

**JOHN PAUL ACADEMY**



**SENIOR PHASE**



**S5/6 OPTIONS BOOKLET  
2024-25**

## SENIOR PHASE: CHOICES & PATHWAYS

This booklet is designed to help you decide on a course of study for S5 and S6, the final years of the Senior Phase. The choices you make at this stage of your education are extremely important. You must consider your desired career paths, you should have researched courses at college and university and looked at their entrance requirements. You should have spoken with careers advisers and your Pupil Support teachers before making your choices.

In S5 and 6 learners will select **5 courses**, following on from successes at National 3/4/5 in S4 or S5. Subject teachers and Pupil Support Teachers will give advice to the young people on the subjects that best suit their talent and ability – you will move forward with your strongest subjects. There will also be time spent in PSE lessons discussing careers and subjects to ensure the young people are well prepared for making their choices.

In S6 there is an opportunity for learners to continue to Advanced Higher level in some subject areas, or to take up additional Highers in a subject that they have not studied before. You should be guided by Pupil Support and Curricular PTs on making the decision to take up a new higher as there are more demands on the learner where there has been no prior learning in a subject area.

Most departments now include National Progression Awards and other alternative qualifications in addition to the National Qualifications (N5/H). NPAs and other qualifications offer learners the opportunity to study for Level 4/5/6 qualifications through continuous school-based assessment. In most cases there is no external examination. At Level 6 an NPA qualification, which is equivalent to a grade C at Higher, carries 21 UCAT points. There are also options to study Foundation Apprenticeships – see information in the section at the back of this booklet if you are interested. Learners can also choose an alternative pathway – by studying in partnership with a training organisation (eg DRC or Tigers) or with one of our partnership colleges.

For further guidance and information please see subject teachers, Pupil Support Teacher or your Year Head. You can make an appointment with George, our careers advisor, by texting him on the number outside his office.

We look forward to working with you in ensuring the best possible curriculum pathway is offered to ensure a positive destination for you upon leaving school.

**Mrs Lynch (S5)**  
**Mr Collins (S6)**



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# PATHWAYS & CAREERS GUIDANCE

Now you are entering the final stages of the senior phase – it is important to consider the pathways you can take at this stage and beyond school. In the senior phase you will be progressing onto Levels 5, 6 and 7. See the SCQF Framework below to understand the levels of qualifications in Scottish Education.

## SCOTTISH CREDIT QUALIFICATION FRAMEWORK (SCQF)

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs	
12		Professional Development Award	Doctoral Degree	Professional Apprenticeship	
11		Professional Development Award	Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship, Professional Apprenticeship, SVQ	
10		Professional Development Award	Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship, Professional Apprenticeship, SVQ	
9		Professional Development Awards	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship, Technical Apprenticeship, SVQ	
8		Higher National Diploma, Advanced Diploma	Professional Development Award	Diploma of Higher Education	Higher Apprenticeship, Technical Apprenticeship, SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate, Advanced Certificate	Professional Development Award	Certificate of Higher Education	Modern Apprenticeship, SVQ
6	Higher, Awards, Skills for Work Higher	National Certificate	Professional Development Award		Modern Apprenticeship, Foundation Apprenticeship, SVQ
			National Progression Award		
5	National 5, Awards, Skills for Work National 5	National Certificate	National Progression Award		Modern Apprenticeship, SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3	National Certificate	National Progression Award		
2	National 2, Awards	National Certificate	National Progression Award		
1	National 1, Awards				



## COLLEGE PATHWAYS

In S4/5/6 we work closely in partnership with our 4 local Colleges. They offer opportunities for part time study 2 afternoons per week. Kelvin college offer vocational courses in our school in Barbering and Hairdressing. You can find out about the senior phase college programme from your Pupil Support Teacher.



## TRAINING PROVIDERS

We work in partnership with Dumbarton Road Corridor (DRC) Youth Project – who offer vocational training in partnership with local employers. We also work with Tigers Ltd who provide access to training courses and Foundation Apprenticeships in vocational courses. Your Pupil Support Teacher will give you more information on the provision from our partnership training providers.



## APPRENTICESHIPS

Apprenticeships are vocational work-based qualifications – there are different types of apprenticeship; Foundation, Modern and Graduate apprenticeship. You can start studying for a Foundation Apprenticeship in S5 and S6 at school.

### What is a Foundation Apprenticeship?

Foundation Apprenticeships are a work-based learning opportunity for senior phase secondary school pupils. Typically lasting two years, learners begin their Foundation Apprenticeship in S5, however, there are some options to complete over 1 year starting in S6. Young people spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers. It's a chance to get valuable work experience and gain an industry recognised qualification. It also lets you try out a career you are interested in while you're still at school.

### Who is it for?

Foundation Apprenticeships are for students entering 5th year and 6th year. You must have the ability to study at SCQF level 6 (Higher equivalent) in a vocational setting, and meet the entry requirements of the course. Attainment is measured by ongoing assessment in college and in the workplace.

### What qualifications will I gain?

On successful completion of the course, you will achieve a Joint Qualification Certificate for the Foundation Apprenticeship in your chosen subject. This is a group Award at SCQF level 6, which comprises a National Progression Award (NPA) or National Certificate (NC) and a Scottish Vocational Qualification (SVQ). Glasgow's three colleges, Glasgow Kelvin College, Glasgow Clyde College and City of Glasgow College have formed a partnership to deliver Foundation Apprenticeships to students across Greater Glasgow.

## Where can a FA take me?

You can use your Foundation Apprenticeship to get in to a Modern Apprenticeship, Graduate Apprenticeship, or straight to work. It also counts as one of your entry qualifications in to all colleges and universities across Scotland.

**There are many different areas of employment that offer Foundation Apprenticeship routes** →

**COLLEGE** On successful completion of your Foundation Apprenticeship, you can progress onto a number of HNC/D courses at each of Glasgow's three colleges. You may be required to have additional school qualifications upon entry.

**UNIVERSITY** All Scottish Universities and colleges recognise the FA within eligibility criteria, for respective undergraduate and HNC/D provisions. Your FA means you already have quality experience within industry – this helps your UCAS application stand out.

**STRAIGHT TO WORK** A Foundation Apprenticeship gives you skills employers want, such as timekeeping, problem solving, communication and teamwork. On completion of your FA you'll have connections with employers, work experience and industry recognised qualifications. This will look great on your CV.

**GRADUATE APPRENTICESHIPS** Graduate Apprenticeships are a new way to study up to Master's Degree level while in a job. The majority of learning happens in your employers workplace, and this is enhanced by time spent at university or college during the work week. A Foundation Apprenticeship is a good way to see if this style of learning works for you. It also offers a pathway onto a Graduate Apprenticeship.

## More Information and Applications

For more information including testimonies from young people who have undertaken Foundation Apprenticeships visit: [www.fapglasgow.scot](http://www.fapglasgow.scot) For information on Modern and Graduate apprenticeships – visit [www.apprenticeships.scot](http://www.apprenticeships.scot)

## CAREERS ADVICE & GUIDANCE

You can find lots of information on careers online using the MyWorldofWork and Planitplus websites. You can speak to George or Stephen, our school-based careers advisers for information on college courses or apprenticeship pathways. Text them to make an appointment – numbers are on the noticeboard outside the Careers Adviser offices.



## APPLYING TO UNIVERSITY



University of  
**Strathclyde**  
Glasgow



For many of our senior learners the pathway from school will lead them to university. We are fortunate to have access to some of the best universities in the UK right on our doorstep here in Glasgow. You must decide on your chosen course of study. Take time to look at all the courses on the university websites – look at universities beyond Glasgow too – Stirling, Edinburgh, Dundee, St Andrew's and Dundee all have excellent universities. The application process begins at the start of the academic year – you will get lots of help and support from your Pupil Support Teacher and dedicated UCAS sessions throughout the year.

### **UCAS**

Candidates who are applying to university will receive support in their applications through UCAS. Applications are made online through the UCAS website, [www.ucas.com](http://www.ucas.com).

Parents/carers and learners are informed about the application process at the school's UCAS information evening. An additional sign up presentation is also offered to learners to assist them in beginning their application. Learners are given further direction through assemblies and PSE as well as having opportunities to discuss their application with their Pupil Support Teacher.

Learners applying for Medicine/Dentistry/Veterinary Medicine must comply with a different timeline to other courses. These applications are therefore known as fast track applications due to the earlier deadline for submission of these applications.

It is also worth noting that aptitude tests are required for certain courses. These aptitude tests are to be arranged and sat independently of the school and UCAS. Courses where an aptitude test can be required are Law (the LNAT) and Medicine (the UKCAT). Prospectuses will detail whether an aptitude test is required.

### **Personal Statements**

An important element of the application is the personal statement. It is in this statement that the pupil advertises their experience, skills and qualities that make them a suitable candidate for their chosen course of study. Importantly examples must be offered as to how they have achieved or demonstrated these particular traits during their time at school.

### **Reference**

A reference from the school is required to support an application. This reference is attached by the school to the application. The reference details the pupil's achievements and accomplishments as well as commenting on their commitment and willingness to work hard in pursuit of their goals.

### **Deadlines**

It is essential to meet the deadlines set by the school, otherwise your application may be delayed and not prioritised by the institutions you have applied to.

## University Open Days

Open days can be a valuable opportunity. They offer a chance to visit a university and engage in discussion with faculty staff about courses that you may be considering applying for. For those considering applying to more than one university again it may be worthwhile to attend more than just the one open day.

