

The candidate will:

Use a range of drama skills by:

Responding to a range of stimuli, including text, to develop ideas for drama

Developing a range of drama skills to communicate ideas

Applying a range of drama skills to communicate ideas

Evaluating their own work and that of others

Contribute to the drama process by:

Researching, planning and devising drama

Using a range of acting skills in order to portray character

Exploring form, genre, structure and style

Evaluating their own work and that of others

They will plan, research and develop their ideas in response to a range of stimuli including text. They will also develop and apply their drama skills, and evaluate their contribution to the drama and that of their peers.



Content

The Course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As learners develop their creating skills, they will also learn how to apply complex drama skills. They will experiment with presenting through portrayal of character and by applying complex production skills.

Through creating and presenting drama, evaluation skills will also be developed as learners evaluate their own skills and progress, and that of other learners. Learners will also consider the cultural values, identities and ideas which influence drama.

Skills

Learners will also develop the follow skills which will prepare them for the world of learning, life and work:

- Leadership
- Communication
- Independent working
- Team work
- Subject specific knowledge
- Literacy Skills
- Confidence
- Commitment
- Creativity
- Problem Solving
- Time management and Organisation
- Evaluating and Analysing

Course Assessment: (Externally assessed)

External Examination Paper (50 marks).

Section A

This section will require learners to comment on the social, historical and/or theatrical contexts of the studied prescribed text (chosen by the class teacher). Learners will be required to demonstrate knowledge of the text and to show an understanding of how the text can be communicated to an audience through performance.

Section B

In this Section learners are asked questions that allow them to answer from the perspective of a director and designer preparing for an intended production of their selected text.

Section C

This Section will take the form of a written analysis of a performance that the learner has seen
Externally Assessed Performance (60 marks)

Preparation for Performance (10 marks)

Preparation for performance will include research on the chosen text and the processes used to reach their



acting or directing or design concept for the performance.

Performance (50 marks)

- Actors will perform two contrasting roles and each performance will last approximately 7–10 minutes.
- Directors will conduct a rehearsal with actors which should last approximately 30 minutes.
- Designers will design a set for their chosen text and choose one other production area to complement this. They will give a presentation lasting approximately 20 minutes. (lighting, sound, props, makeup, costume or stage management)

Homework

There is an expectation that pupils should be carrying out their own reading and research in regards to their theoretical and practical texts as well as meeting course related deadlines. The portfolio for Production Skills and Drama Skills are also independent pieces of work which the pupils must complete out with class, although some class time can be given for this.

Pupils are responsible for their own work and should ensure they seek their teachers help before missing deadlines or not completing work.

Progression

Progression to further education. Options for further study in Drama would include NPA level 6 courses or Advanced Higher Drama. Recommended C minimum at Higher to sit Advanced Higher Drama course.



Advanced Higher Drama

The aims of the Course are to enable learners to:

- ◆ develop autonomy and independent thinking skills
- ◆ develop skills in performing within their chosen area of acting, directing or design
- ◆ develop individual creativity when applying skills in problem solving, analysis and evaluation
- ◆ analyse current theatrical performance
- ◆ develop analytical skills in the interpretation of texts
- ◆ develop knowledge and understanding of 20th-century theatre practice and key practitioners
- ◆ develop knowledge and understanding of social and cultural influences on drama

Course Details

This course consists of two core units as well as a practical examination and a written project (dissertation). Although the unit titles are the same as Higher there is a focus on Theatre Practitioners and their impact on modern theatre. Students will be required to analyse the influences, theories and practice of these practitioners.

Drama Skills

Apply a range of complex drama skills

- Exploring ideas for a drama in response to a variety of methodologies, theatre practices and texts of one or more key practitioners.
- Developing ideas based on research informed by one or more key practitioners.

Contribute creatively to the drama process

- Planning, research and devising drama informed by practices and methodologies of one or more theatre practitioners.
- Applying complex drama skills within a presentation.
- Evaluating their drama.

In this Unit, learners will be required to provide evidence to demonstrate their knowledge and skills in devising, directing and performing through the exploration of a key practitioner. They will independently create a devised drama production, using their dramatic interpretation of complex texts. They will present it to an audience and evaluate their effectiveness as an actor or director.

Assessment of Drama Skills

Assessment Task 1 (part 1) – Study and research at least one theatre practitioner. Candidates will research and share their findings with the class in the form of a presentation. (Assessment standard 1.1)

Assessment Task 1 (part 2) – Respond to sourced materials in order to explore ideas for a drama (informed by the practitioner studied). (Assessment Standard 1.2)

Assessment Task 2 – Pupils will undertake necessary research, planning and exploration in order to independently create a devised drama. They should keep a log showing the research and development of their piece. (Assessment Standard 2.1)

Assessment Task 3 – Pupils will apply complex drama skills to devise and present a drama. The presentation will last between seven and ten minutes and will be performed to an audience. A rehearsal log shall be kept and the performance recorded. (Assessment Standard 2.2)

Assessment Task 4 – The candidate will evaluate and analyse their work. (Assessment Standard 2.3)



Production Skills

Explore a range of complex production skills informed by theories and practices of one or more practitioners

- Researching the theories and practice of one or more key practitioners.
- Developing complex production skills, informed by research of one or more practitioners.
- Applying selected production skills informed by research of one or more practitioners.

Evaluate complex production skills

- Analysing the use of complex production skills in a current performance.
- Analysing aspects of a performance that reflect or contrast with the theories, methodologies and practices of one or more key practitioners.

In this Unit, learners will focus on a study of a key theatre practitioner, and explore in depth the influences on and the theory and practice of their chosen practitioner. They will explore and analyse key productions that reflect their acting or directing or design methodologies through both research and practical experimentation. They will also view and analyse a live theatrical event, considering performance concepts and effectiveness.

Assessment of Production Skills

Assessment Task 1 – Explore the work of a selected key practitioner(s) to find out their theories of performance (what they aimed to achieve with their productions) and examples from their practice (what they actually achieved during their career). They will then need to communicate their findings in a chosen way.

Assessment Task 2 – Informed by their work on the practitioner(s) in task one, you will take on the role of either an actor, designer or director to develop and apply complex production ideas for an extract from a play.

They pupils shall demonstrate their final production concepts in a way that they see appropriate. If pupils have chosen design they should develop ideas for set and one other aspect.

Assessment Task 3 – The pupils must analyse features of a current performance that they have seen, either live or through a recent recording of a live performance. They should draw comparisons with the theory and practice of one or more key practitioners. They should communicate their comparison through and appropriate method such as: writing an essay, giving a presentation.

Examination

Practical Exam – Externally assessed

The practical exam will have 60 marks (60% of the total mark). The practical exam has two sections. Section 1 will have 50 marks.

- For the performance in the chosen role of acting, directing or design.
- Section 2 will have 10 marks.
 - These marks are awarded for a report based on their chosen role and production.

Project (Dissertation) - Externally assessed

The project will have 40 marks (40% of the total mark).

The candidate will select a topic from relevant and current performance theories and practice. The project will consist of a written report and may contain visual evidence



NPA in Professional Theatre Preparation SCQF level 6**Group Award Code: G9KT 46****Summary**

This qualification is designed to equip candidates with the knowledge, understanding, and skills appropriate to the theatre profession and to develop a foundation to progression to further study in Drama.

Principal Aims

Develop: a range of skills in voice, movement and acting
 skills for presentation at audition
 self-presentation skills
 self-evaluation skills, enabling professional development
 analytical skills
 independent work skills
 professional attitude
 creative and innovative rehearsal and performance skills

Additional Aims

Develop: Communication and interpersonal skills
 Vocal skills
 Movement skills
 Acting skills
 Preparation for interviews

General Aims

Enable: Progression within SCQF
 Prepare: Progression to NC level (Especially Acting and Theatre Performance Level 6) Progression into an FE environment Progression for HN and Degree level study
 Produce: A flexible award that supports transferable employability and essential skills

Framework

120 hr programme with a minimum of 3 credits
 1 Mandatory unit*, and 1 optional unit – chosen by the school depending on student capability.

Unit title	Code	SCQF Credit points	SCQF Level	SQA Credit value
Preparation for audition*	D658 12	6	6	1
Drama: Acting skills	F5KY 12	12	6	2
Drama: Voice skills	F5LF 12	12	6	2
Drama: Movement skills	F5L1 121	12	6	2



Content

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

Skills

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

Assessment

Question Paper: 40 marks

The question paper requires candidates to use listening skills and to draw on and apply knowledge and understanding of a sample of all the technological terms, styles, and genres, and music concepts.

The question paper has 40 marks (30% of the overall course award). It consists of questions relating to music excerpts in a range of 20th and 21st century styles and genres. A range of question types are used, assessing understanding of relevant music and technological concepts.

Assignment: 100 marks

The purpose of the assignment is to assess practical application of knowledge and skills from the course to plan, implement and evaluate creative productions using music technology.

The assignment comprises two meaningful and appropriately challenging tasks. The creative productions may be in any two appropriate contexts, such as (but not limited to) live performances, multi-track recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming.

The assignment has 100 marks. Each of the tasks has 50 marks, providing a combined total of 100 marks (70% of the overall course award).

Homework

Homework will be assigned regularly and pupils are expected to be frequently revising music and technology concepts.

Progression

Successful completion of National 5 can lead to Higher Music Technology.

World of Work/ Career Possibilities

Careers relating to Music Technology: Audiologist, Broadcast engineer, DJ, Music promotions manager, Music therapist, Music instrument maker or repairer, stage manager, studio sound engineer, TV or film producer.



Higher

Content

Music: Performing Skills – Learners will continue to develop performing skills on two selected instruments, or on one instrument and voice. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Through regular practice, learners will develop their technical and musical performing skills. Pieces should be at approximately Grade 4 level or above.

Music: Composing Skills – Learners will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their creative musical choices and decisions. They will analyse how musicians and composers create music in different ways and how music styles are shaped by social and cultural influences. A composition assignment and review will be sent away to the SQA to be assessed.

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

Skills

Pupils will develop a range of skills in this course, in particular:

- Confidence, Commitment, Patience, Creativity, Problem Solving, Coordination, Flexibility, Team work, Time management and Organisation, Literacy and Numeracy, Evaluating and Analysing

Assessment

At Higher, pupils are graded based on their final performing exam (50%), listening paper (35%) and composition assignment (15%). Pupils are required to perform a 12 minute performance to an external examiner, anytime from the middle of February to the end of March.

Homework

Pupils will be required to do regular instrumental practice at home and in school, along with musical literacy homework, composing tasks, research tasks, website revision, practice questions and performance evaluations.

Progression

There are opportunities to continue further study of Music at Advanced Higher level. Candidates would normally be expected to have attained Higher at Grade A or B to continue further. Pupils could alternatively do the NPA Music Performing Level 6

Possible music careers include: performing, composing, arranging, musical directing, education, sound engineering, music production, cultural heritage.

There are various opportunities to study Music at Further Education Establishments – Colleges and Universities.



