



# Senior Phase Course Choice

**School Courses - Nationals, Higher, AH unless stated**

Faculty	Level 4 / Level 5	Level 6	Level 7
English	<a href="#">English</a>	<a href="#">English</a>	<a href="#">English</a>
Maths	<a href="#">Maths</a>	<a href="#">Maths</a>	<a href="#">Maths</a>
	<a href="#">Applications of Maths</a>		
Science	<a href="#">Biology</a>	<a href="#">Biology</a>	<a href="#">Biology</a>
	<a href="#">Chemistry</a>	<a href="#">Chemistry</a>	<a href="#">Chemistry</a>
	<a href="#">Physics</a>	<a href="#">Physics</a>	<a href="#">Physics</a>
	<a href="#">Science &amp; Health (Level 4 NPA)</a>		
		Scientific Technologies (NPA)	
		<a href="#">Scientific Technologies (FA)</a>	
Social Subjects	<a href="#">Geography</a>	<a href="#">Geography</a>	
	<a href="#">History</a>	<a href="#">History</a>	
	<a href="#">Modern Studies</a>	<a href="#">Modern Studies</a>	
Modern Languages	<a href="#">French</a>	<a href="#">French</a>	
	Spanish	<a href="#">Spanish</a>	
RME	<a href="#">RMPS</a>	<a href="#">RMPS</a>	
Health & Leisure	<a href="#">Physical Education</a>	<a href="#">Physical Education</a>	
		<a href="#">Sports Development (Level 6 NPA)</a>	
	<a href="#">Practical Cookery</a>		
Expressive Arts	<a href="#">Art &amp; Design</a>	<a href="#">Art &amp; Design</a>	
	<a href="#">Dance</a>	Dance	
	<a href="#">Drama</a>	<a href="#">Drama</a>	
	<a href="#">Music</a>	<a href="#">Music</a>	
	<a href="#">Music Tech</a>	Music Tech	
	Photography (Level 5 NPA)		
Technologies	<a href="#">Admin &amp; IT</a>	<a href="#">Admin &amp; IT</a>	
	<a href="#">Beekeeping (Level 5 NPA)</a>		
	Business & IT (Level 5 NPA)	Business & IT (Level 6 NPA)	
		<a href="#">Business Skills (FA)</a>	
	<a href="#">Computing Science</a>	<a href="#">Computing Science</a>	
	<a href="#">Design and Manufacture</a>	<a href="#">Design and Manufacture</a>	
	<a href="#">Graphic Communication</a>	<a href="#">Graphic Communication</a>	
	Practical Metalworking		
<a href="#">Practical Woodworking</a>			
External Provider		<a href="#">Children &amp; Young People (FA)</a>	
		<a href="#">Food &amp; Drink Technologies (FA)</a>	
		<a href="#">Health &amp; Social Care (FA)</a>	
	Horticulture (Level 4)		
	Prince's Trust Achieve		

NPA: National Progression  
FA: Foundation Apprenticeship

## Dundee & Angus College Courses

Faculty	Courses	Times
<b>Construction and Building Services</b>	Skills for Work: Construction Crafts National 4	Fri 9am-1pm
	Skills for Work: Construction Crafts National 5	Fri 9am-1pm
<b>Engineering</b>	Skills for Work: Automotive Skills National 4	Fri 9am-1pm
	Skills for Work: Engineering Skills National 4	Fri 9am-1pm
	Skills for Work: Engineering Skills National 5	Fri 9am-1pm
<b>Landbased and Animal Care</b>	Animal Care NPA Level 5	Fri 9am-1pm
	Horticulture NPA Level 4	In-School
	Modern Agriculture NPA Level 5	Fri 9am-1pm
<b>Social Sciences</b>	Higher Psychology Level 6	Fri 9am-1pm
	Criminology NPA Level 6	Fri 9am-1pm
	Psychology PDA Level 7	Tues 9am-4pm
	Criminology PDA Level 7	Tues 9am-4pm
<b>Children and Young People</b>	Skills for Work: Early Education and Childcare National 4	Fri 9am-1pm
	Skills for Work: Early Education and Childcare National 5	Fri 9am-1pm
<b>Health and Social Care</b>	Skills for Work: Health Sector National 5	Fri 9am-1pm
<b>Sport and Fitness</b>	Skills for Work: Sport and Recreation National 5	Fri 9am-1pm
<b>Hospitality and Professional Cookery</b>	Professional Cookery NPA Level 4	Fri 9am-1pm
	Skills for Work: Hospitality National 5	Fri 9am-1pm
	Hospitality NPA Level 6	Fri 9am-1pm
<b>Hair and Beauty</b>	VTCT: Extended Award in Hair and Beauty Skills (Level 1)	Fri 9am-1pm
	VTCT: Extended Award in Hair and Beauty Skills (Level 2)	Fri 9am-1pm
<b>Computing and Creative Media</b>	Web Design NPA Level 5	Fri 9am-1pm
	Cybersecurity NPA Level 6	Fri 9am-1pm
<b>Business, Admin, Retail, Events, Tourism</b>	Business and Marketing NPA Level 5	Fri 9am-1pm
	Information Technology in Business PDA Level 7	Tues 9am-4pm

NPA: National Progression Award

FA: Foundation Apprenticeship

PDA: Professional Development Award

### Additional Options (See PTG for further details)

Work Experience

Classroom Help

YAAS Open University Distance Learning (S6 only)

[Foreign Language Leaders Award](#) (S6 only)

## ENGLISH – NATIONAL 4

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### Course Overview

This year there will be a greater emphasis on personalisation and choice while developing literacy and life skills by focusing on applied learning. The National 4 course intends to continue the basic skills encapsulated in the four core capacities:

- Reading
- Writing
- Talking
- Listening

There are 4 mandatory Units which make up the National 4 award:

1. Analysis & Evaluation
2. Creation and Production
3. Literacy
4. Added Value Unit

Therefore our aim is to develop key skills in:

- Analysing and responding to a variety of texts through listening and reading.
- Creating original texts in different styles.
- Planning and researching topics and ideas.
- Communicating information with technical accuracy.
- Discussing and presenting information with peers.
- Applying knowledge of language as appropriate to task and audience.
- Reporting in different formats on topics of personal interest.

### Assessment

There are no grades awarded at this level and there is no external exam. Pupils must complete all Units to the specifications of Level 4 and will be continuously assessed throughout the year by the Faculty of English and Literacy.

The course is flexible and will allow pupils to develop at their own pace. Pupils who do not complete the required Units by the end of S4 will continue to complete the course in S5. Pupils will progress from a pass at National 4 on to National 5 in the following year.

### Course Outline

This year pupils will develop their knowledge of the trenches and the soldier poets of World War One; research and report on the topic of 'Homelessness'; work with peers to present information on charitable organisations; analyse drama and television texts and have the opportunity to demonstrate their application of the 4 capacities in a personalised response to the texts of their choice in the Added Value Unit.

### Progression

The progression from National 4 is to continue with English at National 5 or further study, employment and/or training.

### Course Outline

Over the year, pupils will experience challenge and develop skills in four key areas of English and Literacy: reading, writing, talking and listening.

### Course Content

Three genre of literature will be taught, including the compulsory Scottish text. There will be a strong focus on close reading, textual analysis and skills for talking and listening, preparing pupils for internal assessment and the SQA exam. Pupils will develop writing skills and produce a minimum of two pieces, creative and discursive. The pupils will take part in whole class discussion, group discussion and present individual talk, as directed by the teacher.

### Internal Assessment

There are two forms of internal assessment with the requirement that these are passed in order to complete the course with the external exam.

Analysis and Evaluation Unit: pupils will answer questions on an unseen literature text and on a previously unseen media text.

Creation and Production Unit: pupils will write a discursive essay and take part in a spoken activity as directed by their teacher.

### External Assessment – National 5 SQA Exam

The course assessment will consist of two components, a question paper titled 'Reading' and a portfolio titled 'Writing'. The question paper will have two sections. The portfolio will have one section.

#### Component 1 — question paper: reading

The purpose of this question paper is to assess learners' application of their reading skills in a familiar but challenging context, and to provide the challenge of questions and other tasks to be accomplished in a limited amount of time.

The question paper will have 70 marks out of a total of 100 marks. This is 70% of the overall marks for the course assessment.

This question paper has two Sections.

**Section 1**, titled 'Reading for Understanding, Analysis, and Evaluation' will have 30 marks.

These 30 marks will be awarded for addressing the challenge of applying reading skills in understanding, analysis and evaluation to one unseen non-fiction text.

**Section 2**, titled 'Critical Reading' will have 40 marks.

These 40 marks will be awarded for applying critical reading, knowledge and understanding.

This Section has two Parts.

#### Part 1

Learners will apply their understanding, analysis and evaluation skills to previously studied Scottish texts from the specified list. An extract from each writer will be provided. Candidates will select an extract and answer questions.

#### Part 2

Learners will apply their understanding, analysis and evaluation skills to previously studied texts from the following contexts: drama, prose, poetry, film and TV, or language by selecting one question and writing one critical essay.

**In each part, learners must cover a different genre.**

20 marks will be awarded for each of the two parts.

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**Component 2**

The purpose of this portfolio is to provide evidence of the learner's writing for two different purposes and audiences, creative and discursive writing. Fifteen marks will be awarded for each writing piece chosen for the portfolio. The portfolio will have 30 marks out of a total of 100 marks. This is 30% of the overall marks for the Course assessment.

**Progression**

National 5 English provides progression to Higher English or further study, employment and/or training.

### **Purpose**

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course offers learners opportunities to develop and extend a wide range of skills.

In particular, the Course aims to enable learners to develop the ability to:

- To listen, talk, read and write, as appropriate to purpose, audience and context
- To understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- To create and produce texts, as appropriate to purpose, audience and context, apply knowledge and understanding of language

### **Recommended entry**

While entry is at the discretion of the school, students would normally be expected to have attained National 5 English at level C.

### **Content**

The successful candidate in a Higher course in English will have achieved the outcomes in each of the component units:

English: Analysis and Evaluation (Higher)  
English: Creation and Production (Higher)

English: Analysis and Evaluation (Higher)

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

English: Creation and Production (Higher)

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

### **Course Assessment**

The award of Higher English 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 and a Portfolio of Writing.

### **Course Assessment Structure**

Component 1 – question paper: reading	70 marks
Component 2 – portfolio: writing	30 marks
<b>Total Marks</b>	<b>100 marks</b>

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## **Component 1**

The purpose of this question paper is to assess learners' application of their reading skills in a familiar but challenging context and to provide the challenge of questions and other tasks to be accomplished in a limited amount of time.

This question paper has two Sections.

Section 1, titled 'Reading for Understanding, Analysis and Evaluation', will have 30 marks.

1 Hour 30 minutes

In section 1, learners will apply reading skills of understanding, analysis and evaluation to two non-fiction texts.

Section 2, titled 'Critical Reading', will have 40 marks. This Section has two Parts.

1 Hour 30 minutes

Part 1 consists of one critical essay on a previously studied text: drama, prose, poetry, film or TV drama.

Part 2 consists of questions on one Scottish text chosen from a list of specified texts covering the genres of drama, prose and poetry.

In each part, learners must cover a different genre and cannot use the same text twice.

Twenty marks will be awarded for each of the two tasks addressed.

## **Component 2**

The purpose of this portfolio is to provide evidence of writing for two different purposes, namely creative and discursive writing.

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

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

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

Fifteen marks will be awarded for each writing piece chosen for the portfolio.



### **Purpose**

The main purpose of the Course is to provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts.

The Course provides personalisation and choice for learners by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts.