## Tariff Points

Many universities are deciding to use Tariff Points as a way of selecting candidates for their university courses. Below are some sample university courses and the Tariff Points they require for entry in 2023-2024:

- BA(Hons) Media & Communication at Glasgow Caledonian University – 104-114 UCAS Tariff Points
- BA (Hons) Sports Development & Coaching at Stirling University – 120-128 UCAS Tariff Points
- Primary Education at University of Strathclyde – 120-128 UCAS Tariff Points
- Social Sciences at University of the West of Scotland – 114 UCAS Tariff Points

It is important that you think about accumulating tariff points if you are planning to study at university. The more tariff points you have, the more choices you will have.

UCAS Tariff Points are outlined below:

**SQA Advanced Higher A = 56 points/ B = 48 points/ C = 40 points and D = 32 points SQA Higher A = 33 points/ B = 27 points/ C = 21 points/ D = 15 points**

## WIDENING ACCESS TO UNIVERSITY PROGRAMMES

We work closely with our local universities; Glasgow Caledonian, Strathclyde and University of Glasgow who offer programmes to support and mentor our young people into courses which traditionally attract students from more affluent backgrounds. UofG offers the Access to Careers and Reach programmes which are designed to help learners who meet WA criteria into the following professions; Accountancy, Dentistry, Engineering, Law, Medicine, Primary Teaching and Vet Medicine. Strathclyde University provide mentoring programmes.

## WORK EXPERIENCE OPPORTUNITIES

Many organisations offer opportunities for Work Experience to senior learners - eg Barclays and Lloyds Bank, Accountancy and Law firms and the NHS have all offered work experience events. Information on WA programmes and Work Experience information is posted on Year Group Teams. Don't miss out on signing up for these opportunities.



PRESS RELEASES

Barclays unveils state-of-the-art campus in Glasgow



## **COURSES / SUBJECTS / QUALIFICATIONS**

This booklet contains over 70 pages of information on subjects and qualifications offered in our school. The Senior Phase S5/6 Options form is at the back of this booklet. Take time to look at what you will study in S5 or S6. Speak with your Pupil Support Teacher and complete your Options Choices using the Form they will provide for you. This will be taken home to confirm with your parents and entered into the timetabling system.

Courses will only run where they have viable numbers to create a class. Adv Highers in some subject areas may be offered on a consortia arrangement which may require travelling to another school to study or online study (or a combination of both). You should note a 2<sup>nd</sup> choice Option in each column.

Your Pupil Support Teacher will guide you to choose 5 courses that will give you the very best set of qualifications for ensuring a positive destination – listen to their advice. Good luck 🍀



# ART – ART

## ADV HIGHER/HIGHER/N5



### PURPOSE AND AIMS OF THE COURSE

The course provides a broad, investigative and practical experience of expressive or Design work. Creativity is the key focus.

Candidates research expressive or design art contexts related to their theme or stimulus. They learn about expressive or design art practice by investigating how artists respond creatively to themes. They explore how artists integrate visual stimuli and other information from a variety of sources. Candidates apply their understanding of expressive art practice while responding to a theme or stimulus to communicate their thoughts and ideas.

### COURSE CONTENT

The course combines investigative and practical learning with knowledge and understanding of expressive or design practice. Candidates develop a range of expressive or design techniques and creative skills.

Candidates select a theme or stimulus for their portfolio. If working in expressive, learners will create a design brief to solve if working in design.

They follow a creative process to develop ideas and resolve and realise artworks/design work which are influenced by their investigation into art practice. They produce a contextual analysis of a selected artwork by discussing related contexts and analysing their impact on the features of the artwork. Candidates reflect on and evaluate their creative decisions and artwork.

### LEARNING AND TEACHING METHODS

There are a variety of approaches used in Art & Design;

- Active leaning through group work, problem solving activities and Making Thinking Visible Techniques.
- Personal experimentation is a key are of development.
- Creative workshops
- Visit's to Glasgow Print Studio.
- Group discussion, self and peer evaluation.
- Presentation of final work and written evaluation.

### SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- producing relevant expressive / design investigative research that demonstrates an personalised response to their stimuli
- applying in-depth understanding of artists' / designers work and practice when creatively responding to their stimuli and developing expressive ideas and artwork
- skilfully and creatively using selected art materials, techniques and/or technology for expressive effect

- producing sustained lines of development
- planning, exploring and experimenting within the creative process
- creating original and creative artwork in 2D and/or 3D formats that demonstrates a personal response to their stimuli
- discussing impact of relevant contexts through analysing the features of a selected artwork
- evaluating their creative decisions and expressing personal opinions on their own work

### ASSESSMENT ARRANGEMENTS

Learners will self and peer-assess alongside department tracking, written feedback, report cards and target setting.

Expressive and Design finished work folios will be externally assessed by SQA  
Art and Design Studies critical exam will also be externally assessed by SQA.

### PROGRESSION PATHWAYS

Learners can dovetail this qualification by also working on Higher Photography. The award creates a portfolio of artwork / design work which prepares learner for further education or degree courses in the creative fields.

### CAREERS USING ART AND DESIGN – CREATIVE PRINTMAKING

Graphic design, Web design, Animation, Filmmaking, Photography, Jewellery design, Fashion design, make up, special effects, textile design, museum curator, Fine art, Sculpture, Architecture, Product design, Teacher, Printmaker, Draftsman, illustration, Hair and Makeup artist, Buyer, Cartoonist.

## LEVEL 5 and 6

### PURPOSE AND AIMS OF THE COURSE

The course provides a broad, investigative and practical experience of art and design. Creativity is the key focus. Candidates develop knowledge of art and design practice by studying artists and designers and their work. They also develop an understanding of expressive art and design processes and gain related skills. The course provides opportunities for candidates to be inspired and creatively challenged as they communicate their personal thoughts, ideas and feelings through their work.

### COURSE CONTENT

#### **Expressive Activity - Drawing, painting, printmaking etc.**

- Investigative drawing, developing skills of observation and drawing of line and tone.
- Developing a personal theme.
- Developing media handling techniques e.g. paint, oil pastel, print making.
- Using composition and picture making techniques in portraiture or still life.
- Presentation of work with written critical self –evaluation

#### **Design Activity - Select – jewellery, Fashion/textile, graphics, Product design**

- Following a design brief to solve a design problem.
- Researching the design market.
- Selecting a theme/ stimulus for design.
- Working through a design process to present a design solution.
- Creative use of materials to create 2D and 3D design work.
- Presentation of work with critical self –evaluation

## **Art and Design studies Critical Evaluation Exam**

Learners will study the work of important artist and designers work

Develop the skills and language to discuss and analyse artists and designers work. for the external SQA exam.

### **LEARNING AND TEACHING METHODS**

There are a variety of approaches used in Art & Design;

- Research tasks
- Active learning through group work, problem solving activities and Making Thinking Visible techniques
- Personal projects are a key are of development.
- Creative workshops and experiences e.g. printmaking, ceramics, 3D sculpture and acrylic painting.
- Written responses to artwork and exam question .

### **SKILLS DEVELOPED**

In Art and Design learners develop a range of skills; Problem solving, planning and reflective skills within the creative process.

### **ASSESSMENT ARRANGEMENTS**

Learners will self and peer-assess alongside department tracking, written feedback, report cards and target setting. Expressive and Design finished work folios will be externally assessed by SQA. Art and Design Studies critical exam will also be externally assessed by SQA.

### **PROGRESSION PATHWAYS**

National 5 will continue onto Higher Art and, or Photography Higher. Successful higher candidates can continue onto Advanced Higher and or Photography Higher.

### **CAREERS USING ART AND DESIGN**



Graphic design, Web design, Animation, Filmmaking, Photography, Jewellery design, Fashion design, make up, special effects, textile design, museum curator, Fine art, Sculpture, Architecture, Product design, Teacher, Printmaker, Draftsman, illustration, Hair and Makeup artist, Buyer, Cartoonist.

# ART – PHOTOGRAPHY

## HIGHER / NPA LEVEL 5 or 6

### PURPOSE AND AIMS OF THE PHOTOGRAPHY COURSE

The course encourages candidates to be inspired and challenged by visually representing their personal thoughts and ideas through photography. An integrated approach to learning means learners plan, develop and produce creative and technically proficient photographs.

Learners develop skills that are valuable for learning, life and work. The course allows them to broaden their skills base and to widen their horizons regarding the range of vocations available to them.

The aims of the course are for candidates to:

- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills through using photographic media, techniques and processes
- develop knowledge and understanding of a range of photographic practices
- develop skills in problem solving, critical thinking and reflective practice
- develop an understanding of the impact of social, cultural, historical, and scientific influences on photographers' work and practice
- become critically self-reflective autonomous learners

### COURSE CONTENT

The course has an integrated approach to learning. It combines practical learning activities that are underpinned by knowledge and understanding of photography.

Candidates learn how to plan and carry out practical photographic work. They investigate selected photographers' work and practice and explain how external influences impact on these. They use this understanding of photographers and their work when developing their own personal approaches to photography. They learn and apply a range of image-making techniques. Candidates develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and evaluate the effectiveness of their practice and the qualities of their photographic work.

### LEARNING AND TEACHING METHODS

<b>Practical demonstration</b>	Teachers and lecturers demonstrate a practical photographic technique. Demonstrations can be broken down into stages to make learning more accessible.
<b>Practical activity</b>	Candidates apply what they have learned in a practical photographic activity.

<b>Question and answer</b>	Candidates have the opportunity to ask and answer questions about aspects of the course. Teachers and lecturers can use simple, straightforward questions to test basic understanding and recall of facts. Higher-order questions are used to help candidates develop their understanding and gain new insights.
<b>Personal investigation and research</b>	Candidates have access to sources, for example books, print-outs, the internet so that they can gather information and learn about a topic independently.
<b>Visual presentation</b>	Teachers and lecturers, or candidates, could give a presentation, supported by diagrams, images, slides and/or video clips.

