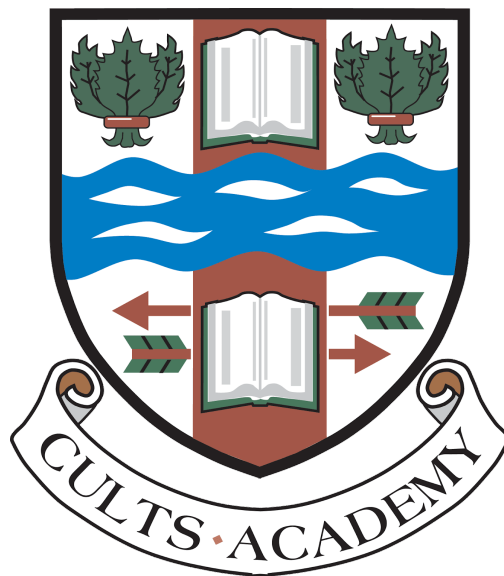




# **CULTS ACADEMY**

## **Course Information**

**S5/S6**



### **Qualifications for the Senior Phase**

**2020/21**



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## INTRODUCTION

### Senior Phase Qualifications

The course choice process is designed to build upon the Broad General Education of years S1 to S3, providing opportunities for all our young people to develop skills and knowledge for lifelong learning and work. The senior curriculum has flexibility and choice to meet the range of needs of our learners. In addition to Nationals, Highers and Advanced Highers qualifications we are continuing to strengthen our partnership with outside agencies to widen the range of learner pathways. A number of our young people choose options offered by North East Scotland College (NESCol); some learners in S6 choose Open University YASS courses. All of these outside agency options sit alongside in-school course provision.

#### S5

Fifth year offers many new challenges and responsibilities and can be a very rewarding year. Learners in fifth year will be given much greater responsibility for their education than before. This can be demanding and, although teachers will help as much as they can, learners will only be successful if they demonstrate an ongoing personal commitment to learning.

This begins by making a sensible selection from the wide range of courses described in this booklet. In the school we will be looking for our young people to respond to their chosen courses with lots of effort, with initiative and enthusiasm – in short with a mature attitude, which will prepare them for whatever comes after this year in school.

Learners will generally take five courses in S5; any change from this will be appropriate to the learner's unique needs.

#### S6

Those young people who have displayed a commitment to education in their fifth year are welcome to return for a sixth year. This can be an excellent preparation for future academic study and also gives an opportunity to prepare for the world beyond school.

All learners in S6 will be provided with opportunities to enhance and further develop their academic qualifications and involve themselves in the wider life of the school. We encourage our young people to become involved with other activities such as music groups, school shows, sports teams, Duke of Edinburgh and other events as long as these do not affect their studies. Young people who return to S6 will be encouraged to become S6 Leaders and will be expected to carry out certain whole school duties, become ambassadors for the school and act as positive role models to more junior year groups.

Learners in S6 will take either four subjects or three, if all Advanced Highers (SCQF 7).



**Useful sites for additional information:**

<https://www.sqa.org.uk/sqa/41285.html>

**SQA website providing information on the range of qualifications offered**

<https://www.nescol.ac.uk/students/new-applicants/school-links/>

**providing information to S4 to S6 learners on school link courses**

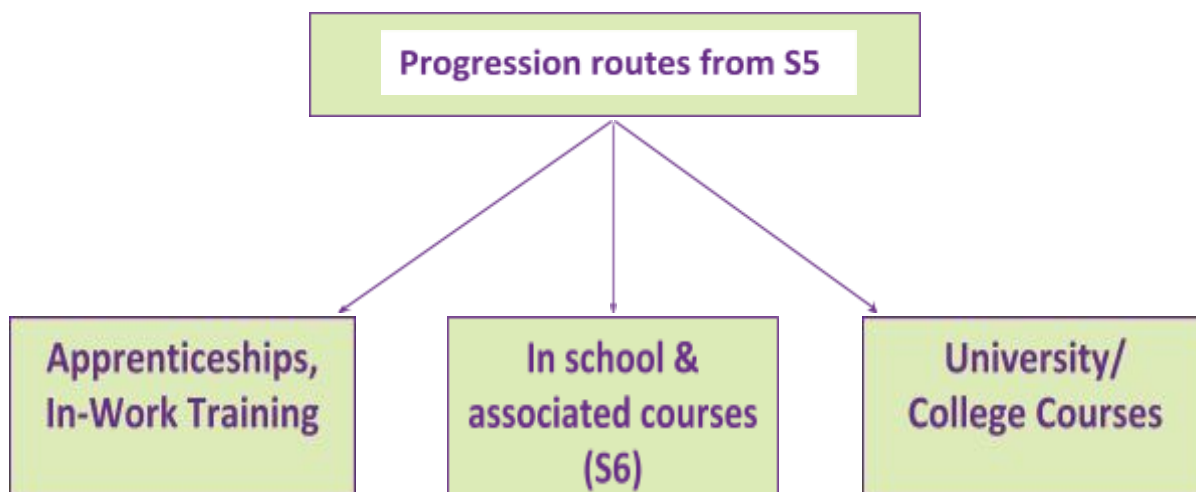
<https://www.skillsdevelopmentscotland.co.uk/>

**provides national careers information**

<http://www.open.ac.uk/scotland/study/young-applicants-schools/what-can-i-study>

**Open University courses available to S6 learners**

Ask your Principal Teacher Pupil Support Pastoral for more details and information on accessing pathway planning and careers advice.





## ENGLISH AND LITERACY

### National 4

English at National 4 level gives pupils the opportunity to build on the skills developed in covering the Level 3 outcomes and experiences. Pupils will have the opportunity to develop their analysis and evaluation skills through studying a variety of texts. They will also have the opportunity to write in a number of different genres. National 4 candidates will also prepare and perform a detailed talk comparing two different texts as a compulsory element of the course.

### National 5

English at National 5 level gives pupils the opportunity to build on the skills developed in covering the Level 4 experiences and outcomes across the key areas of reading, writing and talking / listening. During the course, learners will analyse and evaluate a range of texts from a variety of genres, including a text by a Scottish writer. They will create and produce a range of texts including creative and discursive writing. Learners will also develop an understanding of the complexities of language through the study of a range of texts and develop their analytical thinking and understanding of the impact of language. Learners will be assessed on two exam papers: Reading for Understanding, Analysis and Evaluation (30 %) and Critical Reading (40%). A portfolio submitted by learners will be externally assessed (30%) and their talking skills will be assessed internally on a pass/fail basis in a compulsory Spoken Language assessment.

### Literacy

Pupils taking National 5 will be presented for an Additional Literacy Unit in S4. This comprises internal assessments on the four outcomes: reading, writing, talking and listening.

### Higher

Higher English gives pupils the opportunity to build on the skills developed in the junior phase and the National 5 course. Pupils will develop their skills across the areas of reading, writing, talking and listening. Pupils will study complex texts across a range of genres. They will enhance their appreciation of the Scottish literary tradition by studying a Scottish text. Through detailed engagement with texts across a range of genres, they will develop the skills of understanding, analysis and evaluation. They will develop their ability to structure their thoughts and create coherent arguments through critical essay writing. Pupils will also have the opportunity to produce their own pieces of writing, both creative and discursive, which will be submitted as a portfolio.

### Advanced Higher

Pupils who have passed Higher English and have a genuine passion for the subject are welcome to take Advanced Higher English. Candidates will have the opportunity to complete a portfolio of writing (30%). This consists of several pieces of writing in a variety of genres. The dissertation allows pupils to develop their skills in the independent planning and research of a literary topic of interest to them (30%). Candidates will also develop their analysis and evaluation skills by studying a selection of literary texts for the Textual Analysis (20%) and Literary Study (20%) exams. This course is of value not only to those who intend to study English at university but also provides invaluable practice in the kind of guided independent study that is the hallmark of all forms of tertiary education.

### Progression

Pupils who perform well in National 4 English may progress to National 5 English.