Advanced Higher

Content

Music: Performing Skills – Learners will continue to develop performing skills on two selected instruments, or on one instrument and voice. They will perform challenging level-specific music with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Through regular practice, learners will develop their technical and musical performing skills. Pieces should be at approximately Grade 5 level or above.

Music: Composing Skills – The assignment draws on learners' skills, knowledge and understanding of music composition. The composition or arrangement must show use of all of the following elements of music:

- melody
- harmony
- rhythm
- structure
- timbre

Learners show their understanding of these elements of music through the creative and effective development of a range of musical ideas and compositional methods. They reflect on their own original music and identify areas for improvement.

Music: Analysing a Chosen Piece of Music - Candidates must choose a piece of music by a composer and analyse the key features with reference to compositional methods and music concepts.

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

Skills

Pupils will develop a range of skills in this course, in particular:

- Confidence, Commitment, Patience, Creativity, Problem Solving, Coordination, Flexibility, Team work, Time management and Organisation, Literacy and Numeracy, Evaluating and Analysing

Assessment

At Advanced Higher, pupils are graded based on their final performing exam (50%), listening paper (35%) and composition assignment (15%). Pupils are required to perform an 18 minute performance to an outside SQA examiner, anytime from April to May time.



Homework

Pupils will be required to do regular instrumental practice at home and in school, along with musical literacy homework, composing tasks, research tasks, website revision, practice questions and performance evaluations.

Progression

Possible music careers include: performing, composing, arranging, musical directing, education, sound engineering, music production and cultural heritage.

There are various opportunities to study Music at Further Education Establishments – Colleges and Universities.



NPA Musical Theatre Level 6

Content

The National Progression Award (NPA) in Musical Theatre (SCQF level 6) offers learners the opportunity to develop skills in the areas of acting and music, all in the context of musical theatre.

Skills

Pupils will develop:

- ◆ develop a range of skills associated with the triple discipline of Musical Theatre practice
- ◆ develop a range of appropriate skills in voice, movement and acting
- ◆ develop specific skills for presentation at audition
- ◆ apply combined practical skills in audition format
- ◆ develop self-presentation skills
- ◆ work in rehearsal and performance creatively and innovatively
- ◆ develop self-evaluation skills, enabling professional development
- ◆ develop the ability to work independently and in groups
- ◆ develop professional attitudes

Assessment

Pupils must pass 3 units to achieve the award.

Mandatory Unit:

- Acting through Song

Optional Units:

- Preparation for Audition
- Theatre Performers: Solo Singing Skills
- Theatre Performers: Group Singing Skills
- Group Dance Performance (for pupils with prior dance experience)

Homework

Pupils will be required to do regular singing and acting practice at home and in school, along with research written tasks and performance evaluations.

Progression

There are opportunities to continue further study of Music or Drama at Higher level or National Progression Award in Music Performance (Level 6) or National Progression Award in Professional Theatre Preparation SCQF level 6.

Recommended entry – C or above in National 5 Music or Drama (or achievement in Graded Singing Exams)

Music Related Careers: Music Industry, Performing, Teaching, Media, Drama, Dance, Cultural Heritage.



Content and Skills

The purpose of the National 4/5 Practical Cookery: course is to provide pupils with the opportunity to develop practical, planning and organisational skills to enable pupils who wish to pursue a career in hospitality with a basic grounding for further study at College. There are 3 main areas of study: Cookery Skills, Techniques and Processes; Understanding and Using Ingredients; Organisation of Cookery Skills.

This course aims to:

- Develop life skills through practical activities where you will be able to prepare and cook food for yourself and others and organise your time and work efficiently
- Work safely and hygienically
- Understand the relationship between health and food choice and why the responsible sourcing of ingredients is of vital importance in today's world
- Develop an understanding of how to prepare and present food to a professional standard

Assessment

Practical and theoretical work continuously assessed throughout the course

National 4

- The final assessment for the National 4 course will take the form of a practical assignment carried out during the 'Added Value Unit' and internally assessed written work
- Candidates will be assessed on a pass/fail basis.

National 5

The final assessment for the National 5 course is divided into 3 parts

- Practical Cookery components 1 is a written question paper completed during the exam diet. This exam is a 1 hour written exam which comprises approximately 25% of the final grade.
- Practical Cookery components 2 and 3 assignment devised by SQA undertaken within school under strict assessment conditions. Component 2 helps the candidate to prepare for the practical cooking by forming a detailed written plan of work. Component 3 then comprises of cooking a 3 course meal within 2 hours and 30 minutes. Candidates also have the opportunity to prepare for the practical activity by preparing work station in advance.

Homework

Homework may take the form of planning exercises, research, revision for written assessments and consolidation of practical skills through carrying out food preparation techniques at home

Progression

National 5 Practical Cookery
Transition to College Courses



Content and Skills

The National Progression Award course contains three units of work. These units are further split into smaller topics of study.

Unit 1: Individual Behaviour

Sleep and Dreams - Why do we sleep? Why do we dream? What can we do to improve our sleep patterns?

Stress – What causes stress? What are the side effects of stress? What can we do to alleviate stress?

Personality - What is Personality? Why are some people loud and outgoing? Why are some people quiet and sheepish? What causes people to be “worriers”? And why do some people just not care? What about Psychopaths? Are they born evil? Or are they made evil? Is being a Psychopath a “bad thing”?

Unit 2: Social Behaviour

Conformity - Why do friends dress and talk alike? Why is it when we see a queue, we just join it? What causes us to do what our friends are doing? Is there a difference in Conformity in Japan when compared with the UK?

Nonverbal Communication- How is it you just “know” someone is angry, without them ever saying anything? Are facial expressions learnt or are they something we all have? Did you learn to smile and frown, or have you always done it? What is personal space? Why are you comfortable being closer to some people than others?

Prejudice- Where do stereotypes come from? Are racist/sexist/homophobic people made or born that way? What can you do to change a person’s prejudiced views?

Unit 3: Research Methodology

Looking at the scientific method behind the collection of data, how to organize and analyse observations, make inferences about the reliability and significance of their data, and develop testable hypotheses and theories. Furthermore, due to Psychology being the study of humans, Psychology has very specific ethical guidelines that all pupils need to be aware of.

Assessment

National progression awards are assessed using ongoing pieces of work conducted in class time. There is no final exam for NPA’s and assessment is conducted as an ongoing process throughout the year.

Homework

As assessment is ongoing, there is an expectation to be continually engaging with google classroom in order to complete work for assessment. This will be in class time and as homework.

Progression

Psychology is a new subject for pupils, so there are no entry requirements for the NPA.

The course and/or its units may provide progression to sitting National 5/Higher Psychology, as well as transferable skills to sit Social studies at college level.



Content and Skills

The National 5 course contains two units of work. These units are further split into smaller topics of study.

Unit 1: Individual Behaviour

Sleep and Dreams - Why do we sleep? Why do we dream? What can we do to improve our sleep patterns?

Personality - What is Personality? Why are some people loud and outgoing? Why are some people quiet and sheepish? What causes people to be “worriers”? And why do some people just not care? What about Psychopaths? Are they born evil? Or are they made evil? Is being a Psychopath a “bad thing”?

Unit 2: Social Behaviour

Conformity - Why do friends dress and talk alike? Why is it when we see a queue, we just join it? What causes us to do what our friends are doing? Is there a difference in Conformity in Japan when compared with the UK?

Nonverbal Communication - How is it you just “know” someone is angry, without them ever saying anything? Are facial expressions learnt or are they something we all have? Did you learn to smile and frown, or have you always done it? What is personal space? Why are you comfortable being closer to some people than others?

Assessment

Assignment: This is over the course of the year, and is completed in your own time. This constitutes 30 % of your final grade and is externally marked. Pupils are expected to plan an experiment and produce a research assignment (1000-1500 words) on a topic of their choosing.

Exam: The examination is 2 hours long, constitutes 70 % of your final grade, and is externally marked. There are 70 marks altogether, 35 marks for each unit.

Homework

Classwork will be achieved throughout the course using online applications, and written assessment. The assignment will be conducted outside of the classroom in your own time.

There is an expectation that over the course of the year, in addition to classroom work, 80 hours of your own time will be dedicated to Psychology homework.

Progression within Senior Phase

Pupils are required to be in S5 or S6 due to ethical guidelines set forth by the British Psychological Society. Psychology is a new subject for pupils, therefore entry requirements are a minimum of at least National 5 in any of the following; Biology, English, History, Modern Studies, or RMPS.



Content and Skills

Higher Psychology develop an understanding of psychological theories, concepts, research studies and methods, whilst exploring also various human behaviours. You will also in the course consider the ethical implications of psychological research as well as looking at the place certain psychological concepts within their historical context, contrasting both classic and modern theories.

The Higher course contains three units of work. Two of these units are split into smaller topics of study. The third unit is ongoing and is studied throughout the course.

Unit 1: Individual Behaviour.

Sleep and Dreams - Why do we sleep? Why do we dream? What can we do to improve our sleep patterns?
Memory - What is Memory? What can be done to improve it? Why is it we sometimes remember things incorrectly?

Unit 2: Social Behaviour

Conformity and Obedience- Why do friends dress and talk alike? Why is it when we see a queue, we just join it? Why do you listen to teachers? Would you kill someone if someone else told you to?
Prejudice- Where do stereotypes come from? Are racist/sexist/homophobic people made or born that way? What can you do to change a person's prejudiced views?

Unit 3: Research Methodology

After collecting data, psychologists organize and analyse their observations, make inferences about the reliability and significance of their data, and develop testable hypotheses and theories. Furthermore, due to Psychology being the study of humans, Psychology has very specific ethical guidelines that all pupils need to be aware of.

Assessment

Assignment: Pupils are expected to plan and conduct an experiment and produce a research assignment (2000-2500 words) on a topic of their choosing. This constitutes 33.3% of the final grade and is externally assessed.

Exam: The examination is 2 hours 40 mins long, constitutes 66.6 % of your final grade, and is externally marked.

Homework

Classwork will be achieved throughout the course using online applications, and written assessment.

The assignment will be conducted outside of the classroom in your own time.

There is an expectation that over the course of the year, in addition to classroom work, 80 hours of your own time will be dedicated to Psychology homework.

Entry requirements and progression

Pupils are required to have achieved a B in National 5 Psychology or if this is a new subject at Higher, entry requirements are a minimum of at least a Higher pass in any of the following; Biology, English, History, Modern Studies, or RMPS.

The course may provide progression to a Higher National Certificate/Diploma or University Degree, with some universities specialising in a specific branch of Psychology, including; Forensic, Neurological, or Clinical.



Content

The N5 RMPS course includes four units.

World Religion

Pupils will learn about Buddhism, its impact, relevance and significance through studying some key beliefs and practices, and the contribution these make to the lives of followers.

Morality & Belief

Pupils will explore the contemporary moral issues related to medicine and the human body including the value of life, the use of embryos, end-of-life care, euthanasia and assisted dying. Study will focus on the background, implications and a variety of responses to the issues both religious and non-religious.

Religious and Philosophical Questions

Pupils will examine the issues raised by the philosophical question of the origins of both the universe and life, its implications and a variety of responses to it.