### SKILLS DEVELOPED

- applying knowledge and understanding of the properties of light and image formation
- applying knowledge and understanding of camera controls and a range of photographic techniques and processes
- investigating and analysing the major historical, scientific, social, and cultural factors influencing photographers and their work
- producing investigative research for photography, and planning, shooting, printing and developing photographs
- exploring and experimenting with a range of photographic media, manipulation techniques and processes
- producing and presenting creative and technically proficient photographs
- effectively managing and storing photographic images
- critical self-reflecting and evaluating by candidates of their work and practice, and the photographic work of others

### ASSESSMENT ARRANGEMENTS

**Exam Paper:** demonstrate knowledge and understanding of photographic practice in multiple-choice and extended-response formats in a question paper **30 Marks**

**Photography Project:** produce a photography project by applying and extending the skills and knowledge developed in the course **100 Marks**

### PROGRESSION PATHWAYS

Progression should be developed at further education by applying for an HNC (SCQF Level 7), HND (SCQF Level 8) or Undergraduate Photography Course (SCQF Level 9/10)

### CAREERS USING PHOTOGRAPHY

- Photojournalist. Photojournalist, a branch of journalism, is involved with capturing news stories in the form of images.
- Wedding Photography
- Portrait Photography
- Landscape Photography
- Real Estate Photography
- Forensic Photography
- Military Photography
- Sports Photography
- Wildlife Photography

# BUSINESS EDUCATION – ACCOUNTING



HIGHER or NPA LEVEL 6 – **S6 ONLY**

## PURPOSE AND AIMS OF THE COURSE

This course is only available to S6 students who are wishing to take up an additional Level 6 course on completion of either Higher Business Management or Higher Mathematics – it is offered as a ‘crash’ higher. The Higher Accounting course helps candidates understand and make use of financial information by preparing accounting statements, and analyse, interpret and report on an organisation’s financial performance. A main feature of the course is developing numeracy and thinking skills. **This course requires good numerical/mathematical/problem-solving skills.**

Candidates develop understanding of:

- the function that accounting performs in business and society
- the need for accuracy in the preparation, presentation, interpretation and analysis of complex accounting information
- how to apply a systematic approach to solving financial problems
- a range of sources of finance available to organisations
- how to use spreadsheet software for complex accounting tasks

## Entry Level / Suitability

S6 Learners will be suitable for study in this higher if they have achieved:

- **Higher Business Management** – at A/B level.
- **Higher Mathematics** – at A-C level.

## COURSE CONTENT

There are 2 core areas (units) in the Accounting course:

### FINANCIAL ACCOUNTING

Candidates develop their understanding of how to prepare routine and complex financial accounting information. They learn about current financial accounting regulations and apply them to a range of business structures. Stakeholders use this information to assess an organisation’s current financial position.

### MANAGEMENT ACCOUNTING

Candidates develop their understanding of internal accounting procedures. They learn how to prepare information using a range of routine and complex accounting techniques. Management use this information when making decisions about the planning, control and future direction of an organisation.

## SKILLS DEVELOPED

A broad range of skills are gained in undertaking Higher Accounting;

- recording, presenting and interpreting complex accounting information to determine business profits and costs
- applying and relating knowledge and understanding of fundamental accounting concepts and theories to a range of accounting layouts
- using a variety of cost accounting techniques to facilitate decision making in both manufacturing and service related organisations

- calculating and interpreting an extensive range of accounting ratios
- accounting theory covering partnerships and limited companies
- analysing complex financial and management accounting information, including drawing conclusions and suggesting solutions where appropriate
- using digital technology to produce and communicate accounting information in a range of contexts
- analysing and evaluating a range of accounting procedures which may be used within cost and management accounting

### LEARNING AND TEACHING METHODS

A combination of teacher led lessons and a high degree of independent learning is required to be successful in this course. Learners will undertake complex financial calculations and prepare financial reporting information to international accounting standard formats.

### ASSESSMENT ARRANGEMENTS

Accounting is offered at Higher level. To gain the full course award learners must pass the Coursework Assignment and the Question Paper/Course assessment.

### PROGRESSION PATHWAYS

The Higher Accounting course or its Units may provide academic progression to:

- further study at college or university; HNC, HND, BAcc or BA (Hons), MBA
- foundation and graduate apprenticeships in Accounting and Finance
- other qualifications in Accounting and Customer Services
- a wide range of employment opportunities



### CAREERS USING ACCOUNTING

There is a very wide range of employment opportunities in Accounting with employers in all sectors of the economy. There are many opportunities within local authorities, the NHS, the civil service and private business organisations. By undertaking an Accounting degree at university professional qualifications such as Chartered Accountancy, Civil or Management Accounting are also possible.

Specific Accounting careers include;

- ✚ Auditing
- ✚ Banking (Commercial and Private)
- ✚ Investment / Wealth Management
- ✚ Insolvency / Corporate Recovery
- ✚ Management Consultancy
- ✚ Tax / Inland Revenue





# BUSINESS EDUCATION – ADMINISTRATION & IT



## HIGHER

### PURPOSE AND AIMS OF THE COURSE

Administration is a growing sector with employment opportunities across the entire economy and offers wide-ranging employment opportunities. Administrative and IT skills have extensive application not only in employment but also in other walks of life.

The key purpose of the Higher Administration and IT course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

The Course aims to enable learners to:

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

### Entry Level / Suitability

Learners will be suitable for study at Higher

- **N6/Higher Administration & IT** – learners who have successfully passed N5 Admin & IT. 6<sup>th</sup> year 'crash' students may be accommodated at the discretion of the Faculty Head.

### COURSE CONTENT

There are 3 core areas (units) in the Administration & IT course:



**Administrative Theory and Practice** - The purpose of this Unit is to enable learners to knowledge and understanding of administration in, and the impact of IT on, the workplace. At N4-6 aspects such as Customer Care, Skills of Administrators and Event Planning are covered.

At N6/Higher Learners will acquire advanced knowledge and understanding of the factors contributing to the effectiveness of the administrative function, such as the strategies for effective time and task management and for complying with workplace legislation, and of what makes effective teams.



**IT Solutions for Administrators** - The purpose of this Unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions of IT applications covering word processing, spreadsheets, databases, presentation software and use of emerging equivalent technologies. These are used to analyse, process and

manage information in order to create and edit relatively complex business documents.



**Communication in Administration** - The purpose of this Unit is to enable learners to develop a range of IT skills for communicating information to others. At N6 learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information. This foundation will enable learners to communicate information in ways taking account of the needs of the audience.

## SKILLS DEVELOPED

A broad range of skills are gained in undertaking Administration & IT;

- skills and understanding of how effective teams work
- time and task management
- skills required to ensure delivery of good customer care
- skills in using a range of complex functions of the following IT applications — word processing, spreadsheets, databases — to solve problems in an administration-related context
- skills in analysing, processing and managing information in order to create and edit relatively complex business documents
- advanced skills in using IT to communicate information with others in administration-related contexts



## LEARNING AND TEACHING METHODS

Learners will undertake most of their work on the computer, there is a high degree of independent learning involving complex problem-solving activities using a range of industry standard software applications to solve business problems.

## ASSESSMENT ARRANGEMENTS

To gain the full course award, the learner must pass the Coursework Assignment and the Question Paper. Learners who are also working towards the NPA Business with Information Technology at Level 6 will complete the Unit Assessments required for this qualification; Administrative Theory & Practice and Information Technology Solutions for Administrators. Emphasis on developing the necessary skills to undertake the question paper using higher order thinking skills based on MTV principles are also used in delivering lessons.

## PROGRESSION PATHWAYS

The Higher Administration & IT course or its Units may provide academic progression to:

- further study; HNC, HND, BA (Hons) in Business, Business Administration, MBA etc
- other qualifications in Administration & IT and Customer Services
- a wide range of employment opportunities




## CAREERS USING ADMINISTRATION & IT

Most careers require skills in Administration – everyone must learn how to organise their workload and be efficient to be successful. Nowadays most jobs require strong ICT skills to use applications at work, deliver presentations, communications with colleagues and customers.

If you can think of a career – then that job will require competent use of ‘industry standard software’ such as Microsoft Office. Administration and IT at Higher level gives learners the opportunity to gain advanced skills in using all MS Office Suite software.

There is a very wide range of employment opportunities with employers in all sectors of the economy. There are many opportunities within local authorities, the NHS, the civil service and private business organisations.

Specific administration careers include;

- |   |  |
|---|--|
|  Administration    |  Legal Administration   |
|  Banking           |  Medical Administration |
|  Contact Centre    |  Personal Assistant     |
|  Customer Services |  Receptionist           |



# BUSINESS EDUCATION – BUSINESS MANAGEMENT

## HIGHER

### PURPOSE AND AIMS OF THE COURSE

The Higher course builds on the skills, knowledge and understanding gained in National 5 Business Management and can act as an entry to the study of business. Advanced Higher in S6 builds on the skills gained in the Higher course in S5.

Learners combine theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes.



The courses aim to enable learners to develop and extend:

- knowledge of the ways in which society relies on business to satisfy our needs
- an understanding of how businesses ensure customers' needs are met
- understanding of enterprising skills and attributes
- understanding of ethical business practices
- understanding of business-related financial matters
- an understanding of the ways businesses can use ICT to achieve maximum efficiency
- an understanding of how to improve overall performance and effectiveness of business
- knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on organisations
- an understanding of how to recruit, train and develop employees



### Entry Level / Suitability

Learners will be suitable for study at Higher / Advanced Higher as follows;

- **N6/Higher Business Management** – learners who have successfully passed N5 Business Management.  
6<sup>th</sup> year 'crash' students may be accommodated at the discretion of the Principal Teacher – a pass at Higher English in S5 is a necessary requirement for crash students.
- **AH Business Management** – learners who have successfully passed Higher Business Management.