Pupils who perform well at National 5 English may progress to Higher English.

Pupils who perform well in Higher English may progress to Advanced Higher English.



## MATHEMATICS AND NUMERACY

### National 4 Maths

National 4 Maths is suitable for pupils who have attained CfE third Level Maths. Passing National 4 Maths will increase your career opportunities by helping you gain a place on a college course, apprenticeship or for getting a job. A pass at N4 Maths will develop the numerical and algebraic skills required for National 5 Maths or National 5 Applications of Maths courses. There are 3 compulsory units which must be passed throughout the year; Expressions and Formulae, Relationships and Numeracy. There is also an end of course Added Value Unit. All assessments are internally assessed.

#### Progression

Successful candidates at National 4 Maths may progress to National 5 Maths or National 5 Applications of Maths.

### National 5 Maths

National 5 Maths is suitable for pupils who have successfully achieved CfE fourth Level Maths or who have performed well in National 4 Maths. The course develops important mathematical techniques which are critical to successful progression beyond National 5 in Mathematics and many other curriculum areas. Pupils will develop their skills in the areas of Numeracy, Algebra, Geometry, Trigonometry and Statistics. The skills, knowledge and understanding in the course also support learning in technology, health and wellbeing, science, and social studies. National 5 Maths is assessed by means of an exam. There are two papers, one of which is sat without the aid of a calculator. Achievement of this course gives automatic certification of the following Core Skill: Numeracy at SCQF level 5.

#### Progression

Candidates who perform well at National 5 Mathematics (grade A or B) may progress to Higher Mathematics.

### National 5 Applications of Maths

National 5 Applications of Maths is suitable for pupils who have successfully achieved CfE fourth Level Maths or who have performed well in National 4 Maths. National 5 Applications of Maths has three main units of work: Numeracy, Finance & Statistics and Geometry & Measure. The course is challenging and puts pupils' numerical skills to the test with both formal non-calculator and calculator exam at the end of the year. Pupils will be expected to sit various assessments throughout the course in order to demonstrate progress. Within these topics students will be expected to use their interpretation skills to solve demanding problems with real life applications. Many colleges and universities now accept National 5 Applications of Maths as an entry qualification in place of National 5 Maths. Click the link below for more information.

<https://www.national5maths.co.uk/wp-content/uploads/2019/07/Opportunities-FF.pdf>

#### Progression

Candidates who perform well at National 5 Applications of Mathematics (grade A or B) may progress to National 5 Mathematics. There is no progression from National 5 Applications to Higher Maths.



## Higher Maths

This course is recommended for learners who have achieved a grade A or B in National 5 Mathematics or wish to repeat the Higher course from last session. The Higher Mathematics course develops, deepens and extends the mathematical skills necessary at this level and beyond. Higher Maths is fast paced and covers a range of Mathematical areas including; Geometry, Algebra, Trigonometry and Calculus. Pupils select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics. Candidates who complete a Higher Mathematics course successfully are expected to have a competence and confidence in applying numerical skills, algebraic techniques and should possess clear communication skills alongside mathematical rigour. Higher Maths is externally assessed. There are two papers, one of which is sat without the aid of a calculator.

### Progression

Candidates who perform well at Higher Mathematics (grade A or B) may progress to Advanced Higher Mathematics, with the added option of Advanced Higher Applied Mathematics: Mechanics.

## Advanced Higher Mathematics

This course is recommended for learners who have achieved a grade A or B in Higher Mathematics. The course comprises 3 units: Methods in Algebra and Calculus, Applications of Algebra and Calculus and Geometry, Proof and Systems of Equations. The Advanced Higher Mathematics course develops, deepens and extends the mathematical skills necessary at this level and beyond. Throughout this course, candidates acquire and apply operational skills necessary for exploring complex mathematical ideas. They select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics. Candidates develop mathematical reasoning skills and gain experience in making informed decisions. Pupils are expected to show full commitment to the course due to the amount of home study required.

### Progression

This Course or its Units may provide progression to other qualifications in Mathematics or related areas of further study, employment and/or training.

## Advanced Higher Applied Mathematics: Mechanics

This course is recommended for learners who have achieved a grade A or B in Higher Mathematics and Higher Physics. The course comprises 3 units: Linear & Parabolic Motion; Force, Energy & Periodic Motion and Mathematical Techniques for Mechanics.

Advanced Higher Applied Mathematics (Mechanics) offers learners the opportunity to study mechanics in a way that recognises problem solving as an essential skill. The focus within the course is placed firmly on applications of mathematics to real-life contexts and the formulation and interpretation of mathematical models.

The course offers depth of applied mathematical experience and, thereby, achieves relevance to further study or employment in the areas of mathematical and physical sciences and engineering. For these purposes, the courses can be taken as an alternative to the Advanced Higher Mathematics course. However, when an Advanced Higher Applied Mathematics course is taken in addition to the Advanced Higher Mathematics course, an opportunity is offered for the candidate to acquire exceptional breadth and depth of mathematical experience. Mechanics can be taken as a fourth Advanced Higher, if a pupil is also studying Maths and Physics at Advanced Higher.

## EXPRESSIVE ARTS

### ART & DESIGN

Art and Design features in many aspects of our everyday lives, from the advertising posters we see on our streets to the special effects we see in films. Almost everything we see or touch has been designed to be visually attractive including mobile phones, clothes, cars, buildings and websites.

The skills that you develop in Art and Design are useful in many different careers, such as architecture, interior design, fashion and textiles, graphics, web design, photography and engineering.

### National

The National 4 and 5 Art and Design courses are practical and experiential. The key focus is creativity. The Course combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences.

The Course encourages learners to experiment with using art and design materials, be imaginative, creative, think critically, and apply practical skills in response to art and design activities. It will also develop learners' understanding of artistic and cultural values, identities and ideas.

The Course allows learners to broaden and deepen their skills base, to widen their horizons regarding a range of vocations and careers and to develop attributes and capabilities of the four capacities. Throughout the Course, learners will develop creativity, perseverance, independence and resilience.

### Course Content

The course units for Nat 4 are: **Expressive Activity** and **Design Activity** *plus* the Art and Design **Practical Activity** Value Added unit.

For Nat 5, the course comprises two areas of study: **Expressive Activity** and **Design Activity**.

### Assessment

At Nat 4, units are assessed internally by your teacher in accordance with SQA guidelines.

At Nat 5, the course assessment has three components. The two practical portfolios are sent to the SQA for external assessment. In addition there is a theory exam.

### Progression

From National 4 to 5 to Higher.

### Higher

The Higher Course has an integrated approach to learning, and includes a mix of practical learning and analysis of art and design practice.

The Higher Art and Design Course enables learners to communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology.

Learners analyse a range of art and design practice and critically reflect on the impact of external factors on artists, designers and their work. They plan, develop, produce and present creative art and design work, develop personal creativity, and use problem solving, critical thinking and reflective practice skills.



## Course Content

The course comprises two areas of study: **Expressive Activity** and **Design Activity**.

### Assessment

The course assessment has three components. The practical portfolios are sent to the SQA for external assessment. In addition there is a theory exam.

### Progression

From Higher to Advanced Higher.

## Advanced Higher

### Expressive

The Advanced Higher Art and Design (Expressive) Course provides opportunities for learners to develop their creativity, visual awareness and understanding of aesthetic, while exploring how to communicate their personal thoughts, ideas and opinions through their expressive artwork.

This involves visually exploring and responding in an individual way to stimuli, researching challenging expressive art contexts and evaluating how artists respond creatively to stimuli.

*or*

### Design

The Advanced Higher Art and Design (Design) Course provides opportunities for learners to develop their creativity and apply their understanding of design practice, function and aesthetics.

This involves exploring and researching challenging design contexts, issues and opportunities, and evaluating and incorporating visual stimuli and other information from a variety of sources.