The Course aims to provide opportunities for learners to develop the ability to:

- Critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- Apply critical, investigative and analytical skills to a literary topic of personal interest
- Create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

### **Recommended Entry**

While entry to this Course is at the discretion of the centre, students would normally be expected to have attained a Higher English award at Grade A or B.

### **Content**

To achieve Advanced Higher English, candidates will have to achieve the outcomes in each of the component units:

- English: Analysis and Evaluation (Advanced Higher)
- English Creation and Production (Advanced Higher)

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

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

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

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

The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing. Learners will use language creatively for a variety of purposes and in a variety of forms. Learners will develop a range of skills necessary for the deployment of language to create effect.

### **Course Assessment**

The award of Advanced Higher English 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 and a portfolio.

## ENGLISH – Advanced Higher (cont)

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The Course assessment will take the form of:

A question paper through which learners will write a critical response on drama or prose, and undertake a textual analysis of an unseen poem or extract from a poem, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s)

A portfolio, which will contain two pieces of writing, and the dissertation

### Course Assessment Structure

Component 1 – question paper	40 marks
Component 2 – portfolio	60 marks
Total Marks	100 marks

### Component 1

There is one question paper for the Advanced Higher English Course, with two Sections.

Section 1: Literary study. There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry. This section will have 20 marks (20% of the total mark). Questions on the texts will demonstrate the skills of understanding, analysis and evaluation. Candidates will select one question.

Section 2: Textual analysis. There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry. This section will have 20 marks (20% of the total mark). Candidates will select one question. In each Section, candidates must cover a different genre.

### Component 2

Candidates will produce a portfolio comprising three pieces: one dissertation and two pieces of writing from a choice of genres.

The portfolio will have 60 marks (60% of the total mark): 30 marks for the dissertation and 15 marks for each piece of writing.

### Purpose

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

The course aims to

- motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- enable the use of numerical data and abstract terms and develop the idea of generalisation
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- develop the learner's skills in using mathematical language and to explore straightforward mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

### Recommended Entry

Pupils should have covered all CFE Outcomes & Experiences at Level 3 and at least some at Level 4

### Course Details

This course consists of 3 units of work and a number of assessments which are to be completed internally.

#### Mathematics: Expressions and Formulae

The general aim of this Unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of algebra, geometry, statistics and reasoning.

#### Mathematics: Relationships

The general aim of this Unit is to develop skills linked to straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios. The Outcomes cover aspects of algebra, geometry, trigonometry, statistics and reasoning.

#### Numeracy (National 4)

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply these skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to straightforward real-life problems involving money, time and measurement. Learners will use their solutions to make and explain decisions.

#### Mathematics Test

This is the Added Value Unit of the National 4 Mathematics Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Mathematics Course through the successful completion of a test which will allow the learner to demonstrate breadth and challenge.

Breadth and challenge will be demonstrated through the use and integration of mathematical ideas and strategies linked to straightforward mathematical expressions, formulae and relationships. This will include the application of algebraic, geometric, trigonometric, statistical and reasoning skills. Numerical skills underpin all aspects of the Course, and the ability to use these without the aid of a calculator will also be assessed.

#### Progression

Students may progress to National 5 but for some pupils this will be a large step up from National 4 so should only be undertaken after discussion with their Maths teacher

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### Purpose

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course aims to

- motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- enable the use of numerical data and abstract terms and develop the idea of generalisation
- allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development
- develop the learner's skills in using mathematical language and to explore straightforward mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

### Recommended Entry

While entry is at the discretion of the school, students should have overtaken all CFE experiences and Outcomes at Level 4 or have achieved a pass at National 4 Maths.

### Course Details

The course consists of 3 units of work and a final exam. Each unit has an internal assessment which is non-mandatory and can be completed on a stand-alone basis. Completion of the 3 internal assessments also allows pupils to achieve National 5 Numeracy.

#### Mathematics: Expressions and Formulae

The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

#### Mathematics: Relationships

The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

#### Mathematics: Applications

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning. This unit contains maths in a social context, logic diagrams, applying formulae and a statistical assignment.

#### Progression

Students may progress to Higher Mathematics. However, this will require a high degree of independent study as a timetabled class may not be available. The course may also serve as a general or specific entry requirement to HNC or HND courses or as a general entry requirement for other higher education courses which do not have a specific mathematical content.

### **Purpose**

The aim of this course is to build upon and extend students' mathematical learning in the areas of algebra, geometry and trigonometry and to introduce students to elementary calculus. Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

### **Recommended Entry**

While entry is at the discretion of the school, students would normally be expected to have attained a pass at National 5 Maths at grade A or B.

### **Course Details**

The Higher Mathematics Course has three Units, totalling 18 SCQF credit points, with an additional six SCQF credit points to allow the use of an extended range of learning and teaching approaches, consolidation of learning, integration, and preparation for external assessment.

Units are statements of standards for assessment and not programmes of learning and teaching. The course will draw on aspects from all 3 units delivered in parallel.

#### *Mathematics: Expressions and Functions (Higher)*

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling.

#### *Mathematics: Relationships and Calculus (Higher)*

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling.

#### *Mathematics: Applications (Higher)*

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

### **Progression**

Students may progress to Advanced Higher Mathematics or exit to higher or further education, using the qualification as either a general or specific entry requirement for mathematics, engineering, or science HNC/D or degree courses.

### **Purpose**

The aim of this course is to build upon and extend students' mathematical learning in the areas of algebra, geometry, trigonometry and calculus. Mathematics 1 (AH), Mathematics 2 (AH) and Mathematics 3 (AH) are progressive units.

### **Recommended Entry**

Students would normally be expected to have attained an award at Higher, Grade A or B.

### **Course Details**

The Advanced Higher Mathematics Course has three Units, totalling 24 SCQF credit points, with an additional eight SCQF credit points to allow the use of an extended range of learning and teaching approaches, consolidation of learning, integration, and preparation for external assessment.

#### *Methods in Algebra and Calculus (Advanced Higher)*

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The Outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

#### *Applications of Algebra and Calculus (Advanced Higher)*

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. The Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations, proved by induction.

#### *Geometry, Proof and Systems of Equations (Advanced Higher)*

The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

### **Progression**

Students would be well prepared to follow a degree course in Mathematics at University or to do a course such as engineering, which has a substantial mathematical content.

### **Purpose**

The purpose of the National 5 Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The mathematical skills within this course are underpinned by numeracy and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work.

The course aims to:

- motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of real-life situations
- develop the ability to analyse real-life problems or situations with some complex features involving mathematics
- develop confidence in the subject and a positive attitude towards the use of mathematics in real-life situations
- develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy
- develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions
- develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information
- develop the ability to communicate mathematical information in a variety of forms
- develop the ability to think creatively and in abstract ways

### **Recommended Entry**

While entry is at the discretion of the school, students should have achieved a pass at National 4 Maths. This course may also be suitable for candidates who have studied National 5 Maths in a previous session but found the algebraic content challenging. This course is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and workplaces.

### **Course Details**

The course consists of 3 units of work and a final exam. Each unit has an internal assessment which is non-mandatory and can be completed on a stand-alone basis.

### **Numeracy:**

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

### **Geometry and Measure:**

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

### **Applications of Mathematics: Managing Finance and Statistics**

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

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**Progression**

Students may exit to employment, higher or further education, using the qualification as either a general or specific entry requirement.

Students wishing to progress to Higher Maths should not take this course but should instead study the National 5 Maths course.



## BIOLOGY – NATIONAL 4

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### Aim of Course

To develop knowledge and understanding of Biology and its role in society and the environment. To develop experimental skills, planning and analytical thinking. The ability to problem solve, investigate and communicate information.

### Course Content

#### UNIT ONE CELL BIOLOGY

- Cell division and its role in growth and repair.
- DNA, genes and chromosomes
- Therapeutic use of cells
- Properties of enzymes and uses in industry
- Properties of micro-organisms and their uses in industry
- Photosynthesis
- Factors affecting respiration
- Controversial biological procedures

#### UNIT TWO MULTICELLULAR ORGANISMS

- Sexual and asexual reproduction and their importance
- Propagating and growing plants
- Commercial use of plants
- Genetics and inheritance
- Growth and development in different organisms
- Biological responses to internal and external changes

#### UNIT THREE LIFE ON EARTH

- Interdependence of plant and animals in the environment
- Impact of population growth and natural hazards to biodiversity
- Nitrogen cycle
- Fertilisers and their impact on the environment
- Adaptation for survival
- Animal behaviour and its importance to survival

### Assessment

To achieve the National 4 course, learners must pass all of the required unit assessments plus the Added Value unit which takes the form of a researched and written assignment [200-400 words].

There is no exam at the end of the course and the course is not graded.

Success at National 4 may allow learners to progress to other courses in Biology.

## BIOLOGY – NATIONAL 5

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### Aim of Course

To develop a deeper understanding of biology and a deeper understanding of its role in scientific issues and in society and the environment. To develop experimental skills, planning and analytical thinking. The ability to problem solve, research and communicate information effectively.

### Course Content

#### UNIT ONE Cell Biology

- Detailed knowledge of cell structure and cell ultrastructure
- Importance of the cell membrane and transport across it
- DNA and the production of proteins
- Importance of proteins and enzymes
- Genetic engineering
- Cell respiration

#### UNIT TWO Multicellular organisms

- Production of new cells & cell organisation in tissues and organs
- Stem cells and meristems
- Nervous and hormonal control systems
- Reproduction
- Variation and inheritance
- Transport systems in plants and animals
- Absorption of materials

#### UNIT THREE Life on earth

- Biodiversity and the distribution of life
- Energy within ecosystems
- Photosynthesis
- Sampling techniques and measurement of biotic and abiotic factors
- Food production
- Adaptation, natural selection and evolution of species

### Assessment

To gain National 5, learners must pass the course assessment.

Course assessment:

- A two section exam paper
- A researched and written assignment [500- 800 words]

Both course assessments are marked by the SQA and graded A to D

### Progression

The course or its components may provide progression for learners to

- Higher Biology or Human Biology courses
- National 5 courses in other sciences
- NPA L6 Lab science - depending on College links, this may feed into a L6 Scientific Technologies with Foundation Apprenticeship in S6.

### Purpose

To develop and apply knowledge and understanding of biology, its applications and its impact on society. To develop analytical thinking, scientific evaluation, problem solving and planning skills. to use and understand scientific literacy to communicate ideas and issues, and to develop skills for more advanced learning in biology.

### Recommended Entry

National 5 course at either grade A or B

### Course Content

#### UNIT ONE DNA AND THE GENOME

- **STRUCTURE AND REPLICATION OF DNA**  
Structure, organisation and replication of DNA, polymerase chain reaction.
- **GENE EXPRESSION**  
Transcription and translation of genes, structure and function of RNA, transcription of DNA into primary and mature mRNA , translation of mRNA into polypeptides at ribosomes, gene control of protein synthesis, structure of proteins, cellular differentiation, therapeutic use of stem cells.
- **GENOME**  
Structure of the genome, mutations in single genes whole chromosomes and their importance in evolution, key aspects of evolutionary theory gene transfer, selection, genetic drift, speciation , genomic sequencing, evidence from phylogenetics to determine the main events in evolution, comparison of species genomes and personal genomics and health.