### COURSE CONTENT

There are 3 core areas (units) in the Business Management course at **Higher Level**:

**Understanding Business** - In this Unit, learners will extend their understanding of the ways in which organisations in the private, public and third sectors operate. This Unit also allows learners to analyse and evaluate the impact that the external environment has on an organisation's activity, and to consider the implications of a range of external factors that affect an organisation's decision making. At Higher level learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals.



**Management of People and Finance** - In this Unit, learners will further develop skills and knowledge that will deepen their understanding and awareness of the issues facing organisations in the management of people and finance. This Unit will allow learners to carry out activities that will investigate how



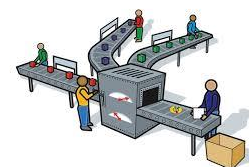
businesses recruit, train and develop employees as well as the influence of some key employment legislation. Financial costs, break-even, cash budget planning and reporting are covered at N5 level, with analysis of financial information covered at Higher. Ethical working practices and ICT in relation to HR and Finance are covered in this Unit.



**Management of Marketing and Operations** - In this Unit, learners will extend their knowledge of the Marketing concept; market research, market segmentation, the marketing mix. At higher they will deepen their understanding of the importance to organisations of having effective marketing systems. The Operations function outlines how businesses manufacture products, the influences of suppliers and stock-holding as well as how quality systems can be implemented in production. At higher the Unit will allow learners to undertake activities that will extend their grasp of theories, concepts and procedures used to improve and/or maintain quality and competitiveness. It will



provide learners with a firm grasp of the importance of satisfying both internal and external customers' needs, along with a critical awareness of the issues facing organisations in relation to marketing and operations. Ethical working practices and ICT in relation to Marketing and Operations are covered in this Unit.



There are 3 core areas (units) in the Business Management course at **Advanced Higher Level**:

**The Internal Environment** – covering the concepts of leadership and management theories, functional activities of a business, employee relations, management of change, decision making and legislation impacting on large global businesses.

**The External Environment** – covering the impact of Multinational Corporations, Globalisations, International Trade, Government Policies and their impact on the operations of global businesses.

**Researching a Business** – learners will produce a business report of 2,500 words on the operations of a large multinational corporation, exploring the use of decision making models and analysing complex financial information evaluating business performance.

## SKILLS DEVELOPED

A broad range of skills are gained in undertaking Higher and AH Business Management;



- **decision making** by applying the ideas of ethical and effective business decisions to solve strategic business-related problems
- **communicating** relatively complex business ideas and opinions from a range of information relating to the effects of opportunities and constraints on business activity — some of which may be unfamiliar
- **understanding** of how entrepreneurial attributes can assist in the management of risk and business development
- **understanding** of leadership styles and how they can be used to enhance the contribution of staff to business success
- **evaluating** detailed and relatively complex business financial data to draw conclusions and suggest solutions where appropriate
- **analysing** and evaluating the effectiveness of a range of marketing activities and understanding how they can be used to enhance customer satisfaction
- **analysing** and evaluating a range of activities which can be used during the production process to maximise the quality of goods/services
- **evaluating** the use of existing and emerging technologies to improve business practice

## LEARNING AND TEACHING METHODS

A combination of teacher led lessons with group and individual learning forms the basis of the Business Management courses. Learners need to conduct research and prepare a report, therefore research based activities may be used for homework. Emphasis on developing the necessary skills to undertake the question paper using higher order thinking skills based on MTV principles are also used in delivering lessons.



## ASSESSMENT ARRANGEMENTS

To gain the course award at each level the structure of course assessment is detailed below:

**Higher** – successful completion of Coursework Assignment and Question Paper

**Advanced Higher** - successful completion of Coursework Assignment and Question Paper

Learners who are also working towards the NPA Business with Information Technology at Level 6 will complete the Unit Assessments required for this qualification; Administrative Theory & Practice and Information Technology Solutions for Administrators.

## PROGRESSION PATHWAYS

The Higher & AH Business Management course or their Units may provide academic progression to:

- further study; HNC, HND, BA (Hons), MBA
- professional qualifications in Business, Finance, Law, Banking, Investment
- a wide range of employment opportunities


















Business is one of the categories with the highest number of students at universities across the UK. In addition, many other courses offer options to study business concepts.

## CAREERS USING BUSINESS MANAGEMENT

Everyone requires good business skills to be successful. Regardless of which sector the skills developed in Business Management such as planning, organising, decision making, leadership, evaluating information and working with others are all key employments skills.

There is a very wide range of employment opportunities with employers in all sectors of the economy. There are many opportunities within local authorities, the NHS, the civil service and private business organisations.

Specific business careers include;

- |  |   |
|--|---|
|  Accountancy                      |  Investment                      |
|  Banking                          |  Insurance                       |
|  Business Development             |  Law                             |
|  Civil Service / Local Government |  Manufacturing/Quality Assurance |
|  Finance                          |  Marketing                       |
|  Hospitality                      |  Procurement                     |
|  Human Resources                  |  Retail                          |
|  Industrial Relations             |   |



# BUSINESS EDUCATION – BUSINESS INFORMATION TECHNOLOGY

## NPA LEVELS 5 & 6\*

**Note** – This course is offered at Level 5. The Level 6\* NPA award can be achieved by candidates who choose to study *both* Administration & IT and Business Management at Higher level. By completing the 'Freestanding Units' from both courses.



### PURPOSE AND AIMS OF THE COURSE

Business with Information Technology is an NPA course at Level 5 combining 4 freestanding units from National Qualifications in Administration & IT and Business Management. It has employment opportunities across the entire economy and offers wide-ranging opportunities. Business and IT skills have extensive application not only in employment but also in other walks of life.

The key purpose of the course is to develop learners' business and IT skills and to enable them to contribute to the effective functioning of organisations in a range of positions.

The Course aims to enable learners to gain:

- knowledge of the ways in which society relies on business to satisfy our needs
- an understanding of how businesses ensure customers' needs are met
- understanding of enterprising skills and attributes
- understanding of ethical business practices
- understanding of business-related financial matters
- an understanding of the ways businesses can use ICT to achieve maximum efficiency
- an understanding of how to improve overall performance and effectiveness of business
- knowledge and understanding of the main effects that external influences on a business
- an understanding of how to recruit, train and develop employees develop knowledge and understanding of administration in the workplace and its importance
- develop a range of IT skills for processing and managing information
- develop a range of skills to communicate complex information effectively, making use of IT

### Entry Level / Suitability

Learners will be suitable for study at Level 5.

- Learners who have successfully passed N4 Admin & IT and/or N4 Business.
- Learners who want to gain practical Business & IT skills to improve employability prospects.

### COURSE CONTENT

There are 4 units in the Business with Information Technology course:

**Understanding Business** - In this Unit, learners will extend their understanding of the ways in which organisations in the private, public and third sectors operate. This Unit also allows learners to analyse and evaluate the impact that the external environment has on an organisation's activity, and to consider the implications of a range of external factors that affect an organisation's decision making. At Higher level learners will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals.

**Management of People and Finance** - In this Unit, learners will further develop skills and knowledge that will deepen their understanding and awareness of the issues facing organisations in the management of people and finance. This Unit will allow learners to carry out activities that will investigate how businesses recruit, train and develop employees as well as the influence of some key employment legislation. Financial costs, break-even, cash budget planning and reporting are covered at N5 level, with analysis of financial information covered at Higher. Ethical working practices and ICT in relation to HR and Finance are covered in this Unit.

**IT Solutions for Administrators** - The purpose of this Unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts. Learners will develop the ability to utilise a range of functions of IT applications covering word processing, spreadsheets, databases, presentation software and use of emerging equivalent technologies. These are used to analyse, process and manage information in order to create and edit relatively complex business documents.

**Communication in Administration** - The purpose of this Unit is to enable learners to develop a range of IT skills for communicating information to others. At N6 learners will develop an understanding of barriers to communication and ways of overcoming them to ensure communication is understood. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information. This foundation will enable learners to communicate information in ways taking account of the needs of the audience.

## SKILLS DEVELOPED

A broad range of skills are gained in undertaking Business with Information Technology;

- skills required to ensure delivery of good customer care
- skills in using a range of functions of the following IT applications — word processing, spreadsheets, databases — to solve problems in an business-related context
- skills in analysing, processing and managing information in order to create and edit relatively complex business documents
- skills in using IT to communicate information with others in administration-related contexts
- understanding of how entrepreneurial attributes can assist in the workplace
- evaluating business financial data to draw conclusions and suggest solutions where appropriate
- analysing a range of activities which can be used during the production process to maximise the quality of goods/services
- evaluating the use of existing and emerging technologies to improve business practice

## LEARNING AND TEACHING METHODS

A combination of teacher led lessons, with group work and research based activities are used in completing the business units. To complete the IT units, learners will work independently on computers through a range of problem solving activities covering the main industry standard software applications.

## ASSESSMENT & COURSE AWARD

Business with Information Technology is a unit based course – there is no external examination. To gain the full course award, the learner must pass all of the 4 internally assessed Units.

## PROGRESSION/FURTHER STUDY

The Business with Information Technology course or its Units may provide academic progression to:

- within the school into Highers Administration & IT and Business Management
- beyond - further study; HNC, HND, BA (Hons), MBA
- a wide range of employment opportunities



## CAREERS USING BUSINESS WITH INFORMATION TECHNOLOGY

Most careers require skills in Business and IT skills – everyone must learn how to organise their workload and be efficient to be successful. Most jobs require strong ICT skills to use applications at work, deliver presentations, communicate with colleagues and customers. If you can think of a career – then that job will require competent use of 'industry standard software' such as Microsoft Office. Business with IT at gives learners the opportunity to gain skills in using all MS Office Suite software.