*plus*

### Visual art or design study

This study will link directly to the Expressive *or* Design Enquiry. It covers the development of knowledge, understanding and appreciation of the Visual/Applied Arts and Design - historical and contemporary. You will be able to use the knowledge gained to inform and develop your own practical work. This takes the form of an in depth critical analysis of a single or group of art or design works up to 1700 words.

### Assessment

There is no written exam at Advanced Higher level.

The Practical Portfolio plus 1700 word essay and an end of course evaluation is sent to the SQA for external assessment.

### Progression

Successful completion of this course can lead to further study, training or employment in Art and Design, Communications and Media, Manufacturing Industries.



**Additional folio work**

All Advanced Higher students are expected to complete folio work in addition to class time. This level of commitment is absolutely necessary to achieve success at this level. This can take a variety of forms; non contact periods, lunchtime, after school, at home. Students are expected to visit relevant exhibitions and galleries throughout the year and keep sketchbooks showing visual thinking, inspirations, notes, cut outs, etc.

**A high level of commitment is required to achieve success at Advanced Higher level due to the Practical and Written Folio requirement of this course.**



## MUSIC

Learners studying Music are well placed to develop skills for life, learning and work. In addition to developing general musicianship skills, you will develop in the following areas: working individually; self-discipline; time management skills; understanding the value of perseverance; teamwork; creative thinking and problem solving; listening skills; self-expression; cultural understanding; social skills; target setting and reflective thinking.

### National

This course is intended for pupils who wish to develop overall musicianship as performers, composers and listeners. This aim is served by three elements: Performing, Composing and Listening.

Through these activities pupils will develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions.

Pupils can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. Pupils will use ICT to realise or enhance their composition and performance and to promote their understanding of how music works.

Learners will develop performing skills in solo and/or group settings on two selected instruments or one instrument and voice. The minimum standard of piece to be performed is ABRSM Grade 2 (or equivalent) for National 4 and ABRSM Grade 3 (or equivalent) for National 5. Added Value is by means of a live performance.

### Course Content

The course consists of three elements.

#### Performing Skills

Learners develop performing skills on two selected instruments or one instrument and voice.

#### Composing Skills

Learners will experiment with and use compositional methods and music concepts in imaginative ways when creating their own music.

#### Understanding Music

Through listening, learners will develop their knowledge and understanding of a range of music concepts and music literacy.

#### Assessment

At National 5 level external assessment consists of a final Listening exam (35%), in which students will be asked to identify specific features and answer questions focusing on music literacy. They must also give a live performance to a Visiting Examiner during February/March. Students will perform on their chosen 2 instruments or instrument/voice for 8 minutes (a minimum of 2 minutes on any one instrument). The performance may be either solo and/or in a group and is worth 50% of the overall final grade in Music. An original Composition will be sent to SQA for external marking. This is worth 15% of the overall final grade.

#### Progression

From National 4 to 5 and Higher.



## Higher

This course allows you to develop and consolidate practical skills in performing and creating music, while developing a detailed understanding of a range of music styles and concepts.

You will get the opportunity to perform a variety of challenging music in solo and/or group settings, using your own voice or your selected instrument (s). You will develop detailed knowledge and understanding of music concepts and musical literacy. You will recognise and distinguish between a wide range of music signs, symbol and music concepts as you perform, create and listen to music.

The skills you learn on this course not only make a valuable contribution to your general education and personal development but also allow you to develop the skills and knowledge required to proceed to further study and/or follow a career in music.

### Recommended entry

Pupils would normally be expected to have passed National 5 music or relevant component Units. It is recommended that any pupil who has no experience of music in the Junior Phase and/or does *not* have National 5, to be proficient on **two** instruments, *or one* instrument **and** voice, at Grade 4 level or above in order to be able to perform a programme of 12 mins in length.

### Course Content

The course consists of three elements.

#### Performing Skills

Learners develop performing skills on two selected instruments or one instrument and voice.

#### Composing Skills

Learners will experiment with, and creatively use complex compositional methods and music concepts at Higher level to realise their intentions when creating original music.

#### Understanding Music

Through listening, learners will develop detailed knowledge and understanding of a range of complex music concepts and music literacy.

### Assessment

At Higher level external assessment consists of a final Listening exam (35%), in which students will be asked to identify specific features and answer questions focusing on music literacy. They must also give a live performance to a Visiting Examiner during February/March. Students will perform on their chosen 2 instruments or instrument/voice for **12 minutes**. The performance may be either solo and/or in a group and is worth 50% of the overall final grade in Music.

An original Composition will be sent to SQA for external marking; this is worth 15% of the overall final grade.

### Progression

From Higher to Advanced Higher



## Advanced Higher

The Advanced Higher Music Course develops learners' skills in performing, creating, understanding and analysing music. Learners develop the skills they need to perform challenging music with musical, and technical, accuracy and fluency while realising composers' intentions. Learners will also develop their own composing skills.

### Recommended Entry

Candidates would normally be expected to have attained Higher Music or equivalent.

### Course Content

The course consists of **three** units **and** the course assessment unit.

#### Performing Skills

You will prepare a programme lasting 18 minutes on two instruments. An examiner from SQA will visit at some time in May / June.

#### Composing Skills

You will submit a folio containing audio recordings of compositions, each supported by a score or performance plan and by a programme note.

#### Understanding Music

You will sit a listening examination designed to test knowledge and understanding of concepts and musical literacy. You will prepare a written commentary on 2 or more musical works.

#### Homework

Homework consists of regular instrumental/vocal practice, composition and concept recognition using CD ROMs and websites approved by SQA.

#### Assessment

At Advanced Higher level external assessment consists of a final Listening exam (35%), in which students will be asked to identify specific features and answer questions focusing on music literacy. They must also give a live performance to a Visiting Examiner during May/June.. Students will perform on their chosen 2 instruments or instrument/voice for **18 minutes**. The performance may be either solo and/or in a group and is worth 50% of the overall final grade in Music.

An original Composition will be sent to SQA for external marking; this is worth 15% of the overall final grade.

#### Progression

Successful completion of this course may lead to:

- Further/Higher Education – HNC, HND, Degree
- Employment in the Performing Arts Industry



# MUSIC TECHNOLOGY

## National 5

The National 5 Music Technology course is very practical and allows you to:

- \* Use music technology creatively to design and create sound for your own video game, short movie, radio broadcast, audiobook and multitrack recording
- \* Create your own unique sound effects using microphones and source sounds online
- \* Use Virtual Instruments and MIDI Keyboards
- \* Edit and add effects to these sounds using our Music Technology software Cubase
- \* Learn about 20th and 21st century popular musical styles and genres
- \* Develop an understanding of the music industry, including intellectual property rights

### Music Technology Contexts

You use music technology skills to record and edit audio in a range of contexts such as live instrument recording, sound design for film, audiobooks, radio broadcasts and computer gaming.

### Music Technology Skills

You will learn how to use hardware and software to record audio from a range of sources by exploring different recording techniques. You also learn how to edit audio by experimenting with and applying effects.

### 20<sup>th</sup> and 21<sup>st</sup> Century Popular Music

You will learn about the technological advancements in 20<sup>th</sup> and 21<sup>st</sup> century music by gaining understanding of music concepts, styles and genres. You also develop your listening skills in order to identify particular genres and their attributes.

### Assessment

There are two externally assessed components:

- Practical Assignment = 2 projects worth 70% of the overall grade
- Listening Question Paper = Worth 30% of the overall grade



## MUSIC TECHNOLOGY

### Higher

The Higher Music Technology course is very practical and allows you to:

- \* Use music technology creatively to design and create sound for your own video game, short movie, radio broadcast, audiobook and multitrack recording
- \* Record and multitrack live musical instruments
- \* Create your own unique sounds effects using microphones and also source sounds online
- \* Use Virtual Instruments and MIDI Keyboards
- \* Edit and add effects to these sounds
- \* Learn about more 20th and 21st century popular musical styles and genres
- \* Enhance an understanding of the music industry and intellectual property rights

#### Course Content:

##### Music Technology Contexts

You use prior knowledge and experience to record and edit audio in a range of contexts such as multitrack recording, sound design for film, audiobooks, radio broadcasts and computer gaming.