Assignment

Pupils will research a religious, moral or philosophical issue of their own choosing. They will be expected to collect and organise information on the issue from a variety of different viewpoints, including a relevant religious, moral or philosophical viewpoint.

Skills

Religious, Moral and Philosophical Studies develops excellent transferable skills that are of use in a wide variety of careers. Pupils will have opportunities to develop literacy, personal learning and thinking skills as well as a sense of responsible citizenship.

Assessment

External Examination:

The question paper has 80 marks out of a total of 100 marks. It is therefore worth 80% of the overall marks for the course grade. It has three sections each of which has a minimum of 25 marks available. There are 4–6 questions in each section, worth between 3–8 marks per question. The exam is 2 hrs and 20 minutes long.

External Assessment:

The assignment has 20 marks available and is worth 20% of the overall grade. Pupils will produce a report on the issue they have chosen. Pupils will have 1 hour, under exam conditions to write up their report. Pupils will be able to refer a resource sheet with a maximum word count of 200 words, which they have compiled during the research stage.

Homework

Homework will be issued regularly via Google Classroom and will take a variety of formats including but not limited to exam style questions and independent research tasks. There is an expectation that pupils will be regularly revising course content using a variety of resources.

Progression

Success at National 5 will allow the pupil to progress to Higher RMPS.



Content

The Higher RMPS course includes four units.

World Religion

Pupils will develop in-depth knowledge and understanding about Buddhism, its impact, relevance and significance through studying some key beliefs and practices, and the contribution these make to the lives of followers.

Morality & Belief

Pupils will develop skills to evaluate and express detailed, reasoned and well-structured views about the contemporary moral issues related to medicine and the human body including end of life issues, the use of embryos and organ donation. Study will focus on the background, implications and a variety of responses to the issues both religious and non-religious.

Religious and Philosophical Questions

Pupils will develop skills to critically analyse the issues raised by the philosophical question of the origins of both the universe and life, its implications and a variety of responses to it both religious and non-religious.

Assignment

Pupils must identify an issue of religious, moral or philosophical significance on which there are a range of viewpoints. They choose a question based on this issue, research the issue and gather sources relevant to their question. They then draw upon the skills of knowledge and understanding, analysis and evaluation to produce an extended piece of writing in response to their question. Pupils are required to work on their research with minimal support from their teacher or lecturer.

Skills

Religious, Moral and Philosophical Studies develops excellent transferable skills that are of use in a wide variety of careers. Pupils will have opportunities to develop the following skills:

- researching, analysing, evaluating and synthesising information to draw detailed, reasoned and well-structured conclusions and present findings about factual and theoretical elements
- identifying and responding to different ideas and viewpoints
- interpreting the meaning and context of sources and explaining relevant abstract ideas
- evaluating and expressing reasoned and well-structured views and explaining relevant theoretical ideas
- critically analysing and explaining theoretical ideas

Assessment

External Examination:

There are two question papers

Question paper one has 60 marks available in total. It is split into two sections, Buddhism and Morality,



Medicine and the Human Body. Each section has a 20-mark essay and a 10-mark essay. Pupils have 2 hours and 15 minutes to complete this exam.

Question paper two has one 20-mark essay on the question of origins. Pupils have 45 minutes to complete this exam.

External Assessment:

The assignment has 30 marks available. Pupils will produce an essay on the issue they have chosen. They will have 1 hour 30 minutes, under exam conditions to write up their essay. Pupils will be able to refer a resource sheet with a maximum word count of 250 words, which they have compiled during the research stage.

Homework

Homework will be issued regularly via Google Classroom and will take a variety of formats including but not limited to exam style questions and independent research tasks. There is an expectation that pupils will be regularly revising course content using a variety of resources.

Progression

Success at Higher RMPS will allow the pupil to progress to Advanced Higher RMPS.



National 4

Through the SQA units below pupils will benefit from a range of experiences that will help them develop their skills for life, learning and work. This will benefit them when seeking employment.

Assist with Activity Sessions

Candidates will have the opportunity to plan, deliver and evaluate their own coaching of their classmates and younger pupils.

Skills for Employment

Candidates will learn about how to make themselves more employable through finding career pathways and developing their interview skills and C.V.

Personal Fitness

Pupils will learn how to organise and develop a physical training plan for a client by adopting the role of a Fitness Instructor.

Dealing with facilities and accidents and emergencies.

Candidates will experience the school as a work environment through: Setting up and dismantling equipment. Dealing with clients and reporting health and safety issues.

Assessment

To achieve the full course award at National 4 level pupils must pass all 5 units. Pupils can be assessed through observation, conversation or portfolio.

Employability Skills

- Working co-operatively with others • Customer care/dealing with clients
- Awareness of health and safety issues • Self-evaluation
- Positive attitude to learning • Giving feedback to others

Career Pathways

The transferable skills developed will benefit pupils when applying for College/University courses and will prepare them for employment in the Sport and Recreation industry and the employment market more broadly. Some examples include:

- Exercise Science • Sport Psychology • Education (leadership) • Medicine (Cycle of Analysis) • Technology (Problem Solving/ Decision Making) • Sports Coach
- Gym Instructing/Personal Trainer • Team leader (Co-operation with others)



National 5

Assist with a Component of Activity Sessions

Candidates will have the opportunity to plan, deliver and evaluate their own coaching of younger pupils.

Employment Opportunities in the Sport and Recreation Industry

Candidates will learn about how to make themselves more employable through finding career pathways and developing their interview skills and C.V.

Assist with Fitness Programming

Pupils will learn how to organise and develop a physical training plan for a client by adopting the role of a Fitness Instructor.

Assist with Daily Centre Duties

Candidates will experience a real work environment through completing a work placement in school or in the community. This may be completed out-with school hours to allow a genuine experience.

Assessment

To achieve the full course award at National 5 level pupils must pass all 4 units. Pupils can be assessed through observation, conversation or portfolio.

Employability Skills

- Working co-operatively with others • Customer care/dealing with clients
- Awareness of health and safety issues • Self-evaluation
- Positive attitude to learning • Giving feedback to others

Career Pathways

The transferable skills developed will benefit pupils when applying for College/University courses and will prepare them for employment in the Sport and Recreation industry and the employment market more broadly. Some examples include:

- Exercise Science • Sport Psychology • Education (Leadership) • Medicine (Cycle of Analysis) • Technology (Problem Solving/ Decision Making) • Sports Coach
- Gym Instructing/Personal Trainer • Team leader (Co-operation with others)



There are 2 options available for National Physical Education. Both courses will cover the same content but will have a focus on a specific set of activities.

Physical Education (Aesthetic): Column C

This course is aimed at pupils who have high levels of interest or experience in aesthetic activities such as dance, gymnastics and trampolining. Pupils who choose this course may also participate in some game based activities and swimming.

Physical Education: Column D

This course is aimed at pupils who have high levels of interest or experience in games based activities. Pupils who choose this course may also participate in some aesthetic activities and swimming.

Content and Skills

At both National 4 and 5:

Pupils further develop their knowledge of Factors that Impact on Performance: Physical, Social, Mental and Emotional.

Pupils develop knowledge of the underpinning concept to designing a training programme.

Pupils are supported in designing and carrying out an individually specific training programmes.

Pupils develop their evaluation and analytical skills required to achieve marks in assessments.

Assessment

National 4

Performance Skills Unit: Pupils will be required to demonstrate movement, performance skills, consistency in control and fluency of movement and appropriate use of body and spatial awareness in 2 different activities. They must also provide evidence of how to respond to and meet the physical demands of performance in a safe and effective way.

Factors Impacting on Performance Unit: The learner will be required to demonstrate knowledge of factors that impact on performance in physical activities. They will also be required to demonstrate that they can monitor, record and reflect on the development of personal performance.

National 5

The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities. Each performance is a single event in a challenging, competitive and/or demanding context. #

This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ a repertoire of skills — including complex skills
- ◆ control and fluency
- ◆ effective decision-making
- ◆ using and applying straightforward composition, tactics or role safely and effectively
- ◆ conforming to rules, regulations and etiquette
- ◆ controlling emotions
- ◆ working co-operatively with others

The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.



Portfolio

Written assessment based on pupil's designing, adapting and evaluating a training programme to develop their performance in 1 activity.

The portfolio has three sections:

Section 1: Understanding factors that impact on performance

Section 2: Planning, developing and implementing approaches to enhance personal performance

Section 3: Monitoring, recording and evaluating performance development

This is worth 50 % of course mark and is externally marked by the SQA.

Homework

Weekly homework is issued to develop pupil's written style and understanding of assessment questions to enable them to access 50 % of the course marks.

Preparation for the Portfolio Assessment.

Progression within Senior Phase

Pupils achieving National 4 could progress to National 5.

Pupils achieving National 5 at grade C or above could progress to Higher.

All levels could progress to a Sports Leadership Course.



Content

This National Progression Award at SCQF Level 6 (equivalent to a Higher) will improve your skills and knowledge relating to sport and fitness. You will be introduced to the rationale behind the use of circuit, cardiovascular and fixed weight training techniques, and equipment used in each exercise type. You will also develop safe and effective practical skills in these areas.

Skills

The course is designed to enhance your interest in exercise and fitness training, improve personal performance, develop reflective learning, and aid progression to further study of the subject. During the course you will learn:

- The main physiological effects of different types of training on the body.
- How to personalise training for selected clients.
- How to identify advantages and disadvantages of a range of training methods.
- How to give a rationale for the selection of exercises.
- How to demonstrate cardiovascular, fixed weight and circuit training exercises.
- How to evaluate personal performance.

As well as this, you will build a valuable understanding of health and safety in the workplace.

Assessment

There are five units available, three of which must be completed to achieve the NPA. For some of the units teamwork will be involved, but all candidates must play a full part as it is the work/contribution of each individual that will be assessed. The units are designed to underpin the knowledge and skills required by employers, and are closely linked to the National Occupational Standards for each of the subject areas covered in the units.

Units are as follows:

1. Exercise and Fitness: Cardiovascular Training
2. Exercise and Fitness: Fixed Weight Training
3. Exercise and Fitness: Circuit Training
4. Exercise and Fitness: Free Weight Training
5. Exercise and Fitness: Exercise to Music

Homework

Pupils will be asked to carry out planning and research tasks and interpretation of resource based material.

Progression

Upon successful completion of this course you may be able to progress to one of the following full-time courses at college:

- Sport & Exercise Science
- Coaching & Developing Sport
- HND Fitness, Health & Exercise



Content and Skills

There are 2 options available for Higher Physical Education. Both courses will cover the same content but will have a focus on a specific set of activities.

Higher Physical Education (Aesthetic): Column A

This course is aimed at pupils who have high levels of interest or experience in aesthetic activities such as dance, gymnastics and trampolining. Pupils who choose this course may also participate in some game based activities and swimming.

Higher Physical Education: Column D

This course is aimed at pupils who have high levels of interest or experience in games based activities. Pupils who choose this course may also participate in some aesthetic activities and swimming.