### Careers include;

Administration  
Customer Services

Banking  
Legal Administration

Contact Centre  
Medical Administration

# BUSINESS EDUCATION – BUSINESS AND MARKETING

## NPA LEVEL 5

### PURPOSE AND AIMS OF THE COURSE

Provide learners with knowledge and skills which are directly relevant to current and/or future practice in the area of Business and Marketing. Learners will also be able to broaden knowledge and skills by undertaking study in the following areas: market research, promotion, event organisation, customer care and selling skills.



The course aims to enable learners to gain skills in:

- practical ICT
- research and presentation
- working with internal and external customers
- employability
- adaptability/flexibility
- working with others
- customer care skills
- communication

### COURSE CONTENT

There units in undertaking the Business with Marketing course are:

- **Management of Marketing & Operations**
- **Understanding Business**
- **Marketing Basic Principles and Applications**
- **Skills for Customer Care**
- **Promoting a business**

### LEARNING AND TEACHING METHODS

A combination of teacher led lessons, with group work and research-based activities are used in completing the business units. To complete the IT units, learners will work independently on computers through a range of problem-solving activities covering the main industry standard software applications.

### ASSESSMENT & COURSE AWARD

Business with Information Technology is a unit-based course – there is no external examination. To gain the full course award, the learner must pass all of the 4 internally assessed Units.

### PROGRESSION/FURTHER STUDY

The Business with Information Technology course or its Units may provide academic progression to:

- within the school into Highers Administration & IT and Business Management
- beyond - further study; HNC, HND, BA (Hons), MBA
- a wide range of employment opportunities

### CAREERS USING BUSINESS WITH MARKETING

Careers include;

- |   |  |
|---|--|
|  Marketing Assistant         |  Customer Services              |
|  Sales Assistant / Sales Rep |  Public Relations Assistant     |
|  Market Research Assistant   |  Promotions / Events Management |



# COMPUTING – COMPUTING SCIENCE



## HIGHER

### PURPOSE AND AIMS OF THE COURSE

Our aims are to develop, maintain and stimulate learners' curiosity, interest and enjoyment in Computing Science and to encourage learners to have open, enquiring minds and to perceive Computing Science in the context of a wider body of knowledge, skills and vocabulary.

Our view is that learners should ideally become autonomous users of Computing Science with the associated skills supporting lifelong study, the pursuit of personal interests and prospective employment in a modern technological society. To enable learners to acquire appropriate, transferable Computing Science skills, knowledge and understanding – progression must feature in the acquisition of Computing Science skills.

Learners should feel confident enough with their transferable skills that they are encouraged to use unfamiliar software.



### COURSE CONTENT – N5, N6/HIGHER, AH COMPUTING SCIENCE

The Computing Science Courses develop knowledge and understanding of key concepts and processes in Computing Science, enabling learners to apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions. Learners communicate computing concepts and explain computational behavior clearly and concisely using appropriate terminology, and develop an understanding of the role and impact of computing science in changing and influencing our environment and society.

Tasks involve some complex features (in both familiar and new contexts), that require some advanced interpretation by learners. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

The course has four areas of study:

#### Software design and development

Learners develop their **Programming** and computational-thinking skills by implementing practical solutions and explaining how these programs work.

#### Computer systems

Learners develop an understanding of how data and instructions are stored in binary form and basic **Computer Architecture**. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.



#### Database design and development

Learners apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as **Programming in SQL**.

#### Web design and development

Learners apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using development tools such as **Programming in HTML, CSS and JavaScript**.

## LEARNING AND TEACHING METHODS

Learners in Computing Science will experience a wide range of teaching strategies aimed at stimulating and engaging learners to develop their knowledge of Computing Science and improve skills in problem solving.

- **Assessment Is For Learning** – self assessment/ peer assessment
- **Cooperative/ Collaborative Learning**- working in groups or pairs
- **Active Learning** – use of resources to support learning eg show me boards, highlighters, traffic lights
- **Making Thinking Visible** – variety of approaches to stimulate independent thinking.
- **Independent study** – time to think, reflect and work independently on what has been taught.
- **ICT** – Teachers use a variety of ICT to enhance learning
- **External Visits** – Teachers actively seek opportunities to enhance learning beyond the classroom.

## SKILLS DEVELOPED

- The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:
- applying aspects of computational thinking across a range of contexts
- analysing problems within computing science across a range of contemporary contexts
- designing, implementing, testing and evaluating digital solutions (including computer programs) to problems across a range of contemporary contexts
- developing skills in computer programming and the ability to communicate how a program works, by being able to read and interpret code
- communicating understanding of key concepts related to computing science, clearly and concisely, using appropriate terminology
- understanding of legal implications and environmental impact of contemporary technologies
- applying computing science concepts and techniques to create solutions across a range of contexts

## ASSESSMENT ARRANGEMENTS

Computing Science is offered at National Qualification Levels 4-7 within this school. To gain the course award at each level the structure of course assessment is detailed below:

**N5** – successful completion of Coursework Assignment and Question Paper

**N6** – successful completion of Coursework Assignment and Question Paper

At N4 Learners are awarded a Pass. At N5 and N6/H Learners are awarded a graded pass A-D.



# COMPUTING – NATIONAL PROGRESSION AWARDS

National Progression Awards are courses designed to equip learners with key employability skills. These courses are internally assessed by teachers and externally verified by awarding bodies (eg SQA)

## NPA COMPUTER GAMES DEVELOPMENT LEVELS 4/5/6

The NPAs in Computer Games Development at SCQF levels 4, 5 and 6 introduce learners to the genres, trends and emerging technologies of the computer games industry. This suite of awards provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing — while also developing employability skills and Core Skills through enterprise activities.



This qualification covers core areas such as design, media assets and development. Coding is also an important part of this qualification. The award will improve learners' computational thinking skills — an area that is gaining recognition as a vital 21st century competence — and stimulate interest in computer science among young learners.

## NPA DIGITAL MEDIA LEVEL 5

You will gain an understanding of each of the areas of audio, moving images and still images. You will be introduced to a range of tools to obtain and edit digital media in a mainly practical setting. The qualification will allow you to develop your skills in the creation and editing of digital media whilst recognising the importance of planning and design. You will take the concept from planning through to design, and then on to creation and editing.

## NPA WEBSITE DEVELOPMENT 5

The NPA in Web Design at SCQF level 5 introduces learners to the technical skills required to create websites and graphics, including adding interactivity to websites. There is also a focus on the importance of the website development process. The course comprises the following units;

- Computing Design and Development
- Computing Website Graphics
- Computing Interactive Multimedia

## PROGRESSION PATHWAYS

This Course or its Units may provide academic progression to:

- **A qualification in Computing Science is highly sought after by all Universities, Colleges and Employers.**
- there is hierarchical progression from N4-6 within the school
- further study; HNC, HND, BSc (Hons)
- a wide range of employment opportunities
- The NPA will be embedded into the new Modern Apprenticeships in Digital Application Specialist qualifications as mandatory components.



## CAREERS USING COMPUTING SCIENCE

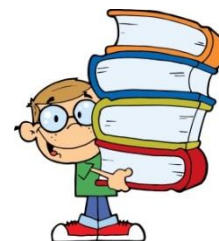
These are some of the Computing Science jobs which are set to experience the fastest growth, pay salaries well above the national average, boast top employment rates and offer a range of advancement opportunities.

Specific Computing Science careers include;

- ✓ Video Game Designer/Programmer
- ✓ Cyber Security Specialist
- ✓ Software Designer
- ✓ Software Engineer
- ✓ Network Management
- ✓ Database Designer/Controller
- ✓ Systems Manager
- ✓ Mobile Application Developer
- ✓ Network Administrator
- ✓ Computer Systems Analyst
- ✓ Web Developer



# ENGLISH – ENGLISH



## HIGHER / N5

### PURPOSE AND AIMS OF THE COURSE

The purpose of the course is to further develop and build on the skills taught in the BGE. The aim is to provide learners with a successful pathway to qualification in:

N3/N4/ N5

Higher and Advanced Higher English

### COURSE CONTENT

**Folio** – 2 pieces of writing: Broadly **creative** and broadly **discursive**

**Critical Reading** - has 2 elements : **Critical essay** and **Textual Analysis** of a Scottish text

**Reading for Understanding, Analysis and Evaluation** - Reading a non-fiction text and answering questions to show understanding, analysis and evaluation.

**Internal assessment** – Group Discussion on a selected topic

### LEARNING AND TEACHING METHODS

Learners in English, at all levels, will experience a wide range of teaching strategies aimed at stimulating and engaging learners.

**Assessment Is For Learning** – self assessment/ peer assessment

**Cooperative/ Collaborative Learning**- working in groups or pairs

**Active Learning** – use of resources to support learning eg show me boards, highlighters, traffic lights

**Making Thinking Visible** – variety of approaches to stimulate independent thinking: Zoom in /Zoom out, CSI, NEWS, Mindmaps etc

**Independent study** – time to think, reflect and work independently on what has been taught.

**ICT** – Teachers use a variety of ICT to enhance learning: Video to support texts taught, on line resources, Edmodo, etc as well as learners using ICT for research and redrafting folio.

**Guest Speakers/ Workshops/ Theatre or Cinema Visits** – Teachers actively seek opportunities to enhance learning beyond the classroom



### SKILLS DEVELOPED

The courses are designed to cultivate pupils' skills in critical thinking and apply them to a range of texts. Learners will apply their creative skills in imaginative writing to clearly express ideas and opinion.