#### UNIT TWO METABOLISM AND SURVIVAL

- **METABOLISM IS ESSENTIAL FOR LIFE**  
Enzyme catalysed pathways, anabolic and catabolic pathways, control of pathways by enzymes, induced fit theory of enzyme function, cellular respiration, role of ATP, biochemical pathway of cell respiration, ATP synthesis
- **MAINTAINING METABOLISM**  
Metabolic rate, consumption of oxygen, production of carbon dioxide and heat, the ability of organisms to maintain their metabolism, negative feedback control, surviving adverse conditions, dormancy torpor hibernation and migration, extremophiles
- **METABOLISM IN MICRO ORGANISMS**  
Environmental control of metabolism, genetic control of metabolism, recombinant DNA technology, ethical consideration into the use of microorganisms

#### UNIT THREE SUSTAINABILITY AND INTERDEPENDENCE

- **THE SCIENCE OF FOOD PRODUCTION**  
Food supply and agricultural production, plant growth and productivity, photosynthesis and its biochemistry, plant and animal breeding, plant field trials and selective breeding, GM crops, genetics of breeding, genetic technology, crop protection artificial and biological control mechanisms animal welfare and animal behaviour issues
- **INTERRELATIONSHIPS AND DEPENDENCE**  
Symbiosis, mutualism, parasitism and social behaviour, altruism and kin selection, social insects, primate behaviour
- **BIODIVERSITY**  
Mass extinction, how biodiversity is measured, species diversity and threats to species and their ecosystems, habitat loss, introduced and invasive species, climate change and its impact.

COURSE ASSESSMENT	QUESTION PAPER	120 MARKS
	ASSIGNMENT	20 MARKS

### **Value of Course**

Because of the demanding nature of the course, namely the amount of syllabus to cover, it should challenge the students and instil in them the necessity for hard-applied endeavour. For this reason it is regarded as an exceptionally valuable Higher both by universities and colleges and by employers both in the biological and non-biological fields.

### **Progression**

Students who achieve Higher Biology may progress to:

- Advanced Higher Biology
- NPA L6 Lab science - depending on College links, this may feed into a L6 Scientific Technologies with Foundation Apprenticeship in S6.

SCQF LEVEL 6 24 SQCF CREDIT POINTS

## **BIOLOGY – Advanced Higher**

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### **Purpose**

Advanced Higher is SQA's highest level of National Course and is very demanding. Advanced Higher extends students' knowledge and skills beyond Higher. Students will face new academic and personal challenges, requiring them to develop their knowledge and abilities and to think and work independently.

### **Recommended Entry**

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

- Biology Higher

### **Course Details**

The course is made up of three mandatory units

The units cover the following content areas:

#### Mandatory Units

##### Mandatory Units

Biology: Cells and Proteins (Advanced Higher) 8 SCQF credit points

Laboratory techniques for biologists, Proteomics, Protein structure, binding and conformational change, Membrane proteins, Detecting and amplifying an environmental stimulus, Communication within multicellular organisms, Protein control of cell division

Biology: Organisms and Evolution (Advanced Higher) 8 SCQF credit points

Field techniques for biologists, Evolution, Variation and sexual reproduction, Sex and behaviour, Parasitism

Investigative Biology (Advanced Higher) 8 SCQF credit points

Scientific principles and process, Experimentation, Critical evaluation of biological research

Course assessment 8 SCQF credit points

There is an external examination and an externally assessed investigation report which determines the grade of the course. The investigation report is based on work carried out in the mandatory investigation unit. The report should be around 2000 – 2500 words in length excluding contents page, tables, graphs etc.

To gain the course award candidates must pass all of the Unit assessments as well as the external assessment.

The external examination lasts for two and a half hours and makes up 80% of the total marks (100 marks). An investigation report (project) makes up the other 20% (30 marks).

## CHEMISTRY – NATIONAL 4

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### Aims of the Course

This course will develop pupils understanding of scientific method and include theoretical work and practical experimental work. The course will help to develop a curiosity and understanding of the environment and the material world. In addition, pupils will be able to demonstrate a secure knowledge and understanding of the big ideas and concepts of chemical sciences.

### Recommended Entry

Students would be expected to have achieved an adequate standard in their S3 Chemistry assessments and be studying Mathematics at National 4 level

### Course Content

This course consists of three units of study:

**Chemical Changes and Structure** - In this Unit, learners will cover:

- Rates of Reaction – monitoring reactions and graph interpretation
- Atomic structure and bonding related to properties of materials - basic atomic structure, simple compounds and covalent bonding
- Energy changes – recognising endothermic and exothermic reactions
- Acids and bases – soluble oxides and pH, uses of acids in food and drink and impact on health, salt formation

**Nature's Chemistry** - In this unit the topics covered are:

- Fuels – fossil fuel formation, carbon cycle and alternative fuels
- Hydrocarbons – straight chained hydrocarbons –names, physical and chemical properties. Saturated and unsaturated hydrocarbons
- Everyday consumer products – alcohol and carbohydrates
- Plants to products – Everyday products derived from plants

**Chemistry in Society** - In this unit, the importance of chemistry is illustrated by looking at the following areas:

- The properties of metals and alloys – reactivity series and metal extraction, common alloys
- Materials – polymers, ceramics and new materials
- Fertilisers – plant nutrients, natural and synthetic fertilisers
- Nuclear chemistry – formation of elements and background radiation
- Chemical Analysis – carrying out simple analytical techniques such as filtering, evaporation, chromatography

### Assessment

- To achieve the National 4 course, learners must pass all of required unit assessments plus the Added Value unit which takes the form of a researched and written assignment [200-400 words].
- There is no exam at the end of the course and the course is not graded.

### Skills Development

There will be an opportunity to develop scientific practical skills, problem solving along with numeracy and literacy skills in the course.

### Pathways

This course should be taken in preparation for continuing to study Chemistry at National 5 or National 4 in another science subject.

## CHEMISTRY – NATIONAL 5

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### Aims of the Course

This course will develop pupils understanding of scientific method and include theoretical work and practical experimental work. The course will help to develop a curiosity and understanding of the environment and the material world. In addition, pupils will be able to demonstrate a secure knowledge and understanding of the big ideas and concepts of chemical sciences.

### Recommended Entry

Students would be expected to have achieved an excellent standard in their S3 chemistry assessments and/or to have attained a National 4 in Chemistry. Students should also be studying Mathematics at National 5 level.

### Course Content

This course consists of three units of study:

**Chemical Changes and Structure** - In this Unit, learners will cover:

- Rates of reaction – calculation of average rates
- Atomic structure and bonding - covalent molecular and network, ionic and ion formation, lattices, ionic chemical formulae and balanced equations.
- Reaction quantities: gram formula mass, the mole
- acids and bases: pH as a measure of hydrogen and hydroxide ions, strong and weak acids, pH of soluble oxides, neutralisation reactions, calculation of average rate titration and spectator ions

**Nature's Chemistry** - In this unit the topics covered are:

- Homologous Series - structure and naming, physical and chemical properties of alkanes, alkenes, cycloalkanes, isomers – combustion and addition reactions
- Everyday consumer products – Uses of alcohols and carboxylic acids related to their properties. Manufacture of esters
- Energy from fuels - reaction profiles of endo and exo reactions, energy calculations involving  $\Delta E = C\Delta T$ , balancing equations, and calculations based on balanced equations

**Chemistry in Society** - In this unit, the importance of chemistry is illustrated by looking at the following areas:

- Metals - electrochemical series: ion electron equations, redox, metals — extraction, reactions and alloys
- Properties of plastics - the properties and production of addition and condensation polymers and the properties and application of novel materials
- Fertilisers – Haber process and the formation of commercial fertilisers.
- Nuclear Chemistry – radiation process and nuclear equations
- Chemical Analysis – looking at techniques for monitoring the environment and reducing pollution

### Assessment

To gain National 5, learners must pass the course assessment. Course assessment:

- A two section exam paper
- A researched and written assignment [500- 800 words]

Both course assessments are marked by the SQA and graded A to D

### Skills Development

There will be an opportunity to develop scientific practical skills, problem solving along with numeracy and literacy skills in the course.

### Progression

- This course should be taken in preparation for continuing to study Higher Chemistry and/or National 5 in another science subject.

- NPA L6 Lab science - depending on College links, this may feed into a L6 Scientific Technologies with Foundation Apprenticeship in S6.

## **CHEMISTRY – Higher**

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### **Purpose**

The course is designed for students who wish to continue their study of chemistry beyond Credit level and who may wish to progress to Advanced Higher. As such the Higher course could form the first year of a two-year post National 5 level.

As a one-year course the study of Chemistry at Higher can make an important contribution to the student's knowledge and understanding of the physical and natural world. The course provides a grounding for the further study in higher education of chemistry and chemistry-related subjects such as environmental and food sciences, and provides valuable background knowledge for vocational training in many areas of health and technology.

### **Recommended Entry**

While entry is at the discretion of the centre, students would normally have obtained the following awards or equivalent:

- National 5 at grade A or B in Chemistry
- National 5 Mathematics at Grade A or B would also be preferred

### **Course Details**

The course is made up of four mandatory units: Periodicity, Polarity and Properties; Consumer Chemistry; Principles to Production and Researching Chemistry. The Researching Chemistry unit is a skills development unit equipping candidates with the investigative and reporting skills demanded by employers and Further and Higher Education. While these units are valuable in their own right, candidates will gain considerable additional benefit from completing this course, since there will be opportunities for the integration of skills developed through study of the units, and for tackling problem solving of a more complex nature than that required for attainment of the performance criteria of the units.

### **Chemical Changes and Structure (Higher)**

This Unit covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will investigate collision theory and the use of catalysts in reactions. Learners will explore the concept of electro-negativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

### **Researching Chemistry (Higher)**

This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions.



### **Nature's Chemistry (Higher)**

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

### **Chemistry in Society (Higher)**

This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations. Learners will use analytical chemistry to determine the purity of reagents and products.

### **Teaching Approach**

The course will be taught using a mixture of resource based learning and whole class teaching.

### **Assessment Procedures**

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

For the external assessment Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper (120 marks) and an assignment (20 marks), requiring demonstration of the breadth of knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated

### **Progression**

- To completion of an appropriate Group Award
- To Advanced Higher Chemistry
- To another Science subject at Higher
- To Higher education: degree and HND courses in chemistry and chemistry-related subjects such as environmental science, pharmacy, science and chemical engineering
- To employment including work-based training for svq laboratory operations
- NPA L6 Lab science - depending on College links, this may feed into a L6 Scientific Technologies with Foundation Apprenticeship in S6.

## CHEMISTRY – Advanced Higher

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### Purpose

This course provides insight into the underlying theories of Chemistry and develops the practical skills used in a chemical laboratory. The study of Chemistry at this level can make a major contribution to your knowledge and understanding of the natural and physical environment. You will have the opportunity to develop the skills of independent study and thought that are essential in a wide range of subjects and occupations. Advanced Higher Chemistry is particularly relevant if you wish to progress to degree courses, either in Chemistry, or in subjects in which Chemistry is a major component, such as medicine, chemical engineering or environmental science. The course also provides a sound basis for direct entry to chemistry related employment.

### Recommended Entry

A minimum of a pass at Higher.

### Course Details

The course is made up of three Mandatory units:

#### *Inorganic and Physical Chemistry*

In this unit you will develop knowledge and understanding, problem solving skills and practical abilities. Some of the areas covered include:

Electromagnetic radiation and atomic spectra, Atomic orbitals, electron configurations and the Periodic Table, Transition metals, Chemical equilibrium, Reaction feasibility

#### *Organic Chemistry and Instrument Analysis*

In this unit you will develop knowledge and understanding, problem solving skills and practical abilities. Some of the areas covered include:

Molecular orbital, Molecular structure, Stereo chemistry, Synthesis, Experimental determination of structure, Pharmaceutical chemistry,

#### *Researching Chemistry*

In this unit you will develop knowledge and understanding, problem solving skills and practical abilities. Some of the areas covered include:

Gravimetric analysis, Volumetric analysis, Practical skills and Stoichiometric Calculations.

#### *Chemical Investigation (20 Hours)*

In this unit you will develop your investigative, problem solving, numeracy and communication skills by carrying out a short chemical investigation.