##### Music Technology Skills

You will record audio from a range of sources by exploring more advanced recording techniques. You also edit audio by experimenting with and applying effects.

##### 20<sup>th</sup> and 21<sup>st</sup> Century Popular Music

You will learn about more technological advancements in 20<sup>th</sup> and 21<sup>st</sup> century music by gaining understanding of music concepts, styles and genres. You also develop your listening skills in order to identify particular genres and their attributes.

##### Assessment

There are two externally assessed components:

- Practical Assignment = 1 project worth 70% of the overall grade
- Listening Question Paper = Worth 30% of the overall grade

##### Progression

Successful completion of this course may lead to Further Education or Employment in:

- The Creative Music Industry
  - Music and Audio Technology
  - Sound Design for Film and Television
- Sound Engineering and Music Production



## DRAMA

Drama is a predominantly practical subject which develops your creativity, imagination and ability to work as part of a group. It is particularly suitable for those who want to deepen their understanding of the world around them and communicate their ideas to an audience.

The skills gained in Drama are highly transferable and would be beneficial to a career in a variety of sectors including: communications and media, theatre, film, radio, costume design, business production, writing and teaching.

### National

In the National course you will develop drama and production skills to create performances in a variety of forms and styles. In addition, you will work as part of a group to realise scripted dramas; developing your voice and movement skills and application of production skills.

### Assessment

- Written Exam: 40%
- Performance assessed by a visiting SQA assessor: 60%

### Higher

The Higher Drama Course develops skills in creating and presenting drama. You will develop and use complex drama skills and production skills to present drama.

You will analyse scripts and live performance with consideration of the social, political and cultural influences on theatre.

### Assessment

- Written Exam: 40%
- Practical Performance Exam assessment by a visiting SQA assessor: 60%

***This Course provides opportunities for progression to Advanced Higher and to other SQA qualifications in Drama and related fields.***



## HEALTH AND WELLBEING

### PRACTICAL COOKERY

#### NATIONAL

The course, which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. Through its emphasis on safety and hygiene, the course instils in candidates an understanding of the need to follow safe and hygienic practices in many cookery contexts. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.

Candidates will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes. Candidates' knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed. Candidates develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes. Throughout the course, candidates develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

The course assessment has three components.

Component	Marks	Scaled Mark	Duration
Component 1: question paper	30	25	1 Hour
Component 2: assignment	18	13	See course assessment section; <a href="https://www.sqa.org.uk/files_ccc/N5CourseSpecPracticalCookery.pdf">https://www.sqa.org.uk/files_ccc/N5CourseSpecPracticalCookery.pdf</a>
Component 3: practical activity	82	62	See course assessment section; <a href="https://www.sqa.org.uk/files_ccc/N5CourseSpecPracticalCookery.pdf">https://www.sqa.org.uk/files_ccc/N5CourseSpecPracticalCookery.pdf</a>

#### Progression Routes

Further or higher education in this area.

A career in the hospitality industry.



## HEALTH & FOOD TECHNOLOGY

### NATIONAL

Health and Food Technology provides an opportunity to study the relationships between health, nutrition, the functional properties of food, lifestyle choices and consumer issues. This course develops an awareness of informed food and dietary choices that can have a positive effect on the health of the learners and enable them to advise others. Learners also develop a range of skills and applications of food preparation techniques, although it is more academic than practical.

This course will attract learners who have an interest in health, food and consumer issues. It will also appeal to learners who enjoy learning through practical activity and have an ability to link theory to practice. The flexible context and breadth of learning experiences offered should be attractive to a variety of learners.

Learners will acquire a breadth and depth of knowledge on the completion of this course including: the relationship between food, health and nutrition, dietary needs for individuals and groups at various stages of life, current dietary advice, factors which may affect food choices, contemporary food issues, food labelling, stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs.

The knowledge and skills developed in the course prepare learners for decisions required in learning, life and work. Learners develop practical skills that are transferable to a range of contexts including employment in a variety of sectors such as the health and food industries.

The course assessment has two components.

Component	Marks	Duration
Component 1: Question Paper	60	1 hour and 50 minutes
Component 2: Assignment	60	Please see course assessment section; <a href="https://www.sqa.org.uk/files_ccc/HealthandFoodTechnologyCourseSpecN5.pdf">https://www.sqa.org.uk/files_ccc/HealthandFoodTechnologyCourseSpecN5.pdf</a>

### Progression Routes

Higher Health and Food Technology

Further education in this area e.g. Life Sciences

A career in teaching, dietetics, food product development, food technologist, nutritionist, nursing or sports coaching



**HIGHER**

The course allows candidates to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. Candidates develop their understanding of the properties of food in relation to food production, processing and the development of food products. The course uses an experiential, practical and problem-solving learning approach and promotes independence in learning. It uses real-life situations, and where appropriate, takes account of local, cultural, and media influences and technological innovations. The course has five broad and inter-related aims that enable candidates to:

- analyse the relationships between health, nutrition and food
- develop and apply skills, knowledge and understanding related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

Component	Marks	Duration
Component 1: Question paper	60	2 hours
Component 2: Assignment	60	for further information please see; <a href="https://www.sqa.org.uk/files_ccc/HigherCourseSpecHFT.pdf">https://www.sqa.org.uk/files_ccc/HigherCourseSpecHFT.pdf</a>

**PHYSICAL EDUCATION**

**NATIONAL**

The Course will enable learners to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and will enhance their physical well being. Learners will work both independently and cooperatively to develop thinking and interpersonal skills. This is an ideal platform for learners to develop confidence, resilience, responsibility and the ability to work effectively with others. Learners will be expected to take ownership of their learning and progress within the course and will have the opportunity to use technology throughout. Pupils will have the opportunity to work independently and with others in activities of their choice.

Learners will have the opportunity to develop and demonstrate movement and performance skills in a range of physical activities, such as, athletics, basketball, football, swimming, gymnastics and badminton. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving and develop a positive attitude towards a healthy lifestyle.



Learners will develop the ability to perform a comprehensive range of movement and performance skills whilst developing their understanding of the factors that impact on personal performance in physical activities. They will have the opportunity to build on their existing capacity to perform effectively and to develop approaches that will allow them to enhance their personal performance. Learners will establish any areas of development within their performance and then create their own plan for improving performance. Learners will have the opportunity to establish a greater level of performance and understanding in their chosen activities and may, at times, work out with the direct supervision of the class teacher in order to have the opportunity to achieve this. Monitoring, recording and evaluating performance development will be a key part of the course and this allows learners to develop their analysing and evaluating skills.

**Progression Route:** Higher Physical Education

## HIGHER

### Course Content

The Higher Physical Education Course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skills in challenging contexts. Learners also analyse a performance, understand what is required to develop it, and apply this knowledge to their own performance. Learners will have to develop the ability to consistently respond to and meet the demands of performance, and to make appropriate decisions for effective outcomes.

Learners will evaluate and analyse their personal performance and implement approaches to address factors that impact on that performance. Learners will evaluate their choice of methods and approaches used to develop performance. They will justify decisions made and relate these to future development needs.

Learners will have the opportunity to establish an improved level of performance and a greater understanding in activities of their choice and may, at times, work out with the direct supervision of the class teacher in order to have the opportunity to achieve this.

## SKILLS FOR WORK: SPORT AND RECREATION

### NATIONAL

National 5 Skills for Work: Sport and Recreation is an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in the industry.

The Course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments: sourcing information about career pathways, identifying and reviewing skills and experiences; assisting with planning, setting up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting up, dismantling and checking equipment and resources; helping to plan and review a training programme; and establishing good practice in identifying and reviewing goals. The Course also covers health and safety legislation and risk assessment.