Content and Skills

The main aims of the Higher PE Course are to enable the learner to:

- Develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts.
- Analyse mental, emotional, social and physical factors that impact on performance. Included in these topics are fitness, skill development, tactical awareness, preparation for performance and evaluating performance.
- Understand how skills, techniques and strategies combine to produce an effective performance
- Analyse and evaluate performance to enhance personal effectiveness

Assessment

The performance assesses candidates' ability to perform in two different physical activities. The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding.

This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ repertoire of skills — a broad and comprehensive performance repertoire (including complex movement and performance skills)
- ◆ control and fluency of complex movement and performance skills
- ◆ effective decision making and problem solving ◆ using and applying well established composition, tactics and roles
- ◆ extent to which rules and regulations are followed and etiquette is displayed (including working with others)
- ◆ extent to which emotions are controlled on the day of the performance.

The performance has 60 marks out of a total of 110 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

External Exam – The question paper assesses the candidates' ability to integrate and apply knowledge and understanding from across the course. It gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- analysing factors that impact on performance
- explaining a range of approaches for developing performance
- analysing the recording, monitoring and evaluation of your performance development plan



The question paper has a total mark allocation of 50 marks. This is 50% of the overall marks for the course assessment.

Homework

Pupils will be asked to carry out planning and research tasks and interpretation of resource based material.

Progression

The course or its units may provide progression to a Higher National Certificates and/or Higher Educational Degrees in Physical Education, Sports Science and Sports Studies.



Content

Learners will study a variety of texts throughout the year. These include fiction, non-fiction and film. Learners will also further develop their writing skills, producing a number of pieces including personal, creative, persuasive and informative.

Learners will be encouraged to work individually, in pairs and in groups to improve their language skills in a variety of situations.

Skills

Taking account of prior learning, all learners will have the opportunity to develop their communication skills through Reading, Writing, Listening and Talking.

Due to the nature of the course, skills in independent learning, problem solving and critical thinking will also be developed.

Assessment

Internal assessment of 4 units:

- Analysis and Evaluation (Reading and Listening)
- Creation and Production (Writing and Talking)
- Literacy

Added Value Assignment (Planning and Research skills; integrating and applying all language skills)

Homework

Regular reading of a variety of texts is expected of all learners.

Learners may be given homework which arises out of the ongoing work of the class. This may include finishing off a task started in class, preparing an individual talk, redrafting a piece of work done in class.

Progression

The quality of work produced, along with attitude and effort, demonstrating more than the basic requirement, will show potential for National 5.

Successful completion of National 4 is also an excellent foundation for progression onto vocational college courses.



Content

Learners will study a variety of texts throughout the year. These include fiction, non-fiction and film. Learners will also further develop their writing skills, producing pieces within the creative and discursive categories.

Learners will be encouraged to work individually, in pairs and in groups to improve their language skills in a variety of situations.

The course develops awareness of the complexities of language and a high level of analytical thinking and understanding of the impact of language.

Skills

Taking account of prior learning, all learners will have the opportunity to develop their communication skills through Reading, Writing, Listening and Talking.

Due to the nature of the course, skills in independent learning, problem solving and critical thinking will also be developed.

Assessment

External Assessment:

- Portfolio (2 pieces of writing – one creative and one discursive) worth 30 % of grade

External Examination:

- Paper One – Reading for Understanding, Analysis and Evaluation worth 30 % of grade
- Paper Two – Critical Reading (One critical essay and Scottish set text questions) worth 40 % of grade

Internal Assessment:

- Spoken Language Unit

Homework

Learners may be given homework which arises out of the ongoing work of the class. This may include finishing off a task started in class, preparing an individual talk, redrafting a piece of work done in class, or using the SCHOLAR system.

There is an expectation of ongoing revision of course materials and personal reading of a variety of texts.

Progression

A National 5 pass at grades A or B is required for entry into Higher English.



Content

Learners will study a variety of texts throughout the year. These include fiction, non-fiction and film. Learners will also further develop their writing skills, producing pieces within the creative and discursive categories.

Learners will be encouraged to work individually, in pairs and in groups to enhance their language skills in a variety of situations.

The course develops a deeper awareness of the complexities of language and insightful levels of analytical thinking and understanding of the impact of language.

Skills

Taking account of prior learning, all learners will have the opportunity to develop their communication skills through Reading, Writing, Listening and Talking.

Due to the nature of the course, skills in independent learning, problem solving and critical thinking will also be developed.

Assessment

External Assessment:

- Portfolio (2 pieces of writing – one creative and one discursive) worth 30 % of grade

External Examination:

- Paper One – Reading for Understanding, Analysis and Evaluation worth 30 % of grade
- Paper Two – Critical Reading (One critical essay and Scottish set text questions) worth 40 % of grade

Internal Assessment:

- Spoken Language Unit.

Homework

Learners may be given homework which arises out of the ongoing work of the class. This may include finishing off a task started in class, preparing an individual talk, redrafting a piece of work done in class, or using the SCHOLAR system.

There is an expectation of ongoing revision of course materials and personal reading of a variety of texts.

Progression

Learners can choose to progress onto the Advanced Higher course. Many further or higher education courses require a qualification in English.



Content

This course is designed to build on the knowledge and skills learners have gained in Higher English and allow them to pursue interests and strengths in more specialised areas of study. The course presents considerable academic and personal challenges and requires learners to think and work independently. It provides a sound base for future study of English and also gives learners a level of linguistic competence which is extremely valuable for a wide range of other studies and employment situations.

Skills

Independent learning
 Problem solving
 Critical thinking
 Advanced reading and writing skills

Assessment

Internal Unit assessments:

- Analysis and Evaluation: analysis of literary texts
- Creation and Production: producing a number of writing pieces in a variety of genres

External Assessments:

- *Creative Writing Folio*: 2 pieces of writing from a choice of genres, worth 30 %
- *Dissertation*: an extended essay on texts of learner's choice, worth 30 %
- *Exam*: Paper 1 – Literary Study – critical essay comparing 2 texts, worth 20 %
 Paper 2 – Textual Analysis – unseen passage and question, worth 20 %

Homework

Regular reading of a variety of texts is expected of all pupils.

Weekly homework will be determined by the teacher and will include essay writing, practising textual analysis skills and revision of course content.

Learners are expected to be independent and self-study throughout the course.

Progression

Learners can use the skills developed in Advanced Higher English to progress successfully into higher education.

Depending on uptake, this course may be completed through City Campus.



Content

This course is designed for bilingual learners whose first language is not English. It focuses on the study of English within the context of 'everyday life', specifically: work, study, community and social situations. ESOL aims to equip learners with the skills and vocabulary required to gain employment and to undertake further study.

Entry to this course is normally by recommendation. Individual circumstances are taken into account.

Skills

Pupils study and develop skills across 4 areas:

- Writing
- Reading
- Speaking
- Listening

Assessment*National 4*

These qualifications are internally assessed and both consist of two units:

1. ESOL for Everyday Life
2. ESOL in Context (Work and Study)

National 5

This qualification contains the following units:

1. ESOL for Everyday Life
2. ESOL in Context (Work and Study)

Higher

This qualification contains the following units:

- 1) ESOL for Everyday Life
- 2) ESOL in Context (Work and Study)

Speaking is assessed internally in the school. Candidates are also required to sit an external assessment (examination paper) in order to achieve a full course award at National 5 and Higher levels. The examination paper assesses:

- Reading and Writing
- Listening

Homework

Homework is issued weekly and focuses on the development of reading and writing.

Progression within Senior Phase

ESOL is available for study at National 3, 4, 5 and Higher levels. The level at which pupils are entered will depend on their level of English.



Content

S5/6- Modern Languages

The Modern Languages Faculty offers courses in French and Spanish. Each shares a common structure:

Content

Society: Family and friends, lifestyles, media, global languages, citizenship.

Learning: Learning in context, education, jobs.

Employability: Jobs, work and CVs.

Culture: Planning a trip, other countries, celebrating a special event, literature of another country, film and television.

Skills

Literacy: essay writing, close reading, dictionary use, grammar in context.

Numeracy: use of time, numbers, games with numbers.

Team work: collaborating with classmates

Communication: presentation, speaking assessments.

Critical thinking: literature/ film analysis.

Time management: meeting deadlines.

Self-study: trying out methods to successfully, individually, revise topics/language skills learnt

Health & Wellbeing: discussion of healthy living, drug abuse, smoking and alcohol.

The courses allow learners to acquire the necessary vocabulary, structures and grammar to ensure effective comprehension and communication for the level being studied. Pupils are encouraged to develop and perfect all four skills- Reading, Listening, Writing and Talking through the use of various techniques and resources.

Assessment

National 5 (level 5)

Reading, Listening and Writing will be assessed at the end of the course in an external examination set by the SQA. Talking will be assessed by an internal examination which is externally moderated. A written assignment is marked externally by SQA, but is completed in class under exam conditions.

Higher (level 6)

Reading, Translation, Directed Writing and Listening will be assessed at the end of the course in an external examination set by the SQA. Talking will be assessed by an internal examination which is externally moderated. A written assignment is marked externally by SQA, but is completed in class under exam conditions.

Advanced Higher (level 7)

Reading, Translation, Listening and Discursive Writing will be assessed at the end of the course in an external examination set by the SQA. The Talking element requires pupils to have a conversation in the modern language with a visiting assessor. Finally, pupils complete a portfolio which requires candidates to produce an essay in English, based on their research into literature, media or language in work. This is also marked externally by the SQA.

Homework

Minimum of 2 hours per week of Reading, Listening, Writing or vocabulary learning homework. Pupils are expected to revise vocabulary and grammar regularly in order to pass their qualification.

Entry requirements and progression

National 5- National 4 pass or sufficient material covered at BGE. Progression to Higher.

Higher- Pass at A, B or C at National 5. Progression to Advanced Higher.

Advanced Higher: Pass at A, B or C at Higher.



Content

Both the National 4 and 5 courses cover algebra, geometry, statistics, number work and trigonometry.

The national 4 course is made up of 3 units and an added value assessment. If pupils are not able to pass these they will be moved to National 3.

The National 5 course is made up of 3 units and the final exam.

Skills

Pupils will learn successful study skills such as self-testing, interleaving and spaced practice.

Assessment

National 4

3 unit assessments

- Numeracy
- Relationships
- Expressions and Formulae

Also an added value assessment needed to be awarded an overall National 4 pass

National 5

3 units

- Expressions and formulae
- Relationships
- Applications

Unit assessments are no longer mandatory but may be sat by some classes. There will also be regular low stakes quizzes and longer termly assessments.

The final exam has to be passed in order to gain a qualification at National 5.

Homework

Regular short nightly homework or longer homework as necessary.

Progression

Completion of completion of National 4 leads to National 5 and National 5 leads to Higher



Content

The Higher course is challenging and rewarding one which introduces the pupils to the amazing world of Calculus for the first time. Pupils will take their algebra skills to an advanced level and will begin to see the importance of mathematics to the world around us.

Skills

Pupils will learn successful study skills such as self-testing, interleaving and spaced practice.