### Assessment

Units are assessed internally by your teacher/lecturer in accordance with SQA guidelines. The course is assessed by an external examination (100 marks), set and marked by the SQA. A report on the Chemical Investigation is also externally assessed and contributes towards the final grade (30 marks).

### Progression

Successful completion of this course may lead to:

- A Scottish Group Award at Higher in Chemistry
- Education (HNC/HND/Degree) or Employment in Animals, Land and Environment, Health and Medicine, Manufacturing Industries, Science and Mathematics, Security and Protective Services, Sports and Leisure.

## PHYSICS – NATIONAL 4

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### **Aims of the Course**

This course will develop pupils understanding of scientific method and include theoretical work and practical experimental work. The course will help to develop a curiosity and understanding of the environment and the physical world. In addition, pupils will be able to demonstrate a secure knowledge and understanding of the big ideas and concepts of physical sciences.

### **Recommended Entry**

Students would be expected to have achieved an adequate standard in their S3 Physics assessments and also to be studying Mathematics at National 4 level.

### **Course Content**

This is a course consisting of three units of study:

#### ***Waves and Radiation***

In this unit learners will cover the following areas: Wave characteristics, Sound, Electromagnetic spectrum, Nuclear Radiation.

#### ***Electricity and Energy***

Learners who complete this Unit will have covered topics such as: Generation of electricity, Power, Electromagnetism, Practical Circuits, Gas Laws.

#### ***Dynamics and Space***

In this unit the areas of physics covered are: Speed and Acceleration, Forces, Motion and Energy, Satellites, Cosmology.

### **Assessment**

- To achieve the National 4 course, learners must pass all of required unit assessments plus the Added Value unit which takes the form of a researched and written assignment [200-400 words].
- There is no exam at the end of the course and the course is not graded.

### **Skills Development**

There will be an opportunity to develop scientific practical skills, problem solving along with numeracy and literacy skills in the course.

### **Pathways**

This course should be taken in preparation for continuing to study Physics at National 5.

## PHYSICS – NATIONAL 5

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### **Aims of the Course**

This course will develop pupils understanding of scientific method and include theoretical work and practical experimental work. The course will help to develop a curiosity and understanding of the environment and the physical world. In addition, pupils will be able to demonstrate a secure knowledge and understanding of the big ideas and concepts of physical sciences.

### **Recommended Entry**

Students would be expected to have achieved a good standard in their S3 Physics assessments and/or to have attained a National 4 in Physics. Students should also be studying Mathematics at National 5 level.

### **Course Content**

This is a course consisting of three units of study:

#### ***Waves and Radiation***

In this unit learners will cover the following areas: Wave parameters and behaviours, Electromagnetic spectrum, Light, Nuclear Radiation.

#### ***Electricity and Energy***

Learners who complete this Unit will have covered topics such as: Charge carriers and electric fields, Potential difference, Ohm's Law, Practical circuits, Power, Specific heat capacity, specific latent heat, Gas Laws.

#### ***Dynamics and Space***

In this unit the areas of physics covered are: Velocity and displacement, Velocity time graphs, Acceleration, Newton's Laws, Energy, Projectiles, Space Exploration, and Cosmology.

### **Assessment**

To gain National 5, learners must pass the course assessment.

Course assessment:

- A two section exam paper
- A researched and written assignment [500- 800 words]
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Both course assessments are marked by the SQA and graded A to D

### **Skills Development**

There will be an opportunity to develop scientific practical skills, problem solving along with numeracy and literacy skills in the course.

### **Pathways**

This course should be taken in preparation for continuing to study Physics at Higher or to employment in engineering, finance, technology or related areas.

## PHYSICS – Higher

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### Purpose

The course aims to provide an opportunity for reinforcing and extending the student's knowledge and understanding of the concept of physics gained at National 5 and developing the student's ability both to solve problems and to carry out investigative work. The course endeavours to provide learning experiences leading to the acquisition of worthwhile knowledge, skills and attitudes which will assist students to make their own reasoned decisions on many issues within a modern society increasingly dependent on Science and Technology. Provision is also made for those who wish to proceed beyond Higher Physics with a suitable base for further study.

### Recommended Entry

Students would normally be expected to have attained National 5 Physics at Grade A or B and National 5 Maths at Grade A or B.

### Course Details

The course comprises four units – Our Dynamic Universe, Particles and Waves, Electricity and Researching Physics. While these units are valuable in their own right, students gain considerable benefit from completing all four units since there will be opportunities for the integration of skills across the units.

#### *Our Dynamic Universe (H)* 40 hours

Content outline: Equations of motion, forces, energy, power, momentum and impulse, gravity, special relativity, Doppler effect, Hubble's law, Big Bang Theory.

#### *Particles and Waves (H)* 40 hours

Content outline: Standard model, electromagnetic forces, nuclear radiation, wave-particle duality, interference and diffraction, refraction, spectra.

#### *Electricity (H)* 20 hours

Content outline: Alternating current, current, potential difference, power, resistance, internal resistance, capacitors, conductors, insulators and semiconductors, p-n junctions.

#### *Researching Physics (H)* 20 hours

In these units candidates will plan, carry out and draw conclusions from an investigation in an unfamiliar field of physics.

### Assessment

To gain the award of the course the student must pass all four unit assessments as well as the external assessment at the end of the course. The course assessment will be a two and a half hour paper consisting of a combination of multiple choice, short answer and extended response questions and an assignment, totalling 155 marks.

### Progression

- to Advanced Higher Physics
- to degree, HND or HNC in physics, science, mathematics, computing, medical or engineering field
- to employment in physics, science, mathematics, engineering, finance, technology or related area

## PHYSICS – Advanced Higher

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### Purpose

This course is designed to provide you with a deeper understanding of the nature of Physics and its applications. It builds on the skills, attitudes and abilities that you have developed at Higher level and provides a challenging experience for those who wish to study the subject in greater depth. The study of Advanced Higher Physics encourages an interest in current developments and applications of physics.

### Recommended Entry

You would be expected to have attained the following

- Higher Physics at A or B **and** Higher Mathematics units or course.

### Course Outline

The course is made up of four compulsory units – two 40 hour units and two 20 hour units.

#### *Rotational Motion and Astrophysics*

Areas covered include:

Kinematic relationships, Angular motion, Rotational dynamics, Angular momentum, Gravitation, General relativity, Stellar physics

#### *Quanta and Waves*

Areas covered include:

*Introduction to quantum theory, Particles from space, Simple harmonic motion, Waves, Interference, Division of amplitude, Division of wavelength, Polarisation*

#### *Electromagnetism*

Areas covered include:

Fields, Circuits, Electromagnetic radiation

#### *Investigating Physics*

In this unit you are required to carry out an investigation and produce a report of your findings. This involves planning, organisation, designing experiments, collection and analysis of information.

### Assessment

Units are assessed internally by your teacher/lecturer in accordance with SQA guidelines. The course is assessed by

- a written examination, set and marked by the SQA (100 marks)
- external assessment of the Investigation Report by the SQA (30 marks)

### Progression

Successful completion of this course may lead to a Scottish Group Award at Higher in Science or Technology.

## NPA LEVEL 4 SCIENCE AND HEALTH

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This qualification is intended to meet the learning needs of pupils who have done general science in S3 and are looking to continue their science education but at a level which does not require examination. All units have one or both of the following assessment types:

- Written, content-based assessment including some numeracy
- Practical experiments with formal write-ups
- Research- based activities

Each unit studied is assigned a credit rating – either 1 or 0.5. Each candidate will be required to complete a minimum number of credits to achieve a group award.

Units required:

Nature's Chemistry	1 SQA credit
Radiations	0.5 SQA credit
Sound and Music	0.5 SQA credit
Health and Technology	1 SQA credit
Introducing Science Investigation Skills	0.5 SQA credit
Health Sector: Life Sciences Industry	0.5 SQA credit

### **Progression:**

This qualification would feed into NPA Level 5 in Practical Science or N5 units in any science.

## **GEOGRAPHY**

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### **Levels offered**

National 4/5

### **Purpose**

This course provides an opportunity for learners to develop their knowledge, understanding of geographical concepts, key ideas and relevant terminology through a wide range of learning experiences: teacher led learning, active learning, co-operative learning, independent study, objective thinking and effective communication. By using the concepts and techniques of geographical analysis, learners will develop a detailed understanding of aspects of the contemporary world and to make sound and reasoned judgements about local, national and global environmental issues.

Learners will develop an understanding of people, places and environments across the world by studying the three units listed below. Map skills will be taught throughout the course, which also encourages active learning. Students will learn to apply the skills of literacy, numeracy and using graphs. Research skills will be developed by gathering information through fieldwork, then processing, interpreting and presenting that information in a written format.

### **Course details**

#### **Unit 1: Physical Environments:**

- Weather
- Rivers & Limestone Landscapes; physical features, land uses, conflicts and solutions.

#### **Unit 2: Human Environments:**

- Measuring development and population characteristics across the globe.
- Developed and Developing World - Cities and Countryside

#### **Unit 3: Global Issues:**

- Global Climate Change
- Tourism

### **Progression**

For pupils achieving certification at National 4 level, 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, or into employment or training. Geography skills are very much sought after and valued by many employers.



## **GEOGRAPHY – Higher**

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### **Purpose**

The purpose of this course is to add breadth and depth to the conceptual understanding of physical and human environments and their inter-relationships. It also extends evaluative skills and the range of geographical methods and techniques familiar to students.

### **Recommended Entry**

This is at the discretion of the school, but you would normally be expected to have achieved Nat 5 Geography at grade C or above.

### **Physical Environments:**

This unit draws on and applies knowledge and understanding of the processes and interactions at work in key physical environments, weather systems and climate and landscape management systems on a local, regional or global scale.

### **Human Environments:**

This unit covers knowledge and understanding of the interactions within the urban and rural environments in developed and developing countries.

### **Global Issues:**

In this unit, emphasis is placed on providing students with the opportunity to describe and explain the interaction of human and physical factors in the context of a complex geographical issue. Students will also be expected to be able to describe and explain the strategies adopted in response to the global issue.

### **Assignment:**

Students will have the opportunity to demonstrate challenge and application and show their skills, knowledge and understanding within the context of a geographical topic or issue which they have chosen.

Assessment of the Higher will be as follows:-

- Continuous internal assessment of all aspects of the course. To gain the award for the course, students must achieve all the component units, as well as the external assessment.
- Students' final grades will be determined by a mixture of exam and coursework.
- Examination paper– Physical and Human Environments, Global Issues and the application of geographical skills
- Assignment

### **Progression**

The Higher Geography course is valuable in itself to prepare students more readily to accept the rights and responsibilities of living in a democratic society on a fossil planet and to encourage positive attitudes to other societies and a concern for the world environment.

It is of more practical use in that from the achievement of a Higher course or units in Geography the student may be able to progress to the course or units at Advanced Higher. Students could also progress to a course or units at an appropriate level in another social subject. It is an ideal entrance qualification for many colleges or university courses, either science, arts or commerce based. It is an entrance qualification for many professions and trades at various levels, eg meteorology, local or national government planning, surveying, map making, road and railway courses, armed services and tourism.

## HISTORY

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### Levels offered

National 4/5

### Purpose

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

History provides learners with opportunities to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

In History, learners develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. These courses will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas, and a sense of responsibility and global citizenship. Through the successful completion of this Course, important skills for learning, life and work are developed. These skills include: researching, understanding and using a range of straightforward information/evidence on historical issues; communicating, by a variety of means, balanced conclusions based on evidence; evaluating a range of straightforward sources of information; and structuring information about important historical themes and events.