At National 5, candidates will learn about:

- assisting with planning, setting up and delivering activity sessions
- assisting with setting up, dismantling and checking equipment and resources
- assisting with accident and emergency procedures
- dealing effectively and courteously with clients, staff and others
- helping to plan and review a personal training programme
- establishing good practice in identifying and reviewing personal goals
- sourcing information about career pathways
- identifying and reviewing skills and experiences

Candidates will develop relevant vocational skills and a variety of employability skills in the context of a sport and recreation setting.

At SCQF level 5, learners work alone or with others on straightforward tasks with support.

## LEVEL 6 LEADERSHIP

The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role in their activities. The Award allows individuals to build self confidence and self esteem and encourages learners to respect the cultures and beliefs of others working alongside them. This course will be delivered through a sports context and 2 mandatory units will be covered;

**Leadership: An Introduction (20 hours)** In this Unit, candidates carry out research to find out about leadership styles and the skills and qualities found in effective leaders. Candidates are required to produce a report on their findings and evaluate their own potential for leadership.

**Leadership in Practice (40 hours)** In this Unit, candidates take a leading role in an activity. They will prepare to carry out the activity by considering the factors involved, such as resources, people, time and potential risks. Candidates then carry out the activity, monitoring progress and making changes as needed. At the end, candidates review their experience, drawing conclusions about themselves as a leader.

## WORK EXPERIENCE

As part of the suite of SQA Wider Achievement qualifications, the Employability Award is an introduction to the world of work for those who are unsure about how to gain and sustain employment.

The course focuses on generic employability skills, to enable a successful move into the job market. Pupils will develop skills and attitudes which will be applicable across all areas of employment.

Pupils will also have the opportunity to gain additional certification for stand alone units accredited by the SQA such as Personal Development: Self & Work/Self Awareness and the Work Placement unit at Higher level.

Pupils will complete a block of theoretical study over a period of approximately 12 weeks and will then have the opportunity to undertake an extended work placement during timetabled classes/school hours.



As part of the work placement, pupils will be required to reflect on their experience and complete an on-line log book detailing their progress towards achieving their targets.

The course would be suitable for any S4-S6 pupil seeking to improve their employability skills.



## MODERN LANGUAGES

### FRENCH/SPANISH

The ability to use language lies at the heart of communication and the study of a Modern Language has a unique contribution to make to the enhancement of a young person’s marketability. In addition, learning a new language enables learners to play a fuller part as global citizens and make connections with different people and their cultures, gaining greater insights into other ways of thinking and other views of the world. The ability to use a foreign language is increasingly seen as a valuable set of additional skills and is nowadays often studied as a combined degree with many university courses (e.g. law, business, accountancy etc), making students more employable and better equipped for the world of tomorrow.

Through their language studies, pupils will also enjoy the opportunity to

- Enhance their communication skills
- Develop their literacy skills and their knowledge of the structure of the foreign language and how it relates to their own
- Raise their awareness of other cultures and international citizenship
- Develop generic skills such as working with others, research skills in presenting information and IT skills

### National

As part of their studies at National level, pupils will continue to develop their linguistic skills in Reading and Listening (*Understanding Language Unit*) as well as Talking and Writing (*Using Language Unit*), while covering the broad contexts of **Society, Culture, Learning** and **Employability** (topics detailed below).

<b>1. Society</b>	<b>2. Culture</b>	<b>3. Learning</b>	<b>4 Employability</b>
Healthy Lifestyles	Travelling	Education	Jobs & future
Media	Spanish/French films	Current and	plans
Relationships	Literature, traditions	future studies	Work & CV

### Assessment

At National 5, there will be an external course assessment covering the various elements of Reading, Listening, Talking and Writing. The course assessment in Reading, Listening and Writing will consist of a question paper while the format of the Speaking assessment will be an oral presentation on a chosen topic within the prescribed themes (see above), as well as a follow-up discussion. In addition, a written assignment will be completed during class time and submitted to SQA thereafter.

### Progression Routes

Pupils who gain an award at National 4 level, can then move on to National 5 should they wish to pursue their language studies. Alternatively, they can take up a new National course (National 4 or National 5) in a new language.

### Higher

The Higher Modern Languages course will focus on developing the students’ ability to read, listen, talk and write in a Modern Language, in other words to understand and use a Modern Language, while studying in greater depth the contexts of **Society, Learning, Employability** and **Culture**. Learners will also develop the language skills of translation, and apply their grammatical knowledge and understanding in their use of the language.

The Higher Modern Languages course is made up of two mandatory Units:

**Modern Languages: Understanding Language (Higher)**

The purpose of this Unit is to develop and extend reading and listening skills in the Modern Language, and to develop their knowledge and understanding of detailed and complex language.

**Modern Languages: Using Language (Higher)**

The purpose of this Unit is to develop and extend talking and writing skills in the Modern Language, and to develop their knowledge and understanding of detailed and complex language.

**Assessment**

At Higher, there will be an external course assessment covering the various elements of Reading & Translation, Listening, Talking and Writing. The course assessment will consist of 2 question papers (Paper 1: Reading, Translation and Directed Writing) (Paper 2: Listening) and the format of the Speaking assessment will be a teacher-pupil conversation, in the foreign language, on the topics chosen by the pupil within the prescribed themes. In addition, a written assignment will be completed during class time and submitted to SQA thereafter.

For entry to this course, students are expected to have achieved an A or B pass at National 5 or equivalent.

**Advanced Higher**

The aim of this course is to allow students to further develop their existing ability in the four language skill areas of Listening, Talking, Reading and Writing, leading to greater fluency, flexibility, complexity and accuracy in the language use and a wider knowledge of French literature and culture.

Advanced Higher French is extremely valuable for many career paths, for entry to higher or further education and for students' general education and personal development.

**Course content:**

This Course is made up of three units:

**Modern Languages: Understanding Language (Advanced Higher)**

**Modern Languages: Using Language (Advanced Higher)**

The purpose of these two units is to provide students with the opportunity to discuss, compare and contrast a number of topical and cultural issues in the relevant country/countries, while further developing their Listening, Talking, Reading and Writing skills in the contexts of **Society, Learning, Employability, and Culture**. Students will increase their language proficiency, demonstrating the ability to use complex and sophisticated language in a range of formal and informal situations.

**Modern Languages: Specialist Study Unit (Advanced Higher)**

This unit will provide students with opportunities to develop analytical and evaluative skills through the study of literary or media texts in the Modern Language. The main focus of this unit will be to develop students' analytical and writing skills and will consist of a 1500 word essay written in English on the students' chosen literary text(s).

**Assessment**

At Advanced Higher, the course assessment will consist of 2 question papers (Paper 1: Reading and Translation) (Paper 2: Listening and Discursive Writing), as well as submitting a 1500 word essay for the Specialist Study topic. In addition, there will be an oral exam, conducted by an SQA Visiting Assessor, which will sample across a number of topics studied in Advanced Higher.

For entry into this course, students are expected to have achieved a Grade A at Higher or equivalent.



## SCIENCES

### BIOLOGY

#### National

Through a range of experimental and research activities you will develop your skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context. You will explore the role of biology in scientific issues and relevant applications of biology in society and the environment. You will enhance your proficiency in scientific literacy.

The course is divided into three units.

#### Cell Biology

**Multicellular Organisms and cell division**

**Life on Earth**

#### Assessment at National level 5

The course is assessed externally through a question paper and submission of an assignment. Further information can be found at : <http://www.sqa.org.uk/sqa/47427.html>

#### Progression

This Course may provide progression to other National Courses, Higher Biology or related areas, further study, employment or training.

### Higher

#### Course Content:

This course comprises of three mandatory units.

**DNA and the Genome**

**Metabolism and Survival**

**Sustainability and Interdependence**

The course aims to stimulate interest and enthusiasm for biology in a range of contexts. Learners will develop their skills of scientific inquiry through investigating the applications of modern biology and study the most relevant and current applications of biological science in today's society. Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Biology along with other science subjects, as this may enhance their skills, knowledge and understanding.

Learners will undertake in an assignment. Information will be collected from different sources by the learner and they will be expected to plan and carry out a practical investigation. Learners will analyse their results and formulate a personal report of their findings.