Assessment

3 unit assessments may be carried out but are no longer mandatory.

- Expressions and Functions
- Relationships and Calculus
- Applications

There will be regular low stakes quizzes and longer termly assessments throughout the course.

Homework

In order to do well pupils must be prepared to do nightly homework of up to an hour. This won't always be set and marked by the teacher and pupils *have* to take responsibility for their own progress.

Progression

Pupils who get an A or a B can progress to Advanced Higher



Content

The Advanced Higher course consists of three mandatory units:

Mathematics: Methods in Algebra and Calculus

Mathematics: Applications of Algebra and Calculus

Mathematics: Geometry, Proof and Systems of Equations

Skills

Pupils will have to make full use of the study skills they have learnt throughout other mathematics courses.

Assessment

The award of Advanced Higher Mathematics will be based on a combination of internal and external assessment. To gain the award, the candidate must achieve a pass in all the component units of the course as well as a pass in the external assessment. External assessment will provide the basis for grading attainment through an external examination.

Homework

Pupils will be expected to complete at least an hour of work each evening. They will largely be responsible for setting their own homework based on how they perform in assessments.

Progression

On successful completion of this course, the learner could progress to further study at degree level in university.



We offer two courses in Mathematics in S5/6. The S4 teacher will give a recommendation of which course should be followed. The requirements for particular college courses change over time and specific course requirements should be checked before choosing a course.

Mathematics contains the more abstract topics and is heavily dependent on a good grasp of algebra. A few university and college courses do ask for this as an entrance requirement such as Engineering.

Applications of Mathematics

This course covers more real world mathematics topics such as statistics, percentages and financial mathematics. Most university and college courses accept this as an alternative to Mathematics.



Content

The National 5 course consists of three topics:

- Cell Biology: includes plant, animal and microbial cell structure; the basic processes of life that occur within cells; genetic engineering and the use of microbes.
- Multicellular Organisms: studies the major systems and organs in plants and animals to understand how they keep organisms alive individually and by working together.
- Life on Earth: a study of ecosystems and how organisms interact within them; the methods used to sample organisms; how species evolved and the impact man is having on the environment.

Skills

Demonstrating knowledge and understanding of biology by making statements, describing information, providing explanations and integrating knowledge; applying knowledge of biology to new situations, interpreting information and solving problems; planning and designing experiments to test given hypotheses or to illustrate particular effects; carrying out experimental procedures safely, recording observations and collecting data; selecting information and presenting information appropriately in a variety of forms; processing information (using calculations and units, where appropriate); making predictions and generalisations based on evidence/information; drawing valid conclusions and giving explanations supported by evidence/justification; identifying a sources of uncertainties and suggesting improvements to experiments; communicating findings/information

Skills in numeracy will be also be addressed and thinking skills will be developed through analysing and applying knowledge.

Assessment

The SQA reviewed end-of-unit assessments and removed them but as a minimum there will be internal unit tests to monitor progress. At least one practical will be used along with research to produce a formal written report which will be marked externally.

There is a final written external examination.

Homework

In addition to pupils regularly looking over their classwork, pupils will be given a variety of tasks regularly. This will involve practice questions, pre-reading material for class, researching information or producing a report or presentation. The task may be issued electronically or on paper.

Requirements

Level 4 Biology or Science. Completed or Studying **N4 Maths**

Progression

Gaining a pass in this course will allow entry to Higher Human Biology/Higher Biology or another N5 science.



Content

. The Higher course consists of three units:

- DNA and the genome: structure of DNA replication of DNA gene expression cellular differentiation the structure of the genome mutations evolution genomic sequencing
- Metabolism and survival: metabolic pathways cellular respiration metabolic rate metabolism in conformers and regulators metabolism and adverse conditions environmental control of metabolism genetic control of metabolism
- Sustainability and interdependence: food supply, plant growth and productivity plant and animal breeding crop protection animal welfare symbiosis social behaviour components of biodiversity threats to biodiversity

Skills

Applying knowledge to new situations; selecting, presenting, describing, analysing information and drawing valid conclusions; solving problems; planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects; carrying out experiments/practical investigations safely and recording detailed observations and collecting data; making predictions and generalisations from evidence/information; evaluating experiments/practical investigations and suggesting improvements; communicating findings/information effectively.

Skills in literacy and numeracy will be also be addressed and thinking skills will be developed through analysing and applying knowledge.

Assessment

Each unit is currently assessed by end-of-unit-tests covering knowledge & understanding and problem-solving skills. At least one practical will be used to produce a formal written report which will be assessed internally to SQA standards. Research for and writing the assignment (under exam conditions) which is marked externally.

There is a final written external examination.

Homework

In addition to pupils regularly looking over their classwork, pupils will be given a variety of tasks regularly. This will involve practice questions, pre-reading material for class, researching information or producing a report or presentation. The task may be issued electronically or on paper.

Requirements

Level 5 Biology or Science. Completed or studying **N5 Maths**

Progression

Gaining a pass in this course will allow entry to AH Biology



Content

The National 5 course is organised into three Units:

- Chemical Changes and Structure – Investigate chemical reactions; how chemicals bond together; atomic structure and chemistry, acid and base chemistry.
- Nature's Chemistry – Extraction, purification and use of fossil fuels; their environmental impact; extraction of useful chemicals from plants; production of consumer products from chemicals
- Chemistry in Society – Metals – extraction, properties and uses; batteries and metal chemistry; Plastics; environmental monitoring; fertiliser production and use.

Skills

Demonstrating knowledge and understanding of chemistry by making statements, describing information, providing explanations and integrating knowledge; applying knowledge of chemistry to new situations, interpreting information and solving problems; planning and designing experiments to test given hypotheses or to illustrate particular effects; carrying out experimental procedures safely, recording observations and collecting data; selecting information and presenting information appropriately in a variety of forms; processing information (using calculations and units, where appropriate); making predictions and generalisations based on evidence/information; drawing valid conclusions and giving explanations supported by evidence/justification; identifying a sources of uncertainties and suggesting improvements to experiments; communicating findings/information

Skills in numeracy will be also be addressed and thinking skills will be developed through analysing and applying knowledge.

Assessment

The SQA reviewed end-of-unit assessments and removed them but as a minimum there will be internal unit tests to monitor progress. At least one practical will be used along with research to produce a formal written report which will be marked externally.

There is a final written external examination.

Homework

In addition to pupils regularly looking over their classwork, pupils will be given a variety of tasks regularly. This will involve practice questions, pre-reading material for class, researching information or producing a report or presentation. The task may be issued electronically or on paper.

Requirements

Level 4 Chemistry. Completed or **studying** for **Level 5 Maths**

Progression

Gaining a pass in this course will allow entry to Higher Chemistry or another N5 science



Content

The Higher course is organised into three Units:

- Chemical Changes and Structure – Patterns in the Periodic Table and the underlying bonding; Rates of reactions and how to control them,
- Nature's Chemistry – Esters and Fragrances; Proteins; Chemistry of Cooking; Soaps, Detergents and Skin Care,
- Chemistry in Society – Industrial Chemistry; Energy in Chemical reactions; Equilibrium reactions and Chemical analysis.

Skills

Applying knowledge to new situations; selecting, presenting, describing, analysing information and drawing valid conclusions; solving problems; planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects; carrying out experiments/practical investigations safely and recording detailed observations and collecting data; making predictions and generalisations from evidence/information; evaluating experiments/practical investigations and suggesting improvements; communicating findings/information effectively.

Skills in literacy and numeracy will be also be addressed and thinking skills will be developed through analysing and applying knowledge.

Assessment

Currently each unit is assessed by an end-of-unit-test covering knowledge & understanding and problem-solving skills. At least one practical will be used to produce a formal written report which will be assessed internally to SQA standards. Research for and writing the assignment (under exam conditions) which is marked externally.

There is a final written external examination.

Homework

In addition to pupils regularly looking over their classwork, pupils will be given a variety of tasks regularly. This will involve practice questions, pre-reading material for class, researching information or producing a report or presentation. The task may be issued electronically or on paper.

Requirements

Pass at **A/B level in National 5 Chemistry** along with a **N5 Maths** award

Progression

Gaining a pass in this course will allow entry to AH Chemistry.



Content

The National 5 course is organised into three Units:

- Electricity and Energy – The basis for understanding our technological world;
- Waves and Radiation – Including telecommunications and nuclear physics;
- Dynamics and Space – The science of movement and forces, on Earth and beyond.

Skills

Demonstrating knowledge and understanding of physics by making statements, describing information, providing explanations and integrating knowledge; applying knowledge of physics to new situations, interpreting information and solving problems; planning, designing, and safely carrying out experiments/practical investigations to test given hypotheses or to illustrate particular effects; selecting information and presenting information appropriately in a variety of forms; processing information, using calculations and units where appropriate; making predictions based on evidence/information; drawing valid conclusions and giving explanations supported by evidence/justification; identifying sources of uncertainty and suggesting improvements to experiments/practical investigations; communicating findings/information.

Skills in numeracy will be also be addressed and thinking skills will be developed through analysing and applying knowledge.

Assessment

The SQA reviewed end-of-unit assessments and removed them but as a minimum there will be internal unit tests to monitor progress. At least one practical will be used along with research to produce a formal written report which will be marked externally.

There is a final written external examination.

Homework

In addition to pupils regularly looking over their classwork, pupils will be given a variety of tasks regularly. This will involve practice questions, pre-reading material for class, researching information or producing a report or presentation. The task may be issued electronically or on paper.

Requirements

Level 4 Physics or Science. Completed or **Studying N5 Maths**

Progression

Gaining a pass in this course will allow entry to Higher Physics or another N5 science.



Content

The Higher course is organised into three Units:

- Our Dynamic Universe – Forces & Energy; Collisions; Gravity and understanding our Universe through the application of Physics,
- Particles & Waves – Standard model of particles; Nuclear reactions; Properties and behaviour of light and other EM radiation,
- Electricity – Properties of electricity including Current, Power & Resistance; Capacitors; Semi-conductors and Solar cells.

Skills

Applying knowledge to new situations; selecting, presenting, describing, analysing information and drawing valid conclusions; solving problems; planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects; carrying out experiments/practical investigations safely and recording detailed observations and collecting data; making predictions and generalisations from evidence/information; evaluating experiments/practical investigations and suggesting improvements; communicating findings/information effectively.

Skills in literacy and numeracy will be also be addressed and thinking skills will be developed through analysing and applying knowledge.

Assessment

Currently each unit is assessed by an end-of-unit-test covering knowledge & understanding and problem-solving skills. At least one practical will be used to produce a formal written report which will be assessed internally to SQA standards. Research for and writing the assignment (under exam conditions) which is marked externally.

There is a final written external examination.

Homework

In addition to pupils regularly looking over their classwork, pupils will be given a variety of tasks regularly. This will involve practice questions, pre-reading material for class, researching information or producing a report or presentation. The task may be issued electronically or on paper.