### Course details

- Scottish History  
The Great War, 1914 -1920
- British History  
Changing Britain, 1760-1900
- European and World  
Rise of Nazi Germany

### Progression

For pupils achieving certification at National 4 level, progression could be to National 5 in History or any other Social Subject. Learners achieving at National 5 level can progress to studying Higher History or other courses, or into employment or training. History skills are valued and positively recognised by many employers.

## HISTORY – Higher

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### **Purpose**

Higher History helps students to understand the society in which they live. It looks at the ways in which important aspects of that society have developed in the past, both nationally and internationally. This historical understanding will in turn assist them in becoming effective contributors to and responsible citizens within that society. The Course is designed to enable students to develop skills in historical understanding and analysis through structured and extended writing and through the interpretation, evaluation and comparison of sources of historical evidence. In addition, candidates are encouraged to take more independent responsibility for their own learning.

### **Recommended Entry**

This is at the discretion of the school, but you would normally be expected to have achieved Nat 5 History at grade C or above.

### **Course Details**

Three mandatory 40 hour units, plus 40 hours flexible time. Each unit has equal weighting.

The course will be taught at Higher Level though it may be possible to offer assessments at National 5 level for students who have difficulty in completing the units at Higher Level.

### **European and World: Medieval History – The Crusades 1071-1204**

A study of religious, political and economic factors in the crusading movement between 1071 and 1204, illustrating the themes of ideology, authority and conflict.

### **British Topic: Medieval Britain- Church, State and Feudal Society**

A study of the fundamental elements of society from the twelfth to the fourteenth century in England and Scotland, illustrating the themes of feudalism, Church, authority and conflict.

### **Scottish Topic: The Age of the Reformation, 1542-1603**

A study of religious and political change in sixteenth century Scotland, illustrating the themes of authority, conflict and identity.

Students will be taught directly. A range of documentary and visual sources will be used in class as the basis for discussion and interpretation. Research skills are particularly important at Higher Level.

Assessment of the Higher will be as follows:-

- Continuous internal assessment of all aspects of the course.

- To gain the award for the course, students must achieve all the component units, as well as the external assessment.

- Students' final grades will be determined by a mixture of exam and coursework.

- Examination Paper: Crusades, Medieval Britain and the Reformation

- Extended Essay (chosen by student)

- A full preliminary exam will be taken by all students.

### **Progression**

From the achievement of a Higher unit or course, students may be able to progress to Advanced Higher in History or to higher education courses in History, humanities and social sciences, law and business administration, media and the arts. Alternatively, students could move on to further education courses including HNC/D courses in arts and social sciences.

## MODERN STUDIES

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### Levels offered

National 4/5

### Purpose

Modern Studies opens up the world of contemporary society for learners. The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and International contexts. Modern Studies makes an important contribution to the curriculum by drawing on the social sciences of politics, sociology and economics. This course will help create informed and active citizens. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

These courses provide learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

Modern Studies develops in learners a greater understanding of the contemporary world and their place in it. For example, learners' horizons are extended and they are challenged to look at the world in new ways. Through the skills and content of the course, learners will develop an increased understanding of the democratic political system and social and economic issues throughout the world.

Learners will use a range of sources of evidence which are mostly straightforward but may have some complex features in order to detect and explain bias, exaggeration and selectivity in the use of facts in political contexts which are mostly familiar but may include some aspects which are new.

### Areas of study

- Democracy in Scotland and the United Kingdom
- Social Issues in the UK – Crime and Law
- International Issues – World Power - USA

### Progression

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

### **Purpose**

The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the three Units. Through this Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. The Course will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.

### **Recommended Entry**

This is at the discretion of the school, but you would normally be expected to have achieved Nat 5 Modern studies at Grade C or above.

### **Course Details**

Pupils will study the following units:

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

Learners will study aspects of the democratic political system in the United Kingdom including the place of Scotland within this. Throughout this Unit, relevant case studies will be used from either Scotland or the United Kingdom or both Scotland and the United Kingdom.

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

Learners will study social inequalities in the UK – causes, impact and solutions

#### **International Issues**

Learners will study an international country: the socio-economic study of a major world power (USA)

Students will also have to complete an **assignment** which will be externally marked. The assignment component of the course assessment will have a greater emphasis on the assessment of skills than the question paper.

Assessment of the Higher will be as follows:-

Continuous internal assessment of all aspects of the course.

To gain the award for the course, students must achieve all the component units, as well as the external assessment.

Students' final grade will be determined by a mixture of exam and coursework.

Examination paper consisting of 3 sections matching the units chosen for the course

Assignment (chosen by the student)

### **Progression**

Students who are successful in the Higher course could progress to Advanced Higher Modern Studies or to a Higher course in another social subject. Alternatively, students may progress to HNC or HND awards or use the Higher qualification for general entrance to university or to particular degree courses in social sciences such as Politics, Sociology and International Relations or in Public Administration or Law.

### NATIONAL 4 & 5

#### **Purpose**

The study of a Modern Language gives learners the opportunity to improve their literary and communication skills, enhance their enjoyment and understanding of other cultures and to understand the connections between different languages and how this relates to English.

#### **Recommended level for entry**

While entry is at the discretion of the school, students should have overtaken all CfE experiences and outcomes at Level 4 or have achieved a pass at National 4 French.

#### **Course Details**

Students will be encouraged to use French to develop four key language skills speaking, reading, listening and writing; skills which are essential for learning, employment and life.

This Course is made up of two mandatory Units: Understanding Language and Using Language. The two Units, taken together, include the four language skills.

The structure of the Units enables learners to focus on the skills required to understand and use French and to integrate reading, listening, talking and writing skills across the Units. Each Unit also offers opportunities for learners to focus on particular skills.

#### **Areas of Study**

The Course offers learners the opportunity to develop, understand and express French in meaningful familiar contexts such as citizenship, society, learning, employability, and culture.

The Course provides learners with the opportunity to: develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information.

#### **Progression**

- Higher French
- May provide progression to an SQA qualification in another Modern Language.

## FRENCH – Higher

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### Purpose

The aim of this course is to offer progressive development of competence in the four skill areas of Listening, Speaking, Reading and Writing, within a widening range of contexts and language purposes. In particular, the course aims to enable learners to develop the ability to:

- Read, listen, talk and write in French
- Understand and use French
- Develop the language skills of translation
- Apply knowledge and understanding of French

The course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in French, and to reflect how this relates to English

### Recommended Entry

While entry to the course or units will be at the discretion of the Principal Teacher, students will normally be expected to have attained:

N5 at grades A or B

N5 at grade A or B in English

### Course Details

The course is made up of two mandatory units

#### *Understanding Language*

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in French, and to develop their knowledge and understanding of detailed and complex language in the context of society, learning, employability and culture. It will build on students' prior learning.

#### *Using Language*

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in French, and to develop their knowledge and understanding of detailed and complex language in the context of society, learning, employability and culture. It will build on students' prior learning.

Contexts of language covered will reflect the age and interests of the students and at this level the skills of Speaking and Writing will place emphasis on the student's ability to express points of view in some detail and to exchange ideas with evidence of increasing confidence and accuracy.

### Course Assessment

- To gain the award of the course, the learner should pass all the Units as well as the course assessment
- Units are assessed as pass or fail by the school and are quality assured by the SQA. Achievements of units is recorded on the learner's qualification certificate.
- The course Assessment consists of a Talking Performance (25%), a Writing Folio piece (12.5%) and two question Papers. The Performance is marked internally and the Writing Folio and Question Papers are marked externally by the SQA.

Paper 1            Reading (25%) and Directed Writing (12.5%)

Paper 2            Listening (25%) and Writing (10 marks)

### Progression

- Advanced Higher course or units in the same language – this will depend on staffing availability.
- Higher education courses at appropriate levels, including HNC, HND or degree courses.
- Courses offered by foreign language agencies at appropriate levels.
- Employment, possibly making use of foreign language competence.

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### **Purpose**

The aim of this course is to offer progressive development of competence in the four skill areas of Listening, Speaking, Reading and Writing, within a widening range of contexts and language purposes. In particular, the course aims to enable learners to develop the ability to:

- Read, listen, talk and write in Spanish
- Understand and use Spanish
- Develop the language skills of translation
- Apply knowledge and understanding of Spanish

The course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in Spanish, and to reflect how this relates to French and English

### **Recommended Entry**

While entry to the course or units will be at the discretion of the Principal Teacher, students will normally be expected to have attained:

N5 at grades A or B in French

N5 at grade A or B in English

### **Course Details**

The course is made up of two mandatory units

#### *Understanding Language*

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in Spanish, and to develop their knowledge and understanding of detailed and complex language in the context of society, learning, employability and culture. It will build on students' prior learning in French.

#### *Using Language*

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in Spanish, and to develop their knowledge and understanding of detailed and complex language in the context of society, learning, employability and culture. It will build on students' prior learning in French.

Contexts of language covered will reflect the age and interests of the students and at this level the skills of Speaking and Writing will place emphasis on the student's ability to express points of view in some detail and to exchange ideas with evidence of increasing confidence and accuracy.



## RMPS (Religious, Moral and Philosophical Studies) – NATIONAL 4

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### Purpose

- To develop knowledge and understanding of contemporary religious, moral and philosophical issues
- To look at both religious and non-religious perspectives
- To explore the questions the different viewpoints raise and the solutions or approaches they offer
- To allow learners to reflect on their own experience and views

### Recommended Entry

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

- National 3 RMPS or
- Level 3 work as part of the Broad General Education in S1-3

### Course Details

This course is comprised of three units with assessments and an Added Value unit that they complete in class time. All 4 areas must be passed to pass the RMPS course at National 4 level.

- **World Religion: Christianity**  
In this Unit, learners will develop skills related to understanding Christianity. They will develop knowledge and understanding of the impact and significance of religion today. They will study some key beliefs, practices and sources found within Christianity.
- **Morality and Belief: Religion and Relationships**  
In this Unit, learners will develop skills linked to issues of marriage, gender, family and sexuality. They will develop understanding of religious and non-religious responses.
- **Religious and Philosophical Questions: Miracles**  
In this Unit learners will develop skills to analyse religious examples and scientific explanations linked to the topic of miracles.

### Progression

- National 5 Religious, Moral and Philosophical Studies Course or its Units
- Further study, employment and/or training

### Purpose

- To develop knowledge and understanding of contemporary religious, moral and philosophical issues
- To look at both religious and non-religious perspectives
- To explore the questions the different viewpoints raise and the solutions or approaches they offer
- To allow learners to reflect on their own experience and views

### Recommended Entry

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

- National 4 Religious, Moral and Philosophical Studies Course or relevant units
- National 4 English or Social Subject
- Level 4 work as part of the Broad General Education in S1-3

### Course Details

This course is comprised of three. The whole course assessment has two parts, an external course exam (80% of the overall grade) and an assignment (20% of the overall grade).

#### **World Religion: Christianity**

In this Unit, learners will develop skills related to understanding Christianity. They will develop knowledge and understanding of the impact and significance of religion today. They will study some key beliefs, practices and sources found within Christianity.

#### **Morality and Belief: Religion and Relationships**

In this Unit, learners will develop skills linked to issues of marriage, gender, family and sexuality. They will develop understanding of religious and non-religious responses.

#### **Religious and Philosophical Questions: Miracles**

In this Unit learners will develop skills to analyse religious examples and scientific explanations linked to the topic of miracles.

### Progression

- Higher Religious, Moral and Philosophical Studies Course or its Units
- Further study, employment and/or training

## RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (RMPS) - Higher

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### Purpose

- To develop knowledge and understanding of contemporary religious, moral and philosophical issues
- To look at both religious and non-religious perspectives
- To explore the questions the different viewpoints raise and the solutions or approaches they offer
- To allow learners to reflect on their own experience and views

### Recommended Entry

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

- National 5 RMPS or
- National 5 English or Social Subject

### Course Details

This course is comprised of three units with assessments. The whole course assessment has two parts, an external course exam (75% of the overall grade) and an assignment (25% of the overall grade).