### ASSESSMENT ARRANGEMENTS

#### External Assessment

**SQA Exam** – consists of 2 papers: **Paper 1** – Reading for Understanding, Analysis and Evaluation

**Paper 2** – Critical Reading: Critical essay and Textual Analysis

**Folio** produced in school throughout the year - externally assessed - worth up to 30% to the overall mark.

**Internal Assessment** **Prelim Exam** – will follow the same outline as the SQA exam

**Group Discussion** assessment

**Pupils' work** will also be assessed throughout the year and feedback given on how to improve.

### PROGRESSION PATHWAYS

Higher English is an essential qualification for acceptance on to many HND college and University Courses

### CAREERS USING ENGLISH

Teaching

Journalism

Lawyer

Advertising

Public Relations

Social Work

Administration

Creative Industries

Retail

Communications Officers

Social Media

Civil Service



# ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

## HIGHER / N5

### PURPOSE AND AIMS OF THE COURSE

The purpose of the course is to further develop and build on the skills taught in the English BGE curriculum.

The aim is to provide learners with a successful pathway to ESOL qualification at:

N3/N4/ N5 ESOL

Higher ESOL

Advanced Higher English



### COURSE CONTENT

The course aims at building pupils' proficiency in English with a focus on vocabulary, grammar and pronunciation.

The course has two main units of work English for Everyday Life and English in Study Context:

**English for Everyday Life** focuses on everyday language and topics.

**Study Context** prepares learners for their further education and focuses work/careers

### LEARNING AND TEACHING METHODS

Learners in ESOL will experience a wide range of teaching strategies aimed at stimulating and engaging learners.

**Assessment Is For Learning** – self assessment/ peer assessment

**Cooperative/ Collaborative Learning**- working in groups or pairs

**Making Thinking Visible** – variety of approaches to stimulate independent thinking: Zoom in /Zoom out, CSI, NEWS, Mindmaps etc

**Independent study** – time to think, reflect and work independently on what has been taught.

**ICT** – Teachers use a variety of ICT to enhance learning: film to support texts taught, on line resources, as well as learners using ICT for research.

### SKILLS DEVELOPED

The course is designed to focus on developing pupils' core literacy skills: Reading, Writing, Talking and Listening. Learners will aim for accuracy in these core skills and in particular spelling, grammar and comprehension

### ASSESSMENT ARRANGEMENTS

#### External Assessment

**SQA Exam** – learners will be assessed in Reading Writing Listening Speaking and Listening

#### Internal Assessment

Prelim Exam will follow the outline of the SQA exams

Learners will also be assessed at the end of each area of Everyday Life and Study of the course.

### PROGRESSION PATHWAYS

English for Speakers of Other Languages is accepted by colleges of further education and most universities in place of Higher English. Learners considering this option should check with the school's Career Advisor.

### CAREERS USING ESOL



Engineering  
Construction  
Retail



Administration  
social work  
Computing



Hospitality  
And many more



# ENGLISH - MEDIA

## HIGHER / N5



### PURPOSE AND AIMS OF THE COURSE

The purpose of the course is to develop skills in the analysis, evaluation, creation and production of media texts.

### COURSE CONTENT

Media provides learners at all levels with a wealth of varied learning opportunities included in the study of both film and printed media. Learners are also required to engage in the creation of their own media content.

- **Analysing Media Content** – The focus in this area is heavily reliant on analysing the key aspects of film for example: film language and narrative structures.
- **Creation and Production of a Media Text** – The focus in this area is the creation of print media that is developed in its entirety by the pupil. This ensures that learners are provided personalisation and choice.

### LEARNING AND TEACHING METHODS

Learners will experience a wide range of teaching strategies aimed at stimulating and engaging learners.

**Assessment Is For Learning** – self assessment/ peer assessment

**Cooperative/ Collaborative Learning**- working in groups or pairs

**Active Learning** – use of resources to support learning eg show me boards, highlighters, traffic lights

**Making Thinking Visible** – variety of approaches to stimulate independent thinking: Zoom in /Zoom out, CSI, NEWS headlines, Mindmaps etc

**Independent study** – time to think, reflect and work independently on what has been taught.

**ICT** – Teachers use a variety of ICT to enhance learning: Film to support texts taught, on line resources, Edmodo, camera equipment, as well as learners using ICT for research and editing.

**Guest Speakers/ Workshops/ Cinema Visits** – Teachers actively seek opportunities to enhance learning beyond the classroom.

### SKILLS DEVELOPED

The courses are designed to cultivate pupils' skills in critical thinking and apply them to a range of Media texts: film, television, print, radio and advertising. Learners will also apply their creative skills in creating and producing their own media texts.

### ASSESSMENT ARRANGEMENTS

#### N5 and Higher

SQA Exams will assess learners on Analysing media content and context

Role of the media

Analysis of unseen print media

Prelim will follow the outline of the SQA Exam

### PROGRESSION PATHWAYS

Qualification in Media can lead to courses in digital or creative media at college and university.

### CAREERS USING MEDIA



Broadcast engineer  
Broadcast journalist  
Broadcast presenter



Commissioning editor  
Digital marketer  
Editorial assistant



Event manager  
Film director  
Information officer



# ENGLISH – MENTAL HEALTH & WELLBEING

## NPA LEVEL 6



### PURPOSE AND AIMS OF THE COURSE

Challenges with mental health and wellbeing have touched every life in Scotland: from a young person struggling in school, or a colleague absent from work to an elderly relative living with dementia. We have all seen, and often personally felt and experienced, the impact that mental health and wellbeing can have. The Scottish Governments Mental Health Strategy 2017–2027 demonstrates the need for a focus on how to positively care for mental health and wellbeing. The purpose of the course is to

- reduce stigma surrounding mental health
- create resilience by giving young people healthy-coping strategies
- raise awareness of the impact of mental health on behaviour
- dispel myths surrounding mental health
- promote understanding of experiences and behaviours that can affect mental health
- help individuals to make the right choices
- understand the impact of social media and the internet on mental health and wellbeing

### COURSE CONTENT

The course comprises 4 units;

- Understanding brain health
- Influences on mental health and wellbeing
- Promoting mental health and wellbeing
- The impact of digital society and the information age on mental health and wellbeing

### LEARNING AND TEACHING METHODS

Learners will experience a wide range of teaching strategies aimed at stimulating and engaging learners. This will involve discussions, group working and research activities.

### SKILLS DEVELOPED

Learners will develop their critical thinking skills, co-operative working, research and presentation skills.

### ASSESSMENT ARRANGEMENTS

Assessment approaches vary with written, oral and e-assessment methods used.

### PROGRESSION PATHWAYS

Qualification in Media can lead to courses at college or university in counselling, nursing, social care etc.



# HOME ECONOMICS - CHILDCARE

## NPA LEVELS 5 AND 6



### PURPOSE AND AIMS OF THE COURSE

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice. In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can. This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

This course will suit learners who may wish to extend their educational experience:

- learners wishing to develop their skills and knowledge in relation to Early Learning and Childcare
- learners preparing to enter employment or modern apprenticeships
- Individuals involved in voluntary activities

The knowledge and experiences acquired in the areas of development and wellbeing, play for children and young people and working in the early learning and childcare sector may be transferable to other career pathways, particularly those that involve working with children and young people or in other care settings. The study and demonstration of practical skills in, for example, first aid, is seen as an important skill in any workplace environment.



**Mandatory units** the course comprises the following mandatory units:

- Development and Wellbeing of Children and Young People 6 SCQF credit points
- Play in Early Learning and Childcare 6 SCQF credit points
- Working in Early Learning and Childcare 6 SCQF credit points

**Optional units** (Choose one) The course comprises the following optional units:

- Contemporary Families 6 SCQF credit points
- Care and Feeding of Children and Young People 6 SCQF credit points
- Children and Young People: Rights and Protection 6 SCQF credit points

### COURSE ASSESSMENT

**National 5** – The learner must pass the assessments on the information stated above in addition to the Added Value assignment. These units are internally assessed on a pass/fail basis and there is no final exam.

### PROGRESSION

**Progression** This course or its components may provide progression to:

- Childcare and Development (SCQF level 6) — Higher
- Early Education and Childcare (SCQF level 6) — National Certificate

# HOME ECONOMICS - PRACTICAL CAKE CRAFT



## National 5

### PURPOSE AND AIMS OF THE COURSE

The National 5 Hospitality: Practical Cake Craft qualification develops learners' cake baking and cake finishing skills in a range of production methods. Learners also develop their knowledge of food safety and hygiene, and develop organisational skills in the context of managing time and resources.

The Hospitality: Practical Cake Craft Course enables learners to develop technical and creative skills in cake baking and finishing whilst developing their knowledge and understanding of cake design and following trends in cake production.

### COURSE CONTENT

The National 5 course consists of the following:

- **Cake Baking**

The purpose of this unit is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. Learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, this unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts.

- **Cake Finishing**

The purpose of this unit is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, this unit allows opportunities to investigate trends in cake finishing and allows learners to apply this knowledge in a range of practical contexts.

### COURSE ASSESSMENT

**National 5** – The learner must complete the above and pass the coursework assessment set. The coursework assessment consists of a practical activity (100 marks – worth 75%) and a 45 min question paper (30 marks – worth 25%); the course is graded A – D.

The practical activity will be assessed by drawing on the knowledge, understanding and skills developed across the course. The activity will require learners to demonstrate their knowledge and understanding related to cake baking and cake finishing and to apply their skills in the production of cakes or other baked items. The practical activity will be conducted in four stages: designing; baking; finishing and evaluating.

# HOME ECONOMICS - HOSPITALITY EVENTS & ENTERPRISE SKILLS FOR WORK

NPA LEVELS 4/5



## PURPOSE AND AIMS OF THE COURSE

Learners will investigate a range of hospitality provision. They will identify the organisational aims of hospitality establishments, the products and services provided and the job roles of staff. Learners will be involved in identifying the employability skills and attitudes relevant for employees in the hospitality industry. They would also demonstrate the skills involved in preparing for and participating in a simulated job interview.

## COURSE CONTENT

### **Hospitality: Developing Skills for Working in Hospitality (National 4 / 5 - 1 credit)**

Learners will review and evaluate their own employability skills. On completion of the unit, they should be able to demonstrate a positive approach in a range of these skills.