Requirements

Pass at **A/B level in National 5 Physics** along with a **N5 Maths** award

Progression

Gaining a pass in this course will allow entry to AH Physics



Content

National Geography is the study of Earth's landscapes, peoples, places and environments. It is in a unique position as a bridge between the social sciences and is considered a science subject in many areas.

The National 4/5 course is split into three units:

- The *Global Issues* studied will focus upon methods of prediction of Volcanic Eruptions, Earthquakes and Tropical Storms. It also looks at diseases such as HIV/AIDS, Malaria and Heart Disease and how they are caused, their effects and strategies adopted to manage them.
- Within the *Physical Environments* unit pupils will develop their understanding of Weather, Glaciated Uplands and Coastal Landscapes.
- The *Human Environments* unit will focus upon Urban City Developments, Rural Farming and an understanding of Population and Development issues across the world.

Skills

Geography develops excellent transferable skills that are of use in a wide variety of careers. Digital and traditional map skills are taught throughout the course. Pupils will develop their numeracy skills by analysing and creating a wide variety of data and use this data to explain complex global issues including population growth and the changing land use in urban areas. Literacy skills will be developed through the interpretation of questions and their command words as well as a wide variety of new subject specific vocabulary.

Assessment

National 4: all units will be internally assessed throughout the year via a bank of questions and activities. Alongside this an independent Added Value Unit research project must be completed.

National 5: will be continually assessed in school and externally assessed via a final SQA exam which will account for 80% of their overall award. The further 20% is made up of an independent assignment which will showcase the skills, knowledge and understanding gained.

Homework

Homework will be issued regularly and will take a variety of formats including exam style questions to prepare pupils for assessment as well as research tasks and projects to improve their overall comprehension. On top of this pupils should be regularly reviewing course content using Google Classroom alongside their notes.

Progression

For pupils achieving certification at National 4, progression could be to National 5 in Geography or any other Social Subject.

Learners achieving at National 5 level can progress to studying Higher Geography or other courses



Content

Geography is the study of Earth's landscapes, peoples, places and environments. It is in a unique position as a bridge between the social sciences and the natural sciences. The Higher course is split into three units. Within the *Physical Environments* unit pupils study; *biosphere* focusing on soil types and profiles; *lithosphere* examining glacial and coastal landscapes; *hydrosphere* explaining the hydrological cycle and storm hydrographs and finally *atmosphere* with the focus on the global heat budget, atmospheric and oceanic circulation. *Human Environments* investigates; *population* interpreting population pyramids, demographic transition models, census data and migration; *urban* exploring the reasons for urban growth and its management; *rural* focusing upon land degradation in the Sahel. The two *Global Issues* units are; *development and health* looking to explain differences between countries alongside the impact and management of disease; *climate change* exploring the causes and impacts of climate change.

Skills

Geography develops excellent transferable skills that are of use in a wide variety of careers. Digital and traditional map skills are taught throughout the course. Pupils will develop their numeracy skills by analysing and creating a wide variety of data to explain complex global issues. Literacy skills will be developed through the interpretation of questions as well as a wide variety of new subject specific vocabulary.

Assessment

Higher will be externally assessed via a final SQA exam which will account for 73% of their overall award. The further 27% is made up of an independent geographic assignment which will showcase the skills, knowledge and understanding gained (Subject to any SQA changes)

Homework

Homework will be issued regularly and will take a variety of formats including exam style questions as well as research tasks and projects to improve their overall comprehension. On top of this pupils should be regularly reviewing course content using Google Classroom alongside their notes.

Progression

Learners achieving at Higher level can progress to studying Advanced Higher Geography or courses at college or university including Earth Sciences, Town Planning and Environmental Management.

Geographers work in a wide variety of fields directly relating to careers in: renewable energy, town and transport planning, environmental management and conservation, resource exploration and extraction e.g. mining, petroleum as well as providing the skills for jobs such as; administration, logistics and business management, financial services or retail and marketing.



Content

The Advanced Higher Geography Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others and a sense of responsibility and global citizenship. The course is split into two units. Within the *Geographical Skills* Unit, learners will develop a wide range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Within the *Geographical Issues* unit, learners will develop critical thinking and the ability to evaluate sources and viewpoints on current complex geographical issues.

Skills

Advanced Higher Geography develops excellent transferable skills that are of use in a wide variety of careers and further education. Learners will develop a wide range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.

Assessment

Advanced Higher comprises of mandatory internal assessments as well as an external SQA exam accounting for 33 % of the overall award. The further 67 % is made up of an independent project folio.

Progression

Advanced Higher Geography is recognised as an entry qualification to employment, training, further and higher education. Relevant degree-level programmes can include science, geology and social science.

Geographers work in a wide variety of fields directly relating to careers in: renewable energy, town and transport planning, environmental management and conservation, resource exploration and extraction e.g. mining, petroleum as well as providing the skills for jobs such as; administration, logistics and business management, financial services, tourism, social welfare or retail and marketing.

Homework

Homework will be issued regularly and will take a variety of formats including exam style questions as well as research tasks and projects to improve their overall comprehension. On top of this pupils should be regularly reviewing course content using Google Classroom alongside their notes.



National History

Content

All National courses are broken down into three common areas of study- a Scottish topic, a British topic and a European topic. Our Scottish Topic will be *Migration and Empire*. This topic looks at the impact of key factors in the movement of people and culture across the world and how they in turn changed their new homelands.

Our British topic is the *Atlantic Slave Trade*. This topic looks at one of the most successful, but also devastating periods of human history. You will explore the growth of ambitious empires and how the demand for cheap labour led to the exploitation of millions of people.

Our European and World Topic is *Hitler and Nazi Germany, 1919-1939*. This topic looks at the rise of Adolf Hitler and the Nazi Party. You will have to navigate through revolutions, violence, invasions and bankruptcy to consider how Hitler was allowed to rise to power.

History, in its broadest sense, is about people of the past and their actions. If you choose to take on a National level course, it will demand a great deal of time and effort on your part to master the skills needed to succeed. In return, you will have the opportunity to explore some of the most important moments in the history of mankind to assess how historical figures changed the course of history, for better or for worse.



Assessment

National 4: candidates must pass all of the unit assessments and complete an added value unit.

National 5: candidates will be assessed in two parts: the added value assessment researched and written in class which makes up 20 % of their final grade and the question paper which makes up the other 80 % of their final grade.

Homework

Homework is regularly given in History. This will mostly take the form of exam style questions that will focus on improving key skills for the final exam. Homework may also include research tasks and other forms of content based work.

Progression

Learners achieving at National 5 level can progress onto Higher History, or other courses, or into employment or training.



Higher History

Content

The Higher course is broken down into three common areas of study- a Scottish topic, a British topic and a European topic.

Our Scottish topic will be the *Migration and Empire, 1830-1939*. You will build on the knowledge learnt in National in the study of the movement of people to Scotland, and Scots to the Empire and the impact this has had on our culture.



The British topic will be *Britain, 1851-1951*. You will explore the rise of the middle and working class identities and how they carved out a new age of politics. Secondly, you will explore the heated political battles between figures like Churchill and Disraeli. Finally, you will consider the rise of both the Liberals and the Labour Party and assess their impact on the development of politics in Britain.

The European topic will be *Russia 1815-1939*. This topic looks at the rise of Russia from a fractured country to a formidable European power. This course takes you through a journey of agreements, pacts, alliances and betrayal as you consider how Russia was reborn and what led to the rise of one of the 20th century's most notorious figures: Vladimir Lenin.

Assessment

Students will be required to complete an Assignment in class that will be assessed eternally. This accounts for 27% of the overall mark awarded. Students will also sit the external exam. This is comprised of two papers and makes up the remaining 73% of the overall mark.

Homework

Homework is regularly given in History. This will most take the form of exam style questions that will focus on improving key skills for the final exam. Homework may also include research tasks and other forms of content based work.

Progression

A degree History and combined degrees such as History and Politics. Studying History is particularly beneficial to pupils considering careers in law, primary teaching, secondary teaching, journalism, the Arts and business sectors like Human Resources.



Content

The purpose of the Advanced Higher Course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

Through the detailed study of a chosen field, learners will engage with the issues which arise from significant historical events and developments. The depth of study will enable learners to engage fully with historical debate and develop a deeper appreciation of the forces which have shaped historical developments

The Advanced Higher course will have one key study area which is, Russia: from Tsarism to Stalinism, 1914-45. This will cover the breakdown of Russian society, the key revolutions in Russia during this period, Lenin and the consolidation of power as well as different aspects of Stalinist Russia.

Skills

In Advanced Higher History learners will develop a wide range of important and transferable skills, including: the ability to carry out independent research and investigate historical themes and events; synthesising information from a wide range of sources to produce detailed and sustained lines of argument; evaluating historical sources; analysing historical issues; and communicating well-reasoned conclusions supported by evidence.

Assessment

Advanced Higher History comprises of mandatory internal assessments as well as an external SQA exam accounting for 65 % of the overall award. The further 35 % is made up of an independent dissertation.

Homework

Homework will be issued regularly and will take a variety of formats including exam style questions as well as research tasks and projects to improve their overall comprehension. On top of this pupils should be regularly reviewing course content using Google Classroom alongside their notes.

Progression

Advanced Higher History is recognised as an entry qualification to employment, training, further and higher education. Relevant degree-level programmes can include Social Science, History, International Relations, Law and Journalism.

The qualification can help lead to work in a wide variety of fields directly relating to careers in: journalism, law, teaching/lecturing, police, museum curator and research analyst.



Content

At National 5 level there are three mandatory units in total. In the political unit pupils explore *Democracy in Scotland*, focusing on issues such as representation, participation and influence. Within the social unit, the focus is on *Crime and Law in the UK* where the causes, consequences and ways to reduce crime are explored. Pupils will also learn about the court system and evaluate different punishment options. The third unit has an international focus, specifically *World Issue*. Within this unit pupils explore the issue of terrorism, investigating the causes and consequences globally. The efforts of countries like the UK and The USA to limit the impact of terrorism are also analysed and evaluated..



Skills

Modern Studies supports the development of a number of key skills, including:

- comparing and contrasting to draw valid conclusions and detect bias
- critical thinking through accessing, analysing and using information from a wide variety of sources
- discussion and informed debate
- developing reasoned and justified points of view
- presentation skills – oral, written, multimedia.

Assessment

National 5 – progress will be continuously assessed throughout the year, culminating in an externally assessed final exam covering all of the units and skills. 20% of the overall grade comes from an independent, externally assessed research project and report prepared in class time. The final exam covers the remaining 80%.

Homework

Homework will be issued regularly and will take a variety of formats including exam style questions as well as research tasks and projects to improve their overall comprehension. On top of this pupils should be regularly reviewing course content using Google Classroom alongside their notes.

Progression

Learners achieving at National 5 level can progress to studying Higher Modern Studies or other courses, or into employment or training. Modern Studies skills are valued and positively recognised by many employers.