#### **World Religion: Buddhism**

In this Unit, learners will develop skills related to understanding Buddhism. They will develop knowledge and understanding of the impact and significance of religion today. They will study some key beliefs, practices and sources found within Buddhism.

#### **Morality and Belief: Religion, Medicine and the Human Body**

In this Unit, learners will develop skills to evaluate and express detailed and reasoned views about issues of medical ethics: embryos, organ donations and euthanasia.

#### **Religious and Philosophical Questions: Origins**

In this Unit, learners will develop skills to critically analyse issues of faith, reason, creation and the scientific theories of the Big Bang and Evolution.

### Progression

- Advanced Higher Religious, Moral and Philosophical Studies or its Units
- An entry qualification for further and higher education courses
- This course or its component units may also form part of one or more Scottish Group Awards.

## PHYSICAL EDUCATION

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### Purpose

This course will offer students the opportunity to study Physical Education at a challenging level. The course will have performance as its prime focus and students will be engaged in integrated practical experiential studies which will advance their skills and techniques while developing knowledge and understanding, evaluating, investigating and performance analysis competencies. The course will contribute to the personal and social development of students.

### Recommended Entry

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

- It would be beneficial if pupils had completed the Pre NQ course in S3.
- Other relevant prior experience in Physical Education, including experience gained outwith certificated courses.

### Course Details

Throughout the course pupils will study the four factors: Physical, Mental, Social and Emotional. For each factor pupils will be involved in the following across a range of different activities:

- Data collection
- Identifying individual strengths and areas for development
- Impacts on performance
- Stages of Learning
- Principles of Training
- Approaches used to develop individual performance
- Monitor, record and evaluate performance development
- Identifying future development needs

### Course Assessment

- 2 single performances (50% final grade)
- A portfolio (50% final grade)

### Performance (60 marks)

This is 2 single performances, in 2 different physical activities. This assessment takes place in a challenging and competitive environment, with each performance having 30 marks available.

The physical activities undertaken throughout the year will arise from a process of consultation between staff and students, which takes account of the interests and talents of the student and the constraints on both staff and student.

### Portfolio (60 marks)

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

- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving

The portfolio is an ongoing piece of work that is completed under controlled conditions and sent to the SQA for external marking.

### Progression

Higher PE in S5/6

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This course or its component units may form part of one or more Scottish Group Awards.

## **PHYSICAL EDUCATION – Higher**

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### **Purpose**

This course will offer students the opportunity to study Physical Education at a challenging level. The course will have performance as its prime focus and students will be engaged in integrated practical experiential studies which will advance their skills and techniques while developing knowledge and understanding, evaluating, investigating and performance analysis competencies. The course will contribute to the personal and social development of students.

### **Recommended Entry**

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

- A National 5 award in Physical Education.
- Other relevant prior experience in Physical Education, including experience gained outwith certificated courses
- A minimum of a National 5 pass in English
- Prefer that S5 students are doing Higher English over one year

### **Course Details**

Throughout the course pupils will study the four factors: Physical, Mental, Social and Emotional. For each factor pupils will be involved in the following across a range of different activities:

- Data collection
- Identifying individual strengths and areas for development
- Impacts on performance
- Stages of Learning
- Principles of Training
- Approaches used to develop individual performance
- Monitor, record and evaluate performance development
- Identifying future development needs

### **Course Assessment**

- 2 single performances (50% final grade)
- An Exam (50% final grade)

### **Performance (60 marks)**

This is 2 single performances, in 2 different physical activities. This assessment takes place in a challenging and competitive environment, with each performance having 30 marks available.

The physical activities undertaken throughout the year will arise from a process of consultation between staff and students, which takes account of the interests and talents of the student and the constraints on both staff and student.

### **Exam (50 marks)**

The work that you complete throughout the course provides the basis to your exam. The exam lasts 2 hours 30 minutes and will be completed in school and then marked by the SQA.

## PHYSICAL EDUCATION - Higher (cont.)

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### Progression

- Advanced Higher PE in S6
- An HNC/HND in associated subject areas
- A degree in Physical Education
- Degree courses in associated subject areas
- A career in amateur/professional sport or dance
- Employment in the fitness, health, leisure and recreation industries
- Employment in sports/dance development

This course or its component units may form part of one or more Scottish group awards.

## NPA Sports Development - Level 6

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### Purpose

The National Progression Award in Sports Development is a suitable course if you have an interest in sport and physical activity and are willing to contribute to the provision and development of opportunities to participate in sport and physical activity within the school and local community setting.

Pupils will take part in a practical based unit that supports extra-curricular clubs through working in partnership with Active Schools. Pupils will also undertake a theoretical unit which will require completion of an essay and a research project. The course provides opportunities to develop skills for life, learning and work. Examples include leadership, communication, working with others, problem solving, ICT and numeracy skills.

### Recommended Entry

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

- Pupils should have achieved a minimum of a level B pass in National 5 PE.
- Other relevant prior experience in Physical Education, including experience gained outwith certificated courses (Peer support, extra-curricular club involvement, transition events, etc).

### Course Details

The course consists of two units both of which must be completed to obtain the group award.

#### Unit 1 – Activity and Participation Opportunities in an Organisation

- Identify and explain opportunities for participation within a sport or fitness facility
- Participate in and evaluate recreational physical activity
- Describe the benefits of different types of participation to the individual and community

#### Unit 2 - Investigate Activity Development Opportunities in an Organisation

- Explain the concept of Sports Development
- Describe the opportunities and facilities for physical activity currently available to members of an organisation
- Identify potential development projects to meet the needs of members
- Describe financial, physical, and human resources required for the development of physical activity
- Describes issues which impact on the viability of a selected development project

### Course Assessment

Within each unit there are different assessment tasks that must be passed in order to achieve the full course award.

#### Unit 1 - Activity and Participation Opportunities in the Community

- Portfolio of evidence from participation roles.
- School and extra-curricular logbook.
- Essay describing the benefits of participation in physical activity sessions to the individual and wider community.

#### Unit 2 - Investigate Activity Development Opportunities in an Organisation

- Sports Development Report
- Sports Development Project: Presentation / Poster

### Progression

This course or units may provide progression to:

- SQA Leadership Award
- Higher National Certificates
- Higher Education Degrees

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Further study, employment and/or training



## HOSPITALITY (PRACTICAL COOKERY)

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### Purpose

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

### Recommended Entry

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

- It would be beneficial if pupils had completed the Pre NQ course in S3.
- Other relevant prior experience in Home Economics, including experience gained outwith certificated courses.

### Course Details

The course aims to enable candidates to:

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

### Course Assessment

#### Question Paper (30 marks)

The purpose of this question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course. The question paper will ask candidates to state, name, give, identify, describe, explain, calculate and evaluate.

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

- the principles of selecting and using food preparation equipment
- the principles of successful weighing and measuring
- understanding cookery processes and food preparation techniques
- understanding ingredients, their characteristics, and the importance of sustainability
- knowledge and application of current dietary advice
- knowledge of the application of the principles of food safety and hygiene
- costing recipes
- evaluation of presentation, taste or texture of dishes

The question paper has a total mark allocation of 30 marks. This is 25% of the overall marks for the course assessment.

#### Assignment (18 marks)

#### Practical activity (82 marks)

The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task — planning and producing a meal — which will provide evidence for both components.

## **HOSPITALITY (PRACTICAL COOKERY) – cont.**

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The purpose of this is to assess candidates' ability to plan, prepare and present a three course meal to a given specification within a given timescale. A brief specifies the three dishes to be produced.

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

- ◆ planning, organisational and time management skills
- ◆ applying food preparation techniques and cookery processes according to the given brief
- ◆ preparing and using ingredients according to the given brief
- ◆ presenting and serving each dish appropriately
- ◆ demonstrating the importance of food safety and hygiene and working safely and hygienically

The assignment and practical activity is conducted in two stages:

- ◆ stage 1: planning (assignment)
- ◆ stage 2: implementing (practical activity) The assignment and practical activity together have a total mark allocation of 100 marks. This is 75% of the overall marks for course assessment.

### **Progression**

- To further education at NC level in Hotel, Catering and Hospitality
- To employment in Hotel, Catering and Hospitality.

As there are a lot of ingredients required throughout the course of the year pupils are asked to make a contribution towards the cost of this. This can be paid as a 1 off payment or in instalments throughout the course of the year.

## ART & DESIGN – NATIONAL 4

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### Purpose

The aims of the course are to enable learners to:

communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and/or technology

develop knowledge and understanding of art and design practice

plan, develop, produce and present creative art and design work

develop understanding of the social and cultural influences on artists and designers and their work

develop problem solving, critical thinking and reflective practice skills

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 3 Art and Design.

### Course Details

The course comprises the following mandatory units:

Expressive Activity

Design Activity

In addition the course includes an Added Value Unit:

Art and Design Practical Activity

#### Expressive Activity

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

#### Design Activity

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

#### Added Value Unit: Art and Design Practical Activity

This Unit adds value by introducing challenge and application. Learners will draw on and extend their knowledge and apply practical skills when producing art and design work. This will be assessed through a practical activity, which involves producing **one piece of expressive art and one piece of design work**.

#### Unit Assessment

All Units are internally assessed on a **pass/fail** basis.

### Progression

The course or its units may provide progression to:

other qualifications in Art and Design or related areas

further study, employment and/or training

### **Purpose**

The aims of the course are to enable learners to:

develop knowledge of art and design practice by studying artists and designers and their work.

develop an understanding of expressive and design processes and accumulate and use a selection of related skills.

### **Recommended Entry**

While entry is at the discretion of the centre, learners would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 4 Art and Design.

### **Course Content**

The course comprises two areas of study:

#### **Expressive**

This part of the course helps learners plan, research and develop creative expressive work in response to a theme/stimulus. Learners develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They select a theme/stimulus and produce 2D/3D analytical drawings, studies and investigative research, and use this to produce a single line of development leading to a final piece. Learners reflect on and evaluate their creative process and the visual qualities of their work.

#### **Design**

This part of the course helps learners plan, research and develop creative design work in response to a design brief. Learners develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They select a design brief and compile a variety of 2D/3D investigative material and market research and use this to produce a single line of development leading to a design solution. Learners reflect on and evaluate their creative process and the aesthetic and functional qualities of their work.

### **Course Assessment**

Learners will be assessed through a portfolio and a question paper. In the portfolio, learners will produce one piece of expressive art work and one design solution which will be marked on both the process and products of learning. The question paper demonstrates their knowledge and understanding of art and design practice in an extended-response format.

The course assessment is graded A-D.

### **Progression**

The course or its units may provide progression to:

- other qualifications in Art and Design or related areas
- further study, employment and/or training

## ART & DESIGN – Higher

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### Purpose

The aims of the course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- analyse a range of art and design practice and critically reflect on the impact of external factors on artists and designers and their work
- plan, develop, produce and present creative art and design work
- develop personal creativity, using problem solving, critical thinking and reflective practice skills

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

National 5 Art and Design Course or relevant component Units

### Course Content

#### Expressive Activity

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

#### Design Activity

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

#### Course Assessment

Learners will be assessed through a portfolio and a question paper. In the portfolio, learners will produce one piece of expressive art work and one design solution. The question paper adds value by requiring integration and application of skills, knowledge and understanding of art and design practice from across the Units.

The course assessment is graded A - D.