#### Assessment

The course is assessed externally through a question paper and submission of an assignment. Further information can be found at: <http://www.sqa.org.uk/sqa/47912.html>

## Advanced Higher

### Course Content:

The Advanced Higher Biology course places more demands on the learner. There is a higher proportion of independent study and less direct supervision. Students will develop a critical understanding of the role of biology in scientific issues and relevant applications and the impact these make on the environment. They will develop their analytical and investigative skills in order to design, plan and produce their own biology investigation.

The course comprises of three units

### Cells and Proteins

In this unit, the key role that proteins play in the structure and functioning of cells and organisms is studied at depth, building upon the learner's prior knowledge of proteins introduced in the Higher Biology Course

### Organisms and Evolution

Exploring the importance of parasites in evolution, this unit builds on the understanding of genomics, inheritance, parasitism and disease developed in the revised Higher Biology Course.

### Investigative Biology

This unit will give learners a solid grounding in both the principles and practice of investigative biology. The planning and carrying out of a 20 hour Biology Investigation is also part of this Unit.

### Assessment

The course is assessed externally through a question paper and submission of an investigation report. Further information can be found at : <http://www.sqa.org.uk/sqa/48458.html>

## CHEMISTRY

### National

Through a range of experimental and research activities you will develop your skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context. You will explore the role of chemistry in scientific issues and relevant applications of chemistry in society and the environment. You will enhance your proficiency in scientific literacy.

The course is divided into three areas

### Chemical Changes and Structure

#### Nature's Chemistry

#### Chemistry in Society

### Assessment at National 5

The course is assessed externally through a question paper and submission of an assignment. Further information can be found at : <http://www.sqa.org.uk/sqa/47428.html>

## Progression

This Course provides progression to other Science National Courses, Higher Chemistry or related areas, further study, employment or training.

## HIGHER

### Course Content:

This course comprises of three mandatory units.

### Chemical Changes and Structure

#### Nature's Chemistry

#### Chemistry in Society

The course aims to develop the learner's curiosity, interest and enthusiasm for chemistry in a range of contexts. The relevance of chemistry will be highlighted by the study of the applications of chemistry in everyday contexts and learners will develop an appreciation of the impact of chemistry on their everyday lives.

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

Learners will undertake in an assignment. Information will be collected from different sources by the learner and they will be expected to plan and carry out a practical investigation. Learners will analyse their results and formulate a personal report of their findings.

### Assessment

The course is assessed externally through a question paper and submission of an assignment. Further information can be found at : <http://www.sqa.org.uk/sqa/47913.html>

## Advanced Higher

### Course Content:

The Advanced Higher Chemistry course places more demands on the learner. There is a higher proportion of independent study and less direct supervision. Students will develop a critical understanding of the role of chemistry in scientific issues and relevant applications and the impact these make on the physical and natural environment. They will develop their analytical and investigative skills in order to design, plan and produce their own chemistry investigation.

The course comprises of three areas

### Inorganic and Physical Chemistry

This Unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements.

### Organic Chemistry and Instrumental Analysis



This Unit develops a knowledge and understanding of organic chemistry. Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds.

### **Researching Chemistry**

In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry.

### **Assessment**

The course is assessed externally through a question paper and submission of an investigation report. Further information can be found at : <http://www.sqa.org.uk/sqa/48459.htm>

## **PHYSICS**

### **National**

Through a range of experimental and research activities you will develop your skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context. You will explore the role of physics in scientific issues and relevant applications of physics in society and the environment. You will enhance your proficiency in scientific literacy. The course is divided into the following areas.

#### **Dynamics and Space**

#### **Electricity**

#### **Properties of matter**

#### **Waves**

#### **Radiation**

### **Assessment at National 5**

The course is assessed externally through a question paper and submission of an assignment. Further information can be found at : <http://www.sqa.org.uk/sqa/47430.html>

### **Progression**

This Course provides progression to other Science National Courses, Higher Physics or related areas, further study, employment or training.

## **Higher**

### **Course Content:**

This course comprises of three mandatory units:

#### **Our Dynamic Universe**

#### **Particles and Waves**

#### **Electricity**

Learners will develop their skills of analytical thinking, expand upon their knowledge and understanding of the key areas and apply these skills to consider the contemporary implications on our society and

environment. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Learners will undertake in an assignment. Information will be collected from different sources by the learner and they will be expected to plan and carry out a practical investigation. Learners will analyse their results and formulate a personal report of their findings.

### **Assessment**

The course is assessed externally through a question paper and submission of an assignment.

Further information can be found at : <http://www.sqa.org.uk/sqa/47916.html>

## **Advanced Higher**

### **Course Content**

The Advanced Higher Physics course places more demands on the learner. There is a higher proportion of independent study and less direct supervision. Students will develop a critical understanding of the role of physics in scientific issues and relevant applications and the impact these make on the physical and natural environment. They will develop their analytical and investigative skills in order to design, plan and produce their own chemistry investigation.

The course comprises of four areas:

#### **Rotational Motion and Astrophysics**

This Unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

#### **Quanta and Waves**

This Unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves

#### **Electromagnetism**

This Unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism.

#### **Investigating Physics**

In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

### **Assessment**

The course is assessed externally through a question paper and submission of an investigation report.

Further information can be found at : <http://www.sqa.org.uk/sqa/48460.html>



## SOCIAL SUBJECTS

### GEOGRAPHY

#### National

##### Course Content

The focus of the course will be on the development of geographic skills and techniques in the context of physical and human environments and global issues Pupils will develop knowledge and understanding of the processes and interactions in these contexts.

##### Physical Environments unit

Key topics will include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather. Pupils will study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types will be chosen from: glaciated upland and coastlines of erosion and deposition; or rivers and their valleys and upland limestone;

##### Human Environments unit

Pupils will study and compare developed and developing countries drawn from a global context. Key topics will include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

##### Global Issues unit

The focus will be on the use of numerical and graphical information in the context of global issues. Pupils will develop knowledge and understanding of significant global geographical issues. Key topics will include; environmental hazards and development and health. Pupils will study major global issues and the strategies adopted to manage these.

##### Progression Routes

This course will provide progression to other National Courses in Social Subjects and to Higher Geography.

##### Assessment

The course assessment has two components:

- Question paper (80 marks)
- Assignment (20 marks)

## Higher

### Course Content:

This course aims to help you develop a range of important transferable skills including: using, interpreting, evaluating and analysing a wide range of geographical information; interpreting and explaining complex geographical phenomena; using a wide range of maps and other data to process and communicate complex geographical information; and researching skills, including fieldwork.

The course consists of three compulsory units and the course assessment unit

- Physical Environments
- Human Environments
- Global Issues

### Assessment

The course assessment has two component:

- **Question paper 1 (100 marks)**
- **Question paper 2 (60 marks)**
- **Assignment (30 marks)**

## Advanced Higher

**Entrance requirements:** an A or a B pass at Higher Geography

### Course content

#### Geographical Skills:

In this Unit, learners will develop a wide range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Learners will develop a wide range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.

#### Geographical Issues:

In this Unit, learners will develop critical thinking and the ability to evaluate sources and viewpoints on current complex geographical issues.

### Assessment

Component 1 - Question paper (50 marks)

Component 2 - Project/folio (100 marks)

## HISTORY

### National

#### Course Content:

The National 4 and 5 History course will consist of three units of study which will develop their knowledge, understanding and skills gained in the junior phase. The three unit areas are:

#### Scottish - The Era of the Great War, 1910-1928.

This unit will study the experiences of Scots in the Great War and its impact on life in Scotland.

#### British- Changing Britain, 1760-1900.

This unit will cover the reasons for and the impact of industrialisation on life in Britain.

#### European and World- Hitler and Nazi Germany, 1919-1939.

This unit will study the attempts to establish democracy in Weimar Germany, the reasons for its collapse and the nature of the Nazi state which developed.