Content

At Higher level there are three mandatory units in total. In the political unit pupils explore *Democracy in Scotland and the UK* with a focus on the UK perspective including voting systems and behaviour as well as the ways in which the UK Parliament represents its citizens. Within the social unit, the focus is on *Social Inequality in the UK* where the reasons why both health and wealth inequalities exist are identified as well as the impact these have on the population and the ways in which these can be tackled. The third unit has an international focus, specifically a *World Power*. Throughout the unit, the *USA* is used as a case study. Within this unit pupils explore the political system of the USA, the socio- economic issues faced by the USA as well as how it is trying to tackle these issues. Pupils will also look at the USA's influence and role as a world power in International relations.



Skills

Important skills are developed and enhanced through the study of Higher Modern Studies. These skills include:

- handling and analysing complex data
- constructing and sustaining lines of argument
- evaluating evidence, detecting a lack of objectivity and drawing as well as presenting conclusions in a balanced and structured way
- participating in debate and discussion

Assessment

Higher – progress will be continuously assessed throughout the year in the form of timed essays and questions. There is also a final exam covering all three units and skills which makes up two thirds of their overall grade. The other third is made up of an independent, externally assessed report prepared and written in class time (subject to any SQA changes).

Progression

With the development of a wide range of knowledge and skills, Higher Modern Studies can assist in progression onto college and university courses such as Social Subjects, Sociology, Politics, International Relations, Law and many more. Students of the subject have also found it useful when entering professions such as the Police, Social Work and Teaching.

Homework

Homework will be issued regularly and will take a variety of formats including exam style questions as well as research tasks and projects to improve their overall comprehension. On top of this pupils should be regularly reviewing course content using Google Classroom alongside their notes.



Content

The Advanced Higher Modern Studies Course enhances learner's understanding of the contemporary world and their place in it. Their confidence grows as they begin to understand more about their sense of identity and place in the contemporary world. Learners will build up a framework of social, political and economic knowledge and understanding which will help them develop a sense of responsible citizenship.

The Advanced Higher course will have one key study area which is Law and Order. This will cover the following four key areas, understanding the criminal justice system, understanding criminal behaviour, responses by society to crime and researching social science issues.

Skills

Advanced Higher Modern Studies develops excellent transferable skills that are of use in a wide variety of careers and further education. Learners will develop a wide range of skills which include critical evaluation of issues, structuring and sustaining detailed lines of arguments leading to reasoned conclusions, focus on the reliability of sources as well as planning out independent research in relation to the Crime and Law topic covered. Pupils will also be able to analyse and synthesise a wide range of evidence as well as looking at how to evaluate research methodology.

Assessment

Advanced Higher Modern Studies comprises of mandatory internal assessments as well as an external SQA exam accounting for 65 % of the overall award. The further 35 % is made up of an independent dissertation.

Homework

Homework will be issued regularly and will take a variety of formats including exam style questions as well as research tasks and projects to improve their overall comprehension. On top of this pupils should be regularly reviewing course content using Google Classroom alongside their notes.

Progression

Advanced Higher Modern Studies is recognised as an entry qualification to employment, training, further and higher education. Relevant degree-level programmes can include social science, politics, international relations, law and social work.

The qualification can help lead to work in a wide variety of fields directly relating to careers in: journalism, law, teaching/lecturing, police, social work, the healthcare profession and the media.



Content

The Higher course covers a wide range of topics which give pupils a detailed knowledge of Administration & IT in the workplace. Topics covered include:

- Communication in Administration
- Administrative Theory & Practice
- Information Technology for Administrators

Skills

The Higher course focuses on a number of core skills that are transferrable across the curriculum. Skills developed include:

- Numeracy skills
- Literacy skills
- Problem solving skills
- ICT skills

Assessment

Assessment of the Higher course involves both internally marked assessment and external assessment. Internal assessment takes the form of A/B tests which are sat at the end of each topic. External assessment includes a final theory exam which constitutes 42% of the final grade and an assignment which is 58% of the final grade. The course assignment is completed in class time but is marked externally.

Progression

Pupils who achieve a pass in Higher Administration & IT could progress to study an HNC or HND at college in Business Administration. They could also study a Business Administration degree at University.

Homework

Homework tasks will be issued at regular intervals mainly at the end of a topic. This will involve completing exam style questions. Pupils are also asked regularly to complete questions based on work covered in class at home. Homework may be issued and submitted via google classroom or through paper copies.



Content

The Higher course covers a wide range of topics which give pupils a more detailed knowledge of the important areas of Accounting. There are 3 topics:

Preparing Financial Accounting Information – preparation of final accounts for partnership and plc companies in relation to ownership, control and sources of finance, legislation relating to accounting standards, preparation of period end financial statements for manufacturing organisations.

Preparing Management Accounting Information - describe the use of AVCO stock valuation, detail the use of management accounting systems to plan and control, prepare management accounting statements and make business decisions based on these statements.

Analysing Accounting Information – detail the purpose and limitations of accounting ratios, describe the influence of financial and non-financial indicators, perform ratio calculations and analyse the results, make recommendations based on the results.

Skills

The Higher course focuses on a number of core skills that are transferrable across the curriculum. Skills developed include:

- Analysis skills
- Numeracy skills
- Evaluation skills
- Problem solving skills
- ICT skills

Assessment

Assessment of the Higher course involves both internally marked assessment and external assessment. Internal assessment takes the form of an A/B test sat at the end of each topic. External assessment includes a final exam which constitutes 67% of the final grade and an assignment which is 33% of the final grade. The course assignment is completed in class time but is marked externally.

Progression

Pupils who achieve a pass at Higher Accounting could go on to study Advanced Higher Accounting. They could also go onto to study an HNC or HND at college in Accounting. They could also pursue Accounting at degree level at university. The knowledge gained in the Accounting course may also allow them entry to Business courses at college or university. Further to this it may allow them entry into employment or an Accountancy Apprenticeship.

Homework

Homework tasks will be issued at regular intervals. This will involve completing questions based on the topic being covered in class to allow them to consolidate their learning. These may be paper based or involve the use of ICT such as spreadsheets. Pupils must be committed in this area of the course in order to achieve their full potential.



Content

The National 4 course covers a wide range of topics which give pupils an introduction to important areas of Business Management. Topics covered include:

- Business in Action
- Influences in Business

Skills

The National 4 course focuses on a number of core skills that are transferrable across the curriculum. Skills developed include:

- Numeracy skills
- Literacy skills
- Research skills
- Problem solving skills

Assessment

Assessment of the N4 course is completed internally and involves unit assessments at the end of each unit and the completion of an Added Value unit. All of these assessments are completed in class time and marked internally.

Progression

Pupils who achieve a pass at National 4 Business could go on to study National 5 Business Management.

Homework

Homework tasks will be issued at regular intervals mainly at the end of a topic. This will involve completing exam style questions. Pupils are also asked regularly to complete questions based on work covered in class at home. Homework may be issued and submitted via google classroom or through paper copies.



Content

The National 5 course covers a wide range of topics which give pupils a beginners knowledge of important areas of Business Management. Topics covered include:

- Understanding Business
- Management of Marketing and Operations
- Management of People and Finance

Skills

The National 5 course focuses on a number of core skills that are transferrable across the curriculum.

Skills developed include:

- Analysis skills
- Numeracy skills
- Literacy skills
- Research skills
- Evaluation skills
- Problem solving skills
- ICT skills

Assessment

Assessment of the National course involves both internally marked assessment and external assessment. Internal assessment takes the form of an A/B Test sat at the end of each topic. External assessment includes a final exam which constitutes 75% of the final grade and an assignment which is 25% of the final grade. The course assignment is completed in class time but is marked externally.

Progression

Pupils who achieve a pass at National 5 Business Management could go on to study Higher Business Management.

Homework

Homework tasks will be issued at regular intervals mainly at the end of a topic. This will involve completing exam style questions. Pupils are also asked regularly to complete questions based on work covered in class at home. Homework may be issued and submitted via google classroom or through paper copies.



Content

The Higher course covers a wide range of topics which give pupils a detailed knowledge of important areas of Business Management. Topics covered include:

- Understanding Business
- Management of Marketing and Operations
- Management of People and Finance

Skills

The Higher course focuses on a number of core skills that are transferrable across the curriculum. Skills developed include:

- Analysis skills
- Numeracy skills
- Literacy skills
- Research skills
- Evaluation skills
- Problem solving skills
- ICT skills

Assessment

Assessment of the Higher course involves both internally marked assessment and external assessment. Internal assessment takes the form of A/B tests sat at the end of each topic. External assessment includes a final exam, which constitutes 75% of the final grade and an assignment that is 25% of the final grade. The course assignment is completed in class time but is marked externally.

Progression

Pupils who achieve a pass at Higher Business Management could go on to study Advanced Higher Business Management. Alternatively pupils could go onto to study an HNC or HND at college in Business, Marketing, Finance or Human Resources. They could also pursue many of these options at degree level at university.

Homework

Homework tasks will be issued at regular intervals mainly at the end of a topic. This will involve completing exam style questions. Pupils are also asked regularly to complete questions based on work covered in class at home. Homework may be issued and submitted via google classroom or through paper copies



Content

Database Design & Development:

The Database unit covers the use of computers for collecting, organising, storing and processing large amounts of data. Pupils will learn to create databases and use SQL to query them.

Software Design & Development:

The Software Development unit focuses on the processes used to create computer software. Programming is a strong focus and pupils will learn basic programming constructs using Python.

Website Design & Development:

The Website unit investigates the creation of interactive websites using a number of scripting languages. HTML, Cascading Style Sheets and JavaScript are all used in this topic.

Computer Systems

The Computer Systems unit examines how computers work – their architecture, how data is represented, computer security and the impact of computers on the environment.

Skills

The National courses build on the core skills developed in S3 Computing Science, including:

- Analysis & Design skills
- Problem solving skills
- Evaluation Skills,
- Literacy, digital literacy and numeracy skills

Assessment

National 5:

A written exam worth about 70% of the available marks.

A coursework task worth 30% of the available marks.

National 4:

An Added Value Unit comprising of both written and practical tasks.

Two unit assessments comprising of both written and practical tasks.

Progression

National 4 Computing Science progress to National 5 Computing Science.

National 5 Computing Science progress to Higher Computing Science.

Homework

A homework task to be completed weekly. Exam questions are used familiarise pupils with what to expect in the National 5 final exam. Pupils are expected to use homework exercises and their feedback as an opportunity to revise and consolidate their classwork.



Content

Database Design & Development:

The Database unit examines the creation and programming of computer databases in greater detail. SQL is used to query databases in depth

Software Design & Development:

Software Development unit further investigates the creation of computer programs, including more complicated programs and constructs. A number of new algorithms are also covered.

Website Design & Development:

The Website unit continues with building interactive websites using. New HTML, CSS and JavaScript constructs are introduced, as is server side scripting using PHP.

Computer Systems

The Computer Systems unit further examines how computers work – their architecture, how data is represented, computer security and the impact of computers on the environment.

Skills

The core skills of problem solving, building solutions and self evaluation remain, with pupils further specialising in their application with Computing Science. Skills developed include:

- Analysis & Design skills
- Problem solving skills
- Evaluation Skills,
- Literacy, digital literacy and numeracy skills

Assessment

Higher Computing Science exam worth about 70% of the available marks.