### **Hospitality: Developing Skills for Working in the Professional Kitchen (N4/5 - 1 credit)**

Learners will learn about menu planning, food preparation techniques and cookery processes, food hygiene, health and safety procedures, equipment, terminology, safe knife- handling and appropriate storage of finished dishes prior to service. Learners will also prepare, cook, and present a range of commodities and evaluate finished dishes. Learners will work as a team member and participate in a number of activities which will help them to develop the skills identified within this unit.

### **Hospitality: Front of House Operations (National 5 - 1 credit)**

Learners will learn about the work undertaken by front of house staff, specifically reception and the associated customer care skills. They will also experience the skills needed to undertake food and drink service in a variety of styles and establishments. Learners will participate in several activities which will help them to develop the skills identified within this unit.

### **Hospitality Events (National 5 - 1 credit)**

Learners will be involved in planning, organising, running and evaluating a small-scale hospitality event. Learners will work as part of a team and participate in all the activities involved. Learners will have the opportunity to use existing skills such as contributing constructively to group discussions, contributing to the provision of food and food service, and following food hygiene and health and safety procedures. They will also develop new skills such as planning and publicising hospitality events.

## COURSE ASSESSMENT

### **Hospitality: Developing Skills for Working in Hospitality (National 4/5)**

Written/oral evidence that demonstrates knowledge and understanding of aspects of the hospitality industry and the skills required in the industry. Performance evidence of a simulated/role play job interview supported by an assessor checklist.

Learner reviews based on practical activities that have been carried out under supervision either in a professional kitchen and training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

**Hospitality: Developing Skills for Working in the Professional Kitchen (National 4/5)**

Written/oral evidence that demonstrates knowledge and skills of menu planning and dish evaluation. Practical activities for this assessment should be carried out under supervision either in a professional kitchen, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

**Hospitality: Front of House Operations (National 4/ 5)**

Practical activities should be carried out under supervision either in a training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice

**Barista unit (National 5)**

The Award in Barista Skills at SCQF level 5 will develop the knowledge, understanding and technical skills required for the role of a barista. This qualification covers areas such as the different types of coffees and other beverages typically served by a barista. Setting up, operating, cleaning and closing down specialist equipment is also covered. Learners will have the opportunity to apply their knowledge and skills by preparing and serving different hot and cold beverages.

**Hospitality Events (National 5)**

Written/oral evidence is required to show learners' contribution to the planning of the event. Practical activities should be carried out under supervision and should involve working with others in a team.

# MATHEMATICS – APPLICATIONS OF MATHEMATICS

## HIGHER / N5

### PURPOSE AND AIMS OF THE COURSE

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. This will also lead to modelling situations mathematically, assess risk and make informed decisions.

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.

### COURSE CONTENT

#### National 5

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- analyse real-life situations and problems involving mathematics
- identify valid mathematical operational skills to tackle real-life situations or problems
- select and apply numeracy skills
- select and apply skills in finance, statistics, measurement, geometry, graphical data and probability
- use mathematical reasoning skills to draw conclusions or justify decisions
- communicate mathematical information in an appropriate way

#### Higher

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- analyse complex real-life situations and problems involving mathematics
- select and apply skills in finance, statistics and probability, data modelling, and planning and decision making
- communicate mathematical information with complex features
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and draw conclusions or justify decisions
- use software where appropriate, for example to model and analyse statistical, mathematical, and financial problems

### LEARNING AND TEACHING METHODS

The Learning and Teaching strategies employed across the BGE and beyond are based on pupils being exposed to multiple representations of the skills being taught. This follows the CPA (concrete/pictorial/abstract) approaches, which have been shown to improve understanding of pupils. Pupils are encouraged to make links between these representations to deepen their understanding and their subsequent performance. Methodologies used include;

- investigative or project-based tasks such as investigating the graphs of quadratic functions, perhaps using calculators or other technologies
- a mix of collaborative and independent tasks which engage candidates, eg identifying gradient and y-intercept values from various forms of the equation of a straight line

- using materials available from service providers and authorities, eg working with real-life plans and drawings, using trigonometric skills to calculate line lengths and angle sizes
- problem-solving and critical thinking
- explaining thinking and presenting strategies and solutions to others — candidates may be provided with information which could be used to solve a problem, eg using simultaneous equations, and could then discuss their strategies in groups
- effective use of questioning and discussion to encourage more candidates to explain their thinking and to determine their understanding of fundamental concepts
- making links across the curriculum to encourage the transfer of skills, knowledge and understanding such as in science, technology, social subjects and health and wellbeing

### SKILLS DEVELOPED

N5 and Higher develop skills in:

- Mathematical Modelling
- Financial understanding
- Statistical analysis
- Planning and decision making

In addition, Higher develops high levels of applying software to analyse information.

### ASSESSMENT ARRANGEMENTS

N5 and Higher - SQA examination: both levels have 2 papers (Calculator and Non-Calculator)

Higher has a project/coursework that contributes to the final award.

### PROGRESSION PATHWAYS

Learners can progress through Applications Mathematics courses as follows:

Learners who gain a National 4 Maths can go on to N5 Applications of Mathematics.

Learners who gain an A/B award at National 5 Applications of Maths or National 5 Mathematics can go on to do Higher Applications of Maths.

Those young people who have passed Higher Maths can opt for Higher Applications of Mathematics to broaden their skills.

Both National 5 and Higher Applications of Mathematics are ideal for those young people who would like to go down a Social Sciences or Psychology route in tertiary education. The skills are highly valued in these fields.

### CAREERS USING MATHEMATICS

Most jobs require you to apply Mathematics

Joiner	Plumber	Electrician	Nurse	Actuary	Chartered accountant Systems developer
Data analyst	Investment analyst	Research scientist	Maths teacher	Statistician	

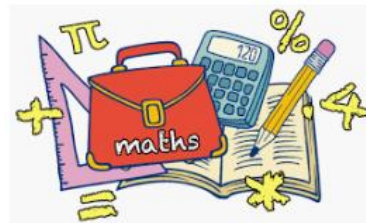


# MATHEMATICS - MATHEMATICS

## HIGHER / N5

### PURPOSE AND AIMS OF THE COURSE

Maths affects everything we do in our lives. It forms the basis for many other subjects. You may not need to use algebra when you go shopping, but the architects who designed the shop did, and so did the builders who built it, and so did the engineers who designed the machines which made the goods you buy. Physics, Chemistry and Biology all rely on Maths to some extent, and many subjects, such as Business, Computing Studies and Technical subjects will all be much easier if you have a good grasp of Maths.



If you're thinking of going straight from school into employment, then Maths is quite possibly the most important subject you can take, as the ability to understand and manipulate numbers and mathematical concepts is extremely useful for almost any job. There's always a demand for employees who can think logically and process information accurately.

### COURSE CONTENT

In the Mathematics Department learners can progress from S4 into the following courses;

N3/N4/N5/Higher and Advanced Higher Mathematics

N3/N4/N5 Applications of Mathematics

Craft Maths at Level 5

Information on course content for all Mathematics courses is available from the SQA website.

### LEARNING AND TEACHING METHODS

The Learning and Teaching strategies employed across the BGE and beyond are based on learners being exposed to multiple representations of the skills being taught. This follows the CPA (concrete/pictorial/abstract) approaches, which have been shown to improve understanding of pupils. Learners are encouraged to make links between these representations to deepen their understanding and their subsequent performance. Methodologies used include;

- investigative or project-based tasks such as investigating the graphs of quadratic functions, perhaps using calculators or other technologies
- a mix of collaborative and independent tasks which engage candidates, eg identifying gradient and y-intercept values from various forms of the equation of a straight line
- using materials available from service providers and authorities, eg working with real-life plans and drawings, using trigonometric skills to calculate line lengths and angle sizes
- problem-solving and critical thinking
- explaining thinking and presenting strategies and solutions to others — candidates may be provided with information which could be used to solve a problem, eg using simultaneous equations, and could then discuss their strategies in groups
- effective use of questioning and discussion to encourage more candidates to explain their thinking and to determine their understanding of fundamental concepts
- making links across the curriculum to encourage the transfer of skills, knowledge and understanding such as in science, technology, social subjects and health and wellbeing

## SKILLS DEVELOPED

The Course allows learners to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development.

### Mathematics at National 5:

- Learners should understand and use mathematical concepts and relationships
- select and apply numerical skills
- select and apply skills in algebra, geometry, trigonometry and statistics
- use mathematical models
- use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions

### Mathematics at Higher:

- Learners should understand and use a range of complex mathematical concepts and relationships
- select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- use mathematical reasoning skills to think logically, provide justification or proof, and solve problems
- communicate mathematical information with complex features

Every international study shows that the biggest influence on a person's earning potential is the level mathematics/numeracy that they achieved.

## ASSESSMENT ARRANGEMENTS

Internal assessments will be used to track progress throughout the year. Assessment for levels is as follows:

- **N3 and N4** completion of SQA Units – internally assessed and externally verified by SQA
- **N5 and Higher** - SQA examination: both levels have 2 papers (Calculator and Non-Calculator)

## PROGRESSION PATHWAYS

Learners can progress through Mathematics courses as follows:

**Level 4** – National 5 Mathematics or Level 5 Applications of Maths

**Level 5** – Higher Mathematics

## CAREERS USING MATHEMATICS

Most jobs require some level of Mathematics

Joiner	Plumber	Electrician	Nurse	Actuary	Chartered accountant
Data analyst	Investment analyst	Research scientist	Maths teacher	Statistician	Systems developer





# MATHEMATICS – National 5 Numeracy

*(This can be combined with Craft Maths or Personal Finance)*

## PURPOSE AND AIMS OF THE COURSE

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.