#### Progression

The course or its units may provide progression to:  
other qualifications in Art and Design or related areas  
further study, employment and/or training

## ART AND DESIGN – Portfolio (S6 Only)

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### Purpose

The aims of the course are to enable learners to:

- develop personal and independent units of work to build a portfolio
- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- analyse a range of art and design practice and critically reflect on the impact of external factors on artists and designers and their work
- plan, develop, produce and present creative art and design work
- develop personal creativity, using problem solving, critical thinking and reflective practice skills

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

Higher Art and Design Course or relevant component Units

### Course Details

This is an independent course in which learners will create units of work that would be beneficial for a portfolio. Learners will direct their portfolio towards their chosen field, for example, learners would work on different design projects if they were applying for a design course. Learners will receive support and guidance from the department regarding their strengths, course choices and their art work.

### Expressive Activity

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

### Design Activity

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

## DANCE – NATIONAL 5

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### Purpose

The aims of the Course are to enable learners to:

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

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications.

### Course Details

The course comprises the following mandatory units:

Technical Skills

Choreography

In addition the course includes an **Added Value Unit:** Course Assessment

#### Technical Skills

In this Unit learners will develop their technical dance skills for solo and/or group dance performances. Dance techniques will be explored practically and developed in a range of dance styles before being applied in choreographed sequences. Learners will develop critical thinking skills and appreciation of dance. They will evaluate their own work and the work of others.

#### Choreography

In this Unit learners will develop and use self-expression and creative problem-solving skills. They will apply their knowledge and understanding of a range of choreographic devices and structures within the creative process to create short choreographed sequences. They will learn how to appreciate the impact of theatre arts on choreography and performance.

#### Unit Assessment

All Units are internally assessed on a **pass/fail** basis.

### Course Assessment

#### Added Value Unit Assessment

Learners will be assessed through a **performance and a practical activity**.

#### Performance

In the performance, learners will extend and refine their technical and performance skill gained in the Course. Learners will perform a challenging and demanding tutor-choreographed technical solo lasting a minimum of 1.5 minutes.

#### Practical Activity

In the practical activity, learners will apply choreography skills, knowledge and understanding gained in the Course, along with skills in problem solving and critical thinking, to create and present a choreography for two dancers, and review the choreographic process.

The course assessment is graded A-D.

#### Progression

This Course or its Units may provide progression to:

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Higher Dance; a range of dance-related NPAs, including Dance NPA at SCQF level 5 and Musical Theatre NPA at SCQF level 6; further study, employment and/or training



## DRAMA – NATIONAL 4

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### Purpose

The aims of the course are to enable learners to:

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

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 3 Drama.

### Course Details

The course comprises the following mandatory units:

Drama Skills

Production Skills

In addition the course includes an Added Value Unit:

Drama Performance

Drama Skills

In this Unit, learners will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli. They will also learn how to develop portrayal of character and will develop knowledge of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge of social and cultural influences on drama. They will also learn how to reflect on their own progress and that of other learners.

Production Skills

In this Unit, learners will explore and develop production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

Added Value Unit: Drama Performance

This Unit adds value by introducing challenge and application. Learners will draw on and extend their knowledge and apply their production skills in a drama performance.

Unit Assessment

All Units are internally assessed on a pass/fail basis.

### Progression

The course or its units may provide progression to:

- other qualifications in Drama or related areas
- further study, employment and/or training

## DRAMA – NATIONAL 5

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### Purpose

The course aims to enable candidates 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 and understanding of the use of a range of production skills when presenting drama
- explore form, structure, genre and style

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 4 Drama.

### Course Content

Throughout the course, learners explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. They develop a range of acting skills in relation to portraying characters.

They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and conventions when creating and presenting drama.

Learners generate ideas for presenting text using production areas. They explore and develop practical skills in a range of production areas. They apply these skills to enhance text when presenting.

Learners develop knowledge and understanding of social and cultural influences on drama. They learn how to evaluate their own progress and the progress of others.

### Course Assessment

Learners will be assessed through a **performance and a question paper**. The performance will involve creating and presenting a drama. The question paper will require demonstration of a depth of knowledge and understanding from the Course.

The course assessment is graded A-D.

### Progression

The course or its units may provide progression to:

- other qualifications in Drama or related areas
- further study, employment and/or training

## DRAMA – Higher

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### Purpose

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 the complex social and cultural influences on drama
- develop complex skills in presenting drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore form, structure, genre and style

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

National 5 Drama Course or relevant component Units

### Course Content

#### Drama Skills

In this Unit, learners will explore and develop complex drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to text, including stimuli. They will also learn how to develop character in a range of ways and develop understanding of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

#### Production Skills

In this Unit, learners will develop complex production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

#### Course Assessment

Learners will be assessed through a performance and a question paper. The performance will involve creating and presenting a drama. The question paper will require demonstration of a depth of knowledge and understanding from the Course.

The course assessment is graded A - D.

### Progression

The course or its units may provide progression to:  
other qualifications in Drama or related areas  
further study, employment and/or training

## MUSIC – NATIONAL 4

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### Purpose

The aims of the course are to enable learners to:

- develop performing skills in solo and/or group settings on **two selected instruments or one instrument and voice**
- perform music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts when composing, arranging or improvising
- develop knowledge and understanding of the social and cultural factors influencing music
- develop knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and concepts
- reflect on their own work and that of others

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 3 Music.

### Course Details

The course comprises the following mandatory units:

- Performing Skills
- Composing Skills
- Understanding Music

In addition the course includes an **Added Value Unit**

### Music Performance

Performing Skills

In this Unit, learners will develop performing skills on **two selected instruments, or on one selected instrument and voice**. They will play **level specific music (Grade 2)** with sufficient accuracy while maintaining the musical flow. Learners will, through regular practice and reflection, develop technical and musical performing skills.

Composing Skills

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

Understanding Music

In this Unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts and music literacy. They will listen to music extracts and identify which specific music concepts are used and where these appear in the music. They will develop an understanding of the distinctive sounds of specific music styles and common music signs, symbols and terms used in music notation.

Added Value Unit: Music Performance

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

Unit Assessment

All Units are internally assessed on a **pass/fail** basis.

### Progression

The course or its units may provide progression to:  
other qualifications in Music or related areas

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further study, employment and/or training

## **MUSIC – NATIONAL 5**

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### **Purpose**

The course aims to enable candidates to:

- perform music
- create original music using compositional methods
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols

### **Recommended Entry**

While entry is at the discretion of the centre, learners would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 4 Music.

### **Course Content**

Learners develop their performing skills on two selected instruments, or on one selected instrument and voice through regular practice and self-reflection.

Learners experiment with and use music concepts in creative ways, within a range of compositional methods, as they compose original music and self-reflect on their creative choices.

Through listening, learners develop knowledge and understanding of a variety of music styles, level-specific concepts, sign and symbols used in music notation.

### **Course Assessment**

Learners will be assessed through a performance of a programme of music, a composition assignment and a question paper which demonstrates knowledge and understanding of music, music concepts and musical literacy.

The course assessment is graded A-D.

### **Progression**

The course or its units may provide progression to:

other qualifications in Music or related areas

further study, employment and/or training

### **Careers**

A possible career could be anything related to the music industry directly – performing; teaching; composing; recording music; music publishing; retailing of music books or instruments; printing, etc.

Musical skills can be very helpful in many careers, such as primary/nursery teaching; occupational therapy and some aspects of social/community work.

A knowledge of music can also enhance careers related to dance or drama.

## MUSIC – Higher

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### Purpose

The aims of the course are to enable learners to:

- develop performing skills in solo and/or group settings on their **two selected instruments or on one instrument and voice**
- perform challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- critically reflect on and evaluate their own work and that of others

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience of National 5 Music

### Course Content

#### Performing Skills

In this Unit, learners will develop performing skills on **two selected instruments, or on one selected instrument and voice**. They will perform challenging **level-specific (Grade 4) music** with sufficient accuracy and will maintain the musical flow realising the composers' intentions. Learners will, through regular practice and critical self-reflection and evaluation, develop their technical and musical performing skills.

#### Composing Skills

In this Unit, learners will experiment with, and 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 choices and decisions on their music. They will also analyse how musicians and composers create music in different ways and the influences on their music.

#### Understanding Music

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

### Course Assessment

#### Added Value Unit Assessment

Learners will be assessed through a **performance of a programme of music and a question paper** which demonstrates a depth of knowledge and understanding of music, music concepts and musical literacy.

The course assessment is graded A - D.

### Progression

The course or its units may provide progression to:

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

### Careers

A possible career could be anything related to the music industry directly – performing; teaching; composing; recording music; music publishing; retailing of music books or instruments; printing, etc.

Musical skills can be very helpful in many careers, such as primary/nursery teaching; occupational therapy and some aspects of social/community work.

A knowledge of music can also enhance careers related to dance or drama.

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## MUSIC TECHNOLOGY – NATIONAL 5

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### Purpose

The course aims to enable candidates to:

- use music technology creatively in sound production in a range of contexts
- develop skills in the use of music technology hardware and software to capture and manipulate audio
- develop skills in the analysis of music in the context of a range of 20<sup>th</sup> and 21<sup>st</sup> century musical styles and genres
- develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights
- critically reflect on their work and that of others

### Recommended Entry

While entry is at the discretion of the centre, students would normally be expected to have attained the skills, knowledge and understanding of relevant CfE experiences and outcomes or equivalent qualifications and/or experience of National 4 Music Technology (although not mandatory).

### Course Content

#### Developing music technology skills

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

#### Music technology contexts

Throughout the course, learners gain experience in using music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

#### Developing an understanding of 20<sup>th</sup> and 21<sup>st</sup> century music

Throughout the course, learners will develop knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century styles and genres of music, and an understanding of how music technology has influenced and been influenced by developments in 20<sup>th</sup> and 21<sup>st</sup> century music. They develop an understanding of aspects of the music industry, including a basic awareness of the implications of intellectual property rights.

### Course Assessment

Learners will be assessed through an **assignment** and a **question paper**. The **assignment** will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate **two** completed creative sound productions. The **question paper** will assess breadth of knowledge and understanding of concepts related to music technology and 20<sup>th</sup> and 21<sup>st</sup> century music.

The course assessment is graded A-D.

### Progression

The course or its units may provide progression to:

- other qualifications in Music Technology or related areas
- further study, employment and/or training
- degrees in music and audio technology and related disciplines
- careers in the creative music industries

## ADMINISTRATION AND IT

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This course is offered at National 4 and National 5

### **Purpose:**

The key purpose of this course is to develop the pupils administrative and IT skills to enable pupils to contribute to the effective functioning of organisations in administrative positions.

### **Course Details:**

The course will:

- Develop an understanding of administration in the workplace
- Develop an understanding of good customer care and its benefits to organisations.
- Develop IT skills and use them to perform administrative tasks.
- Organise and support events like meetings.

### **Skills Developed:**

Studying this course at either National 4 or National 5 will develop the following skills which can easily be transferred to different areas of study.

- The ability to look at a problem and identify the different steps required to overcome it.
- The ability to design and create the best solution using the most suitable tools for the task
- The ability to evaluate what they have done
- Report and present clear and concise information
- An understanding of the effect computing developments have on the world we live in

### **Assessment**

There is a two hour question paper (50 marks) in the May diet of exams and a three hour (70 marks) assignment completed in term 3.

### **Progression:**

Administration and IT will lead to certification at National level 4 or 5 depending on the ability of the pupil.

Completion of this course would mean that a pupil could then further study Administration and IT at National 5, Higher and possibly Advanced Higher levels in S5-S6.



### **Purpose:**

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application, not only in employment, but also in many other walks of life.