In addition to these units of study pupils will also develop skills in evaluating historical sources, analysing key events and how to draw conclusions.

### Progression Route

This Route will provide progression to other National Courses in Social Subjects and to Higher History.

#### Assessment

The course assessment has two component:

- **Question paper (80 marks)**
- **Assignment (20 marks)**

### Higher

#### Course Content:

In this course you will study Scottish, British, European and world contexts in a variety of time periods, which will include elements of political, social, economic and cultural history. You will develop important skills on this course such as: researching and investigating themes and events; synthesising information from a wide range of sources to produce detailed and reasoned lines of argument; and drawing well-reasoned conclusions supported by evidence.



The course consists of **three** compulsory units and the course assessment unit.

- Scottish: Migration and Empire
- British: Political Reform( Liberal government 1906-14 ,Labour government 1945-51 and Women getting the vote)
- European and World: Growth of German Nationalism and Bismark's Role

### Assessment

The course assessment has two components

- **Question paper 1 (44 marks)**
- **Question paper 2 (36 marks)**
- **Assignment (30 marks)**

## Advanced Higher

**Course Title: Russia: from Tsarism to Stalinism, 1914–1945**

**Entrance requirement:** an A or B Pass in Higher History.

### Course content:

Course content includes the background to the Russian Revolution; the overthrow of the Tsar and the establishment of the Provisional Government; the Bolshevik seizure of power, the power struggle, life in Stalinist Russia, and the Great Patriotic War.

The course aims to build on the skills developed at Higher, with essay writing and source handling playing a major part. Pupils will have the opportunity to undertake research, particularly for the dissertation, which forms an integral part of the course. There will also be the opportunity for activities such as class discussion, group work, presentations, video and DVDs.

### Assessment

The course assessment has two components:

- **Question paper 90 marks**
- **Project: Dissertation 50 marks**

## MODERN STUDIES

### National

#### Course Content:

Democracy in Scotland and the United Kingdom

Our area of study is the United Kingdom political system. We study the main UK political institutions, how we are informed about our political system and how we can participate in and influence our political system.

#### Social Issues in the United Kingdom

Crime and Law: This unit looks at the Causes and consequences of crime as well as the court, police and prison system. It also investigate the issues of age and gender.

#### International Issues

International Terrorism and other threats faced in the world today. This unit focuses on causes, consequences and the resolution of Terrorism. It considers the role of NATO, national government and the United Nations.

In addition to these units of study pupils will also develop skills in decision making, selectivity and how to draw conclusions.

#### Progression Route

This course will provide progression to other National Courses in social subjects and to Higher Modern Studies.

The course assessment has two components

- **A question paper (80 marks)**
- **An assignment (20 marks)**

### Higher

#### Course Content:

This course aims to develop your knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts, you will develop an awareness of the social and political issues you will meet in your life. You will develop investigating, evaluating and analysing skills in order to understand and explain political, social and international issues.

The course consists of three compulsory units and the course assessment unit



- **Democracy in Scotland and the UK.** The UK constitutional arrangement, representative democracy, electoral systems and voting behaviour and The ways in which citizens are informed about, participate in, and influence the political process
- **Social Issues in the UK.** Social Inequality in relation to health and wealth, theories behind it and government responses to tackling poverty and ill health
- **International Issues.** The USA as a World power: The US political system, social and economic issues and its wider international role and influence.

In addition to these units of study pupils will also develop skills in decision making, selectivity and how to draw conclusions.

### Assessment

The course assessment has two components:

- **Question paper 1 (52 marks)**
- **Question paper 2 (28 marks)**
- **Assignment (30 marks)**

### Advanced Higher

**Course Title: Social Issues, Law and Order and research methods**

**Entrance requirement:** an A or B Pass in Higher Modern Studies.

### Course content:

1. **Understanding criminal behaviour.** Course content includes nature and extent of criminal behaviour, evaluation of theories of criminal behaviour (including Marxist, Feminist and Functionalist theories) the social and economic effects of criminal behaviour on society
2. **Responses by society to crime.** This section of the course will include the theories and explanations of responses to crime; current responses and evaluation of responses to crime, including the functions of penal system (prevention, deterrence, rehabilitation, punishment, protection) and alternatives to prison, including international comparisons.
3. **Research Methods:** This course studies various research methods (observations, surveys, questionnaires, case studies, interviews) including how to conduct them and analysis of how reliable and valid they are.

### Assessment

The course assessment has two components:

- **Question paper 90 marks**
- **Project: Dissertation 50 marks**

## PHILOSOPHY

### Higher Philosophy

This course builds on candidates' existing knowledge and curiosity about philosophy. Candidates explore questions related to knowledge and morality and they become more aware of the complexity of everyday and philosophical arguments. The course encourages candidates to develop their own ideas and viewpoints and teaches them to analyse and evaluate the philosophical positions of others.

Studying philosophy develops candidates' ability to think logically, to evaluate arguments critically, and to challenge their own ideas and those of other people. Candidates study central philosophical principles, concepts, problems, texts and key figures.

The course develops candidates' reasoning skills by focusing on complex abstract concepts and philosophical problems. Candidates learn to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. They develop critical thinking and analytical and evaluative skills, which are important in education and employment.

### Course content

The course has three areas of study.

- **Arguments in Action** develops candidates' ability to analyse and evaluate arguments. Candidates develop knowledge and understanding of argument structure, philosophical techniques and errors in reasoning.
- **Knowledge and Doubt** develops candidates' ability to explain, analyse and evaluate two theories of knowledge.
- **Moral Philosophy** develops candidates' ability to explain, analyse and evaluate two moral theories.

### Assessment

The course assessment has two components:

- Question Paper 1 (60 marks)
- Question Paper 2 (50 marks)

## TECHNOLOGIES

## ACCOUNTING

### National 5

#### Content of the course

The National Accounting Course enables learners to understand and use financial information, so that they can prepare accounting statements and analyse, interpret and report on a sole trader organisation's financial performance. The Course develops learners' accuracy in preparing, presenting and interpreting complex accounting information, and enables them to apply complex accounting concepts and techniques when preparing financial information.

The course is organised into two units of study:

- Financial Accounting (sole trader)
- Management Accounting

The Course combines practical and theoretical aspects of learning related to accounting. Accounting relates to many aspects of everyday life, and therefore gives learners experiences which are topical and which develop skills for learning, life and work. The Course encourages learners to think logically and to apply accounting principles in their everyday lives, thereby supporting their personal financial awareness.

#### Assessment

There is an assignment and exam. The assignment will require learners to combine the accounting knowledge and skills from across the course in a practical context.

#### Entry Requirements

Unlike most other courses, it is not possible to be presented at National 4 level in Accounting. Therefore, it is essential that pupils undertaking the course have performed well in National 5 Maths.

#### Progression Route

Upon completion of National 5 Accounting, studies can be continued at Higher level.

### Higher

#### Content of the course

The Higher Accounting Course enables learners to build on what they have learned at National level so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial



performance at partnership and PLC level.

The course is organised into three units of study:

- Preparing Financial Accounting Information (partnership and PLC accounts)
- Preparing Management Accounting Information (budgeting and costing)
- Analysing Accounting Information (ratios and decision-making)

### **Assessment**

There is an assignment and exam. The assignment will require learners to combine the accounting knowledge and skills from across the course in a practical context.

### **Recommended Entry**

National 5 Accounting and / or strong performance in National 5 Maths

## **BUSINESS MANAGEMENT**

### **National**

#### **Content of the course**

Business plays an important role in our modern society. Business creates wealth, prosperity, jobs and other choices for our citizens. The main purpose of studying Business Management is to give students an awareness of the ways businesses are organised, the activities carried out within a business, the impact on society of different businesses and the vital role played by managers of a business. Other aspects tackled by the course will be financial awareness in business contexts and an understanding of how external influences can impact on business organisations.

One of the main aims of the course is to allow students to develop and express their enterprising and entrepreneurial skills which are becoming increasingly important in gaining employment. The course aims to inspire, motivate and challenge not only the business leaders of the future but all young people who will be in some way affected by business organisations and their activities.