A coursework task worth 30% of the available marks.

Progression

To either Advanced Higher Computing Science, or university level Computing Science and similar courses. Computing Science is also useful for many mathematical and engineering related university courses. Potential careers in Computing Science include systems analyst, software engineers, database managers, network engineers, web developers and games designers.

Homework

A homework tasks to be completed weekly. Exam questions are used familiarise pupils with what to expect in the Higher final exam. Pupils are expected to use homework exercises and their feedback as an opportunity to revise and consolidate their classwork.



Content

This course develops skills that are complementary to other curricular areas, including expressive arts, sciences, and mathematics. It allows candidates to engage with technologies and consider the impact that graphic communication technologies have on our environment and society.

Skills

The course provides opportunities for candidates to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Candidates continue to develop graphic awareness, often in complex graphic situations, expanding their visual literacy.

Candidates will develop the following skills and Knowledge:

- Skills in graphic communication techniques, including the use of equipment, graphic materials and software
- Creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- Skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- An understanding of graphic communication standards, protocols and conventions, where these apply
- An understanding of the impact of graphic communication technologies on our environment and society

Assessment

The course develops skills in two main areas — 2D, and 3D and pictorial graphic communication. Candidates apply these skills to produce graphics with visual impact that communicate information effectively. The table below illustrates course assessment ratio.

Component	Marks	Duration
Component 1: question paper	90	2 hours and 30 minutes
Component 2: assignment	50	

Progression

This Course or its Units may provide progression to Advanced Higher or further study or jobs in the following fields: Advertising Art Director, Animator, Art worker, Creative Director, Graphic Designer, Illustrator, Print Maker, Production Designer - theatre/ television/film, VXF Artist, Architect, CAD Technician, Medical Illustrator, Multimedia Specialist Games designer to name a few.

Homework

Homework tasks will be issued at regular intervals mainly at the end of a topic. This will involve completing exam style questions. Pupils are also asked regularly to complete questions based on work covered in class at home. Homework may be issued and submitted via google classroom or through paper copies.



Content

This course is aimed at National 5. Any pupil failing to cope with this level may drop to National 4. Engineering consists of four mandatory Units of 40 hours each. The mandatory Units are:

Engineering Skills: Mechanical and Fabrication	1 Unit credit
Engineering Skills: Electrical and Electronic	1 Unit credit
Engineering Skills: Maintenance	1 Unit credit
Engineering Skills: Design and Manufacture	1 Unit credit

The Engineering Skills Course has been designed to provide a basis for progression into further education or for moving directly into training or employment within an engineering sector. The overall purpose of the Course is to ensure that candidates start to develop the generic and practical skills, knowledge and understanding and employability skills needed within an engineering sector. This Course focuses on the broad areas of Mechanical, Fabrication, Electrical, Electronic, Maintenance and an element of Design and Manufacture. This will allow the candidates to gain basic transferable skills which can be applied to any of the above engineering areas.

Skills

All of the Units focus on the development of specific engineering skills.

- interpretation of a drawing or specification
- the appropriate use of tools, materials and equipment
- successful involvement in the completion of a task, product or assembly
- quality checking of their work by the candidate
- attention to health and safety aspects of working in a workshop type of environment

Assessment

Assessment follows a similar pattern involving a range of practical activities which will produce evidence for all the Outcomes. The assessment of employability skills is integrated in all of the Units and is based on assessor checklists and the completion of a candidate review sheet on one occasion within each unit of the Course. This review allows the candidate to record development of employability skills in the context of different skill areas. In addition to the above the Design and Manufacture Unit selected will also include an introduction to design using a CAD software package.

Each Unit will be supported by a National Assessment Bank (NAB) item which will provide an assessment package and will exemplify the national standard.

Progression

Students achieving a National 5 would progress to higher levels of study or take on a modern apprenticeship within a commercial engineering company.

Homework

There will be regular homework exercises in order to develop and consolidate aspects of knowledge & understanding. There is also an expectation that learners will attend at lunchtimes in order to complete outstanding work where necessary prior to completion deadlines



Contribution to Cost of Materials

Pupils will undertake practical activities which involves the use of materials and consumables. We therefore ask for a contribution towards this cost during the delivery of the course. As activities can vary each year, as can the cost of materials, only an approximate cost can be given at this stage. This is approximately £10. However, should there be any barriers to meeting this cost, please to not hesitate to contact the school to ensure your son/daughter can still fully access the course



Content

The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a range of finished products in wood.

Skills

The aims of the course are to enable learners to develop:

- Skills in woodworking techniques
- Numeracy skills in measuring and marking out
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills
- The Course will also give learners the opportunity to develop thinking, problem solving, employability, numeracy and literacy.

Assessment

Learners will draw on, extend and apply skills they have developed during the course. This is assessed through a range of practical activities which requires the production of practical woodwork projects manufactured to given standards and tolerances.

Assessment Criteria includes:

- Accuracy in measuring and marking out
- Quality of manufacture, assembly and surface finishing of products
- Degree on independence
- The ability to work safely

Areas of study/units at N4&5 levels in this course are as follows:

- Flat-frame construction
- Carcase construction
- Machining and finishing

Course assessment at Nat 4 is through completion of the above units plus the completion of an added value course project. Course assessment at Nat 5 is through completion of a course project (70% weighting) and undertaking a final written exam (30% weighting) prepared by SQA.

Progression

Students undertaking the course at National 4 level will be able to progress to National 5 level.

Students undertaking the course at National 5 level will be able to use the qualification as potential entry to relevant college course and/or employment. This course is particularly relevant to those who wish to enter into a trade or the construction industry.

Homework

There will be regular homework exercises in order to develop and consolidate aspects of knowledge & understanding. There is also an expectation that learners will attend at lunch-times in order to complete outstanding work where necessary prior to completion deadlines.

Contribution to Cost of Materials

Pupils will undertake practical activities which involves the use of materials and consumables. We therefore ask for a contribution towards this cost during the delivery of the course. As activities can vary each year, as can the cost of materials, only an approximate cost can be given at this stage. This is approximately £15. However, should there be any barriers to meeting this cost, please to not hesitate to contact the school to ensure your son/daughter can still fully access the course.



Content

The Course provides opportunities for learners to gain a range of practical metalworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a range of finished products in metal.

Skills

The aims of the course are to enable learners to develop:

- Skills in metalworking techniques
- Numeracy skills in measuring and marking out
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills
- The Course will also give learners the opportunity to develop thinking, problem solving, employability, numeracy and literacy.

Assessment

Learners will draw on, extend and apply skills they have developed during the course. This is assessed through a range of practical activities which requires the production of practical metalwork projects manufactured to given standards and tolerances.

Assessment Criteria includes:

- Accuracy in measuring and marking out
- Quality of manufacture, assembly and surface finishing of products
- Degree on independence
- The ability to work safely

Areas of study/units at N4&5 levels in this course are as follows:

- Bench skills
- Machine processes
- Fabrication and thermal joining

Course assessment at Nat 4 is through completion of the above units plus the completion of an added value course project. Course assessment at Nat 5 is through completion of a course project (70% weighting) and undertaking a final written exam (30% weighting) prepared by SQA.

Progression

Students undertaking the course at National 4 level will be able to progress to National 5 level.

Students undertaking the course at National 5 level will be able to use the qualification as potential entry to relevant college course and/or employment. This course is particularly relevant to those who wish to enter into a trade or the construction industry.

Homework

There will be regular homework exercises in order to develop and consolidate aspects of knowledge & understanding. There is also an expectation that learners will attend at lunch-times in order to complete outstanding work where necessary prior to completion deadlines.

Contribution to Cost of Materials

Pupils will undertake practical activities which involves the use of materials and consumables. We therefore ask for a contribution towards this cost during the delivery of the course. As activities can vary each year, as can the cost of materials, only an approximate cost can be given at this stage. This is approximately £10. However, should there be any barriers to meeting this cost, please to not hesitate to contact the school to ensure your son/daughter can still fully access the course.



what's the qualification?

- A National Progression Award (NPA) in Social Services (Children and Young People) at SCQF level 6
- Core units of an SVQ in Social Services (Children and Young People), at SCQF level 6
- A work placement

What are the benefits?

1. It's the same level of learning as a Higher (SCQF6). The difference is that you are assessed as you go along, so there's no final exam.
2. The time you spend on your placement will give you workplace knowledge, plus confidence, communication and teamwork skills.
3. You can use your Foundation Apprenticeship to get into a Modern Apprenticeship. It also counts as one of your entry qualifications into all colleges and universities across Scotland.

what will I learn?

Your NPA in Social Services (Children and Young People) will cover the following topics:

- Safeguarding children and young people
- Play for children and young people
- Communication with children and young people
- Development of children and young people
- Promote the well-being and safety of children and young people

Your SVQ will cover the following topics:

- Support the health and safety of yourself and individuals
- Develop your own knowledge and practice
- Support effective communication
- Support the safeguarding of children

The course is delivered holistically, which means the NPA and SVQ units are covered at the same time.

who is it for?

The Foundation Apprenticeship in Social Services (Children and Young People) is a one year course open to you in S5-6. You can take a Foundation Apprenticeship as one of your senior subject choices.

You'll get the chance to learn in a real workplace and develop the skills your future employers need, giving you a competitive edge while you're still at school. You will need to be ready for working and studying at SCQF Level 6 (Higher equivalent) but in a vocational setting. Attainment will be measured by ongoing assessment and throughout an employer work placement.

how does it work?

1. It is classroom based in order to develop knowledge needed for the world of work and in doing so, working towards the National Progression Award. There will also be an equal element of work experience.
2. You'll get time out of the classroom and complete a work placement within a local nursery setting.
3. Your Foundation Apprenticeship course will combine hands-on learning with essential knowledge, which you'll get the chance to apply in your work placement.
4. It fits alongside your other subjects in your senior timetable.



Learning does not need to be in a classroom

where could it take me?

Your Foundation Apprenticeship gives you lots of options: it's up to you where you go next.

A Modern Apprenticeship

On completing your Foundation Apprenticeship, you'll have already achieved core units which can help you progress to the Modern Apprenticeship in Social Services (Children and Young People) giving you a head start.

Further Education

Continue your studies at college, with an HNC or HND in a social services or childcare subject. Your workplace experience will support your college application.

University

Foundation Apprenticeships are recognised as equivalent to SQA Highers by most Scottish Universities for most of their courses. You'll already have quality experience in the industry - this will make your UCAS application stand out from the crowd.

Straight to a job

Use your qualification and work experience to find a job in the social services industry.

entry criteria

- 3 National 5 qualifications or working towards, one must include English.
- Successful performance at selection interview.
- Positive behaviour and attendance report from school.

how to apply



Express your interest in the course by discussing it with your guidance teacher; we will support you in school to apply for a place which includes an interview.

You can also contact the Aberlour Foundation Apprenticeship Programme Leader, Susan Greig, via email: susan.greig@aberlour.org.uk who will support you to access the Foundation Apprenticeship.