The Course aims to enable learners to:

- Develop knowledge and understanding of administration in the workplace and its importance
- Develop a range of advanced IT skills for processing and managing information
- Develop a range of skills to communicate complex information effectively, making appropriate use of IT
- Acquire skills in managing the organisation of events

### **Course Details:**

The course which is a blend of applied, experiential learning and related theory develops both generic and subject-specific skills in administration-related contexts. The generic skills include the thinking skills of understanding, applying, analysing and evaluating and aspects of literacy and numeracy. The subject-specific skills which include a range of IT skills, some of them advanced, will enable learners to organise, manage and communicate information, take responsibility for key administrative tasks and manage the organisation of events (including meetings)

The course comprises of three mandatory areas of study:

**Administrative Theory and Practice:** This area of study enables learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on the workplace.

**IT Solutions for Administrators:** This area of study develops learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts.

**Communication in Administration:** This area of study enables learners to develop a range of IT skills, some of them advanced, for research and communicating complex information for others including maintenance of security and confidentiality of information.

The Course Assessment consists of an Assignment (70 marks) and an Exam Question Paper (30marks)

### **Progression:**

- Other SQA qualifications in Administration and IT related areas
- Study at further education
- Employment and/or training

## **NPA BEE KEEPING – Level 5**

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### **Purpose**

The National Progression Award level 5 in Bee Keeping develops the students' knowledge and understanding in the theory and practical aspects of bee keeping.

Pupils will take part in the handling of the bees in their hives as well as learning about looking after them and the theory of how bees live.

They will also be responsible for the extraction of honey for sale.

### **Recommended Entry**

Entry is at the discretion of the school after discussion with Mr Sim and Guidance/Mr Christie.  
The NPA is an introductory level qualification and as such no prior knowledge of the subject is required.

### **Course Details**

Unit 1 Bee Keeping - An Introduction  
Unit 2 Bee Keeping - Practical Skills  
Unit 3 Bee Keeping - Theory

### **Course Assessment**

Beekeeping: An Introduction - Practical assessment and Portfolio evidence / diary.  
Beekeeping: Practical Skills - Holistic practical assessment and photographic record.  
Beekeeping: Theory – Report on various aspects of beekeeping and the influence of the surrounding environment.

### **Progression**

SCQF/QCF level 6 in Bee Keeping

The NPA has been designed to prepare learners for the national [Scottish Beekeepers Association](#) Examinations.

This NPA also provides opportunities to develop

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

## COMPUTING SCIENCE

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This course is offered at National 4 and National 5

### Purpose

This course is designed for pupils who want more than just to develop the skills of using computer software but also an understanding of how they are designed, created and why. They would be interested in designing and creating their own software solutions and will also learn about the design of computer hardware. They would also develop an understanding of the impact that the development of new technologies is having on society and the environment.

### Course Details

The course will teach pupils how to design solutions to different problems using Programming Languages, Games Design, Apps Development, Web Development, Animation, Graphics, Video and Sound.

The pupils will also learn about the development of different types of computing hardware and software. How these effect the home and workplace environment in terms of security, privacy and the data used. The pupils will also look at how the hardware and software are used as communication tools across the internet. They will learn how to analyse, design, implement and test different types of computing solutions to solve a series of problems set them, and then evaluate how effective they are.

### Skills Developed

- The ability to look at a problem and identify the different steps required to overcome it. This involves breaking it down into smaller parts which are then easier to work with.
- The ability to design and create the best solution using the most suitable tools for the task.
- The ability to look at what you have done and decide:
  - If it works well
  - How it could be improved
  - Learn from what went wrong
- Report and present clear and concise information using appropriate language
- An understanding of the effect computing developments have on the world they live in
- To work as part of a group to create a large project

### Assessment

National 4: Candidates require to pass two units and the added value unit.

National 5: Candidates require to pass an assignment (50 marks) completed in term 3 and a two hour question paper (110 marks) in the May diet of exams.

### Progression

Computer Science will lead to National level 4 and 5 depending on the ability of the pupil. Completion of this course would mean that a pupil could then further study Computer Science at National 5, Higher and Advanced Higher levels in S5-6.

**Purpose:**

Computing Science is vital to everyday life – society, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. At higher level, students will cover a core of advanced concepts which underpin the study of computing science, and explore the role and impact of computing technologies, providing an insight into the challenge, excitement and reward to be found in these areas.

**Recommended Entry:**

While entry to the course will be at the discretion of the Principal Teacher, students will normally be expected to have attained N5 at grades A or B.

**Course Details:**

The course enables learners to develop an extended range of computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing, testing and evaluating digital solutions across a range of scenarios. Learners will also develop and extend knowledge and understanding of the impact of computing technologies on the environment and society.

The course comprises of two areas of study:

**Software Design and Development:** In this area of study, learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work.

**Information Systems:** In this area of study, Learners will apply their computational thinking skills to implement practical solutions using a range of development tools which will allow them to develop an understanding of the technical, legal, environmental, economic and social issues related to one or more information systems.

**Progression:**

- Other qualifications in Computing Science or related areas
- Study at further education
- Employment and/or training

## DESIGN AND MANUFACTURE

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This course is offered at National 4 and National 5

### **Purpose:**

The course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for pupils to gain skills by using the design process and communicating design proposals. Pupils explore the properties and uses of materials and to test concepts using mock up models and produce fully functioning working products.

### **Course Details:**

The course will enable pupils to develop:

- Skills in design and manufacturing models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society.

### **Skills Developed:**

Studying this course at either National 4 or National 5 will develop the following skills which can easily be transferred to different areas of study.

- Evaluating existing products
- Develop the skills of Design which will include:
  - Idea generation techniques
  - Writing Design Specification
  - Refining and resolving design proposals/concepts through a creative approach
- Develop sketching and rendering techniques to express their ideas
- Modelling and manufacturing techniques to represent Design ideas in 3D through the use of tools, equipment, software and materials
- Impact of Design on the environment

### **Assessment:**

National 4: Candidates require to pass two units and the added value unit.

National 5: Candidates require to pass a question paper (80 marks) in the May diet and two assignment (55 marks) in design and (45 marks) in practical

### **Progression:**

Design and Manufacture will lead to certification at National 4 and 5 depending on the ability of the pupil.

Completion of this course would mean that a pupil could then further study Design and Manufacture at National 5, Higher and Advanced Higher levels in S5-S6.

**Purpose:**

The course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively. This highlights the close relationship between designing, making, testing and refining design ideas. It gives opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes through the exploration of design alternatives and their implications.

The course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. It will also consider the life cycle of a product from its inception through design, manufacture and use to its disposal/reuse.

**Recommended Entry:**

While entry to the course will be at the discretion of the Principal Teacher, students will normally be expected to have attained N5 at grades A or B.

**Course Details:**

The course allows learners to develop; design skills in the context of products; practical skills in planning and making or manufacturing models and prototypes, including the selection and use of equipment, materials and/or software; and skills in the evaluation of design proposals, including form and function, leading to a refinement of their design ideas.

The course comprises of two main areas of study:

**Design:** This area of study covers the process of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products.

**Materials and Manufacture:** This area of study covers the process of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to 'close the loop' by manufacturing a set of design ideas. It also allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

The Course Assessment consists of an Assignment (70 marks) and a Question Paper (exam for 70 marks)

**Progression:**

- Other SQA qualifications in Design and Manufacture or related areas
- Study at further education
- Employment and/or training

## GRAPHIC COMMUNICATION

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This course is offered at National 4 and National 5

### **Purpose:**

The course provides opportunities for pupils to develop skills in both 2D and 3D as well as pictorial graphics through manual board work and Computer Aided Drawing. These skills will be developed so the pupils can produce graphics that require visual impact and graphics that transmit information.

### **Course Details:**

The course will enable pupils to:

Develop their creativity and skills within both 2D and 3D Graphic Communication

Develop their manual board work techniques and practice

Develop their Computer Aided Drawing and Desk Top Publishing techniques and practice

Develop an understanding of how Graphic Communication impacts on Society

### **Skills Developed:**

Studying this course at either National 4 or National 5 will develop the following skills which can be easily transferred to different areas of study:

- Think and present 2D and 3D Graphics and pictorial graphics
- Produce preliminary, production and presentation graphics
- Visual literacy by interpreting Graphic Communication
- Use Graphic Communication equipment, software and materials effectively
- Understand Graphic Communication standards and conventions
- Use a range of computer-aided graphics techniques and practice
- Use of colour, illustration and presentation techniques
- Understanding of the impact of Graphic Communication on our society

### **Assessment:**

National 4: Candidates require to pass two units and the added value unit.

National 5: Candidates require to pass a question paper (80 marks) in the May diet and a two hour assignment (40 marks) in term 3.

### **Progression:**

Graphic Communication will lead to certification at National 4 or National 5 depending on the ability of the pupil.

Successful completion of this course would mean that a pupil could then further study Graphic Communication at National 5, Higher and Advanced Higher levels in S5/6

## GRAPHIC COMMUNICATION – Higher

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### **Purpose:**

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

The course is practical, exploratory and experimental in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards in the world of work.

### **Recommended Entry:**

While entry to the course will be at the discretion of the Principal Teacher, students will normally be expected to have attained N5 at grades A or B.

### **Course Details:**

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

The course comprises of two mandatory areas of study:

**2D Graphic Communication:** This area of study develops learner's creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. This will allow the development of spatial awareness, visual literacy, and the ability to interpret given drawings and evaluate the effectiveness of graphic communications in 2D.

**3D Graphic Communication:** This area of study develops learner's creativity and presentation skills within a 3D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. This will allow the development of spatial awareness, visual literacy, and the ability to interpret given drawings and evaluate the effectiveness of graphic communications in 3D.

The Course Assessment consists of an Assignment (70 marks) and a Question Paper (exam for 70 marks)

### **Progression:**

- Other SQA qualifications in Graphic Communication or other related areas; Study at further education; Employment and/or training.



## **PRACTICAL WOODWORKING**

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This course is offered at National 4 or National 5

### **Purpose:**

The course provides the opportunity for pupils to gain the skill of interpreting working drawings and diagrams and then using them to plan and manufacture models.

### **Course Details:**

The course will allow the pupils to develop their skills in Practical Woodworking. This will include correct use of tools and equipment and a range of woodworking materials. The pupils will also gain an appreciation of safe working practices in a workshop environment.

### **Skills Developed:**

- Each unit will cover a new set of woodworking skills but all of them will include skills in measuring, marking out, cutting and jointing techniques.
- The units where the skills will be developed are Flat-Frame (e.g. Plant pot holder made with various joints including Mortice and Tenon) Carcase construction (e.g. Clock made with housing joints) and Machining and Finishing (Tool box made using Drill, jigs, jig saw and power router)
- Identify tools/machinery/materials used in the workshop in a short written test
- Pupils will develop an appreciation of safe working practices in a workshop environment
- Pupils will gain an understanding of sustainability issues in practical woodworking environment

### **Assessment:**

National 4: Candidates require to pass 3 units and the added value unit which is a major project.

National 5: Candidates require to sit a question paper (60 marks) in the May diet of exams and a major practical activity (70 marks).

### **Progression:**

Practical Woodworking will lead to certification at National 4 or 5 depending on the ability of the pupil. This would mean that a pupil could then further study Practical Woodworking at National 5 or Further Education College courses.

## **FOREIGN LANGUAGE LEADER AWARD**

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This course is for S6 pupils who have studied French to at least N5 level. The Foreign Language Leader Award develops key leadership skills that look great in any personal statement, especially if you're looking for a future career that involves working with people. Organisation, responsibility, communication and teamwork are just some of the skills you'll be improving by taking this course.

During this course you will learn how to teach younger pupils some basic French. You will plan, prepare and deliver a range of lessons to P7 pupils in our local primary schools and then evaluate how they have gone.

The Foreign Language Leader Award will be taught over 2 periods each week. You will also be awarded 7 SCQF points which will be added to your total score for your university or college application.