At National 5 the course is organised into the following three main areas of study:

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

At National 4 the course is organised into the following three units of study:

- Business In Action
- Influences on Business
- Business Assignment

#### **Progression Route**

Upon completion of National 5 Business Management, studies can be continued at Higher level.

#### **Assessment**

There is an assignment and exam.

### **Higher**

#### **Content of the course**

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

- knowledge and understanding of the ways in which the needs of society can be satisfied by business
- understanding of how businesses use resources to achieve maximum efficiency
- understanding of the steps taken by business to improve overall performance and effectiveness
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on organisations

The course is organised into three main areas of study:

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



### **Assessment**

There is an assignment and exam.

### **Recommended Entry**

Learners would normally be expected to have the skills, knowledge and understanding attained by having studied National 5 Business Management

Pupils with no previous experience of Business Management can achieve success in this subject provided they have good extended writing skills and will undertake a substantial amount of background reading.





## COMPUTING SCIENCE

### Content of the courses

Computing Science is increasingly important in everyday life. Social networking, applications (apps), mobile connectivity and other devices are embedded in the world around us and it is important for all of us to understand more about how the computer related devices work and can impact our lives.

The main aims of the course are to allow students to develop and express their computational thinking skills across a range of contemporary contexts and to develop and apply skills in analysis, design, implementation and informed evaluation of digital solutions to everyday problems. The course is a blend of both technical and social aspects of computing in general and should provide students with a range of transferable skills, essential for gaining employment.

### National

At National 5 the course is organised into the following four units of study:

- Software Design & Development
- Computer Systems
- Database Design & Development
- Web Design & Development

At National 4 the course is organised into the following two units of study:

- Software Design & Development
- Information System Design & Development

### Assessment

There is an assignment and exam.

### Progression Route

Upon completion of National 5 Computing Science, studies can be continued at Higher level.

### Higher

The course is organised into the following four units of study, developing knowledge, understanding and skills gained at National level to a deeper level:

- Software Design & Development
- Computer Systems
- Database Design & Development
- Web Design & Development

### Assessment

There is an assignment and exam.

### Recommended Entry

Learners would normally be expected to have the skills, knowledge and understanding attained by having studied National 5 Computing Science.

## DESIGN & MANUFACTURE

### National

#### Content of the course

The course provides a broad introduction to design, materials and manufacturing processes. It provides opportunities for students to gain skills in both designing and in communicating design proposals. Students will explore the properties and uses of different materials and produce models and prototypes of products.

The course is practical in nature and combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. The course helps students appreciate the links between factors such as aesthetics, function, economics and the environment.

Aims of the course are to help students 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 our society.

The course is organised into two main areas of study:

- Design
- Materials and Manufacturing

#### Assessment

There is an assignment of two parts - Design (worth 30%) and Practical (worth 25%) as well as the final exam (worth 45%).

#### Progression Route

Upon completion of National 5 Design & Manufacture, studies can be continued at Higher level.

### Higher

#### Content of the course

The course adds depth to the skills learned in the National course, enabling learners to:

- design and refine design proposals
- plan and develop models and prototypes
- thoroughly evaluate and research proposals
- gain a deeper knowledge and understanding of manufacturing processes and materials
- enlarge their understanding of the impact of design and manufacturing technologies on our environment and society

The course is organised into two main areas of study:

- Design
- Materials and Manufacturing

#### Assessment

There is an assignment and exam.

## Recommended Entry

Learners would normally be expected to have the skills, knowledge and understanding attained by having studied National 5 Design & Manufacture

## ENGINEERING SCIENCE

### National

#### Content of the course

Engineering shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport.

The Course enables learners to develop knowledge and understanding of key engineering concepts and processes, and the ability to apply these to a variety of problems; and an awareness of the impact of engineering on society and the environment.

These skills, knowledge and awareness are developed through a range of contexts within the broad discipline of engineering, including mechanical, pneumatic, structural and electronic systems.

The course is organised into three main areas of study:

- Engineering Contexts and Challenges
- Electronics and Control
- Mechanisms and Structures

#### Assessment

There is an assignment and exam.

#### Progression Route

Upon completion of National 5 Engineering Science, studies can be continued at Higher level.

### Higher

#### Content of the course

The course enables learners to continue to develop and extend a range of technological skills, including analysis and problem solving, design, the use of equipment and materials, and evaluating products and systems that they have gained in a range of Engineering contexts during the National course.

A combination of this course and a pure science course will provide a very strong foundation for further study in engineering or the sciences.

The course is organised into three main areas of study:

- Engineering Contexts and Challenges
- Electronics and Control
- Mechanisms and Structures

#### Assessment

There is an assignment and exam.

## Recommended Entry



Learners would normally be expected to have the skills, knowledge and understanding attained by having studied National 5 Engineering Science, Higher Physics or Maths.

## **GIRLS IN ENGINEERING**

This year long industry sponsored Energy course is open to girls aged 14-17 years, who want to find out more and take the first step into this dynamic and exciting sector. Successful completion of the course will result in gaining an SQA qualification at SCQF level 5 – equivalent to a National 5 Qualification.

### **Course Content**

During this course you will:

- Develop technical knowledge, skills and understanding related to Engineering – wind turbines, solar hot water systems and oil/gas extraction
- Develop an awareness of health and safety issues relevant to a range of activities
- Develop and apply practical, technical and communication skills
- Develop good practice of maintaining a safe working environment
- Gain an understanding of the varied roles in the energy sector
- Visit industry on site visits

### **Assessment**

Assessment is ongoing throughout the year through a range of practical activities.

### **Progression**

Into Higher Engineering Science, providing National 5 Maths is also achieved.

Foundation Apprenticeships in Engineering

## PRACTICAL WOODWORKING

### National

#### Content of the course

The National 5 Practical Woodworking course provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society.

Through this, they develop skills, knowledge and understanding of:

The course provides a broad introduction to design, materials and manufacturing processes. It provides opportunities for students to gain skills in both designing and in communicating design proposals. Students will explore the properties and uses of different materials and produce models and prototypes of products.

The course is practical in nature and combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. The course helps students appreciate the links between factors such as aesthetics, function, economics and the environment.

Aims of the course are to help students develop:

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

The course is organised into two main areas of study:

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

#### Assessment

There is an assignment (worth 54%) and exam (worth 46%).

#### Progression Route

Upon completion of National 5 Practical Woodworking, studies can be broadened with the further study of Design & Manufacture at National 5 level.



## FOUNDATION APPRENTICESHIPS

Foundation Apprenticeships are a work-based learning opportunity for high school pupils. Pupils will spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects. The qualification takes one or two years to complete and is linked to one of six key sectors of the Scottish economy, so young people are getting industry experience which will help them kick-start a successful career in their chosen field. Pupils interested in Foundation Apprenticeships can obtain more information from their pupil support teacher.

### What are the benefits?

- It is the same level as a Higher (SCQF6) and you will also get workplace experience.
- It gives an insight into your chosen industry. It can sometimes be used as a fast track into a Modern Apprenticeship or take on a graduate Apprenticeship. You may also choose to go straight to work.
- It is a nationally recognised qualification that can support your entry to all colleges and universities across Scotland.

### How does it work?

- You will spend time with a learning provider, such as a college, developing the essential skills you will need on your placement.
- The apprenticeship lets you spend time out of the classroom completing an extended work placement with an employer.
- You will be assessed on a unit by unit basis and will achieve the qualification by passing each unit. The placement also contributes towards your qualification.

### What qualifications or units will a learner work towards to achieve a Foundation Apprenticeship?

Each Foundation Apprenticeship framework contains the following components:

- A **National Certificate (NC)** or **National Progression Award (NPA)** – an industry recognised qualification which is taught within a classroom environment;
- Selected **Scottish Vocational Qualification (SVQ)** units – developed through National Occupational Standards, the units are completed within a workplace environment.