## COURSE CONTENT

Use numerical skills to solve real-life problems involving money/time/measurement by:

- 1.1 Selecting and using appropriate numerical notation and units
- 1.2 Selecting and carrying out calculations
- 1.3 Recording measurements using a scale on an instrument
- 1.4 Interpreting measurements and results of calculations to make decisions
- 1.5 Justifying decisions using the results of measurements or calculations

Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement by:

- 2.1 Extracting and interpreting data from at least three different graphical forms
- 2.2 Making and justifying decisions using evidence from the interpretation of data
- 2.3 Making and justifying decisions based on probability

## SKILLS DEVELOPED

Learners who complete this Unit will be able to:

- 1 Use numerical skills to solve real-life problems involving money/time/measurement
- 2 Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement

## ASSESSMENT ARRANGEMENTS

Internally assessed, a single unit test that calculators can be used in.

N5 Numeracy will be combined with one of the following:

### **OPTION 1**

#### **Craft Maths Level 5**

This is part of the Modern Apprenticeships for Engineering. It is ideal for those young people who want to go down an engineering pathway.

It consists of 2 units, both level 5.

#### **Craft 1**

##### **OUTCOMES**

- 1 Round numbers, use scientific notation, percentages and ratios in engineering contexts.
- 2 Calculate areas, perimeters, volumes and surface areas of simple shapes in engineering contexts.
- 3 Read scales, tables, graphs and charts which relate to engineering applications.
- 4 Use Pythagoras' Theorem and sin/cos/tan in right-angled triangles in engineering contexts.
- 5 Substitute numerical values into simple engineering formulae

#### **Craft 2**

##### **OUTCOMES**

- 1 Use tolerance notation, and direct and inverse proportion in engineering contexts.
- 2 Construct charts and graphs from given engineering data.
- 3 Calculate and interpret simple statistical measures in engineering contexts.
- 4 Use the sine and cosine rules in engineering contexts.
- 5 Transpose simple engineering formulae.

Both Units are assessed internally

### **OPTION 2**

#### **Personal Finance Level 5**

The Personal Finance Award at SCQF level 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

The Award covers a range of topics, including: calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates.

The Personal Finance Award at SCQF level 5 consists of two mandatory Units (12 SCQF credit points). The Unit titles and codes are:

- Money Management
- Understanding Money

Both units are assessed online.

# MODERN LANGUAGES – SPANISH



## HIGHER / N5

### PURPOSE AND AIMS OF THE COURSE

Learning a language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Candidates reflect, communicate and develop ideas through language.

This course provides candidates with the opportunity to develop skills in Reading, Listening, Talking and Writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

The study of a Modern Language has a unique contribution to make to the development of cultural awareness, providing candidates with opportunities to enhance their understanding and enjoyment of other cultures and of their own.

The course offers candidates opportunities to develop and extend a wide range of skills. In particular, the course aims to develop:

- ◆ Reading, Listening, Talking and Writing skills in a Modern Language
- ◆ application of Knowledge and Understanding of a Modern Language
- ◆ the skill of Translation
- ◆ Literacy skills



### Entry Level / Suitability

Learners will be suitable for study at N5 and H

- ◆ **N5 Spanish/French** – learners who have successfully passed N4 Spanish
- ◆ **Higher Spanish/French** – learners who have successfully passed N5 Spanish  
6<sup>th</sup> year ‘crash’ students may be accommodated at the discretion of the PT.
- ◆ **Advanced Higher Spanish** - learners who have successfully passed H Spanish

### COURSE CONTENT

The course provides candidates with the opportunity to develop Reading, Listening, Talking and Writing skills in the Modern Language, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, culture.

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ Reading, Listening, Talking and Writing skills in a Modern Language in the contexts of society, learning, employability, culture
- ◆ applying knowledge and understanding of detailed and complex language to understand and use a Modern Language
- ◆ applying knowledge and understanding of language to translate detailed and complex language
- ◆ applying grammatical knowledge and understanding

By its very nature, through addressing and developing the core skills of Listening, Talking, Reading & Writing, Modern Languages learning allows for a development of essential, transferrable skills for work, such as presentation skills, communication skills – oral and written, planning and organising and working with others.

## LEARNING AND TEACHING METHODS

Learners in Modern Languages will experience a wide range of teaching strategies aimed at stimulating and engaging them.

- ✓ **Assessment Is For Learning** – self assessment/ peer assessment
- ✓ **Cooperative/ Collaborative Learning**- working in groups or pairs
- ✓ **Active Learning** – use of resources to support learning e.g. show me boards, highlighters, traffic lights
- ✓ **Independent study** – time to think, reflect and work independently on what has been taught.
- ✓ **ICT** – Teachers use a variety of ICT to enhance learning
- ✓ **Foreign Language Assistant** – working with an FLA for an up-to-date insight on the Language studied

## SKILLS DEVELOPED

The course offers candidates opportunities to develop and extend a wide range of skills. In particular, the course aims to develop:

- ✓ Reading, Listening, Talking and Writing skills in a Modern Language
- ✓ Application of Knowledge and Understanding of a Modern Language
- ✓ Translation
- ✓ Literacy
- ✓ Communication
- ✓ Leadership
- ✓ Employability
- ✓ Time management

## ASSESSMENT ARRANGEMENTS

Spanish is offered at National Qualification Levels N4-AH and French is offered at levels N4-H. To gain the full course award, the learner must pass the Course Assignment as well as the Course Assessment.

The structure of course assessment is detailed below:

**N5** – successful completion of Coursework Assignment and Question Paper

**H** – successful completion of the Coursework Assignment and Question Paper

At N5, Higher and AH Learners are awarded a graded pass A-D.

This Course or its Units may provide academic progression to:

- there is hierarchical progression from N4-Higher within the school
- further study; HNC, HND, BA (Hons), MA (Hons)
- a wide range of employment opportunities



## CAREERS USING MODERN LANGUAGES

There is a very wide range of employment opportunities with employers in all sectors of the economy. Specific Modern Language careers include;

## PROGRESSION PATHWAYS

- ✚ Marketing
- ✚ Media
- ✚ Teaching
- ✚ Law

- ✚ Import/Export
- ✚ Civil Service
- ✚ Airline
- ✚ Retail

- ✚ Hospitality
- ✚ Journalism
- ✚ International Charities
- ✚ Interpreting



# MUSIC – MUSIC



## HIGHER / N5

We offer 5 separate and very different courses: **Music, Music Technology, NPA Musical Theatre and NPA Music for Wellbeing.**

Students may opt for **Music and Music Technology**. **NPA Musical Theatre** can also be opted for on top of **Music and Music Technology**.

**NPA Music for Wellbeing** is during Wider Certification period only.

### PURPOSE AND AIMS OF THE MUSIC COURSE

The main aims of Music are

- to develop performing skills on two selected instruments or one instrument and voice
- to perform music with accuracy
- to create original music through composing, arranging or improvising
- to develop a knowledge and understanding of the social and cultural factors which influence music
- to develop a knowledge and understanding of music and musical literacy by listening to music and identifying level specific music signs, symbols and concepts
- to reflect on your own work and the work of others

### COURSE CONTENT

#### Composing Skills (Assignment)

Candidates will have the opportunity to build competence in handling a range of compositional techniques to produce a folio of original work. This area of the course presents candidates with the unique opportunity to explore musical ideas, solve problems and make personal decisions to develop creativity and express individuality.

For Advanced Higher, candidates will have the opportunity to explore and develop musical ideas to create music by composing/arranging one piece of music, reviewing the creative process of their composition or arrangement and analyse a chosen piece of music.

#### Understanding Music

The course provides scope to listen to a variety of music and develop discriminatory awareness of an increasing range of musical and stylistic concepts. Candidates have the opportunity to develop musical literacy, relating music heard to notated scores..

#### Performing Skills

Candidates have the opportunity to develop performance skills in one of the combinations below:

- 2 instruments or one instrument and voice

## **PERFORMING TIMINGS AND LEVELS**

### **National 5**

An 8 minute programme of music on 2 instruments or instrument and voice at Grade 3 level. Split may be in-equal with a minimum of 2 minutes on one instrument/voice.

### **Higher**

A 12 minute programme of music on 2 instruments or instrument and voice at Grade 4 level. Split may be in-equal with a minimum of 4 minutes on one instrument/voice.

### **Advanced Higher**

A 18 minute programme of music on 2 instruments or instrument and voice at Grade 5 level. Split may be in-equal with a minimum of 6 minutes on one instrument/voice.

## **SKILLS DEVELOPED**

Through music, learners will develop their ability to express themselves and develop their personal creativity and self-confidence when performing and creating.

Across the course, skills and experiences which complement and supplement each other are developed. Performing and creating music allows learners to express themselves musically and to reflect on their learning. This encourages learners to think imaginatively and to explore and develop their own ideas, making use of their understanding of music concepts and applying this to their own practice.

Understanding music through listening enables learners to build their knowledge and understanding of music, bringing depth to their learning and raising their social and cultural awareness of the influences on musicians and composers.

The course also provides opportunities for learners to further acquire and develop the attributes and capabilities of the four capacities.

## **ASSESSMENT ARRANGEMENTS**

Students will be assessed on each of the course elements previously listed and must pass each individual unit before they can be presented for the course award.

For National 5 and Higher, the external Performance exam is 50% of the final grade, the final Understanding Music Question Paper is 35% of the final grade and the Assignment is submitted to SQA is 15% of the final grade.

For Advanced Higher, the external Performance exam is 50% of the final grade, the final Understanding Music Question Paper is 35% of the final grade and the Assignment (Composing, Reviewing and Analysing Music) is 15% of the final grade.

## PROGRESSION PATHWAYS

### ***National 5 - entry to the course through***

- National 4 or National 5 (C grade)
- The discretion of the school, based on students' musical experiences

### ***Higher - entry to the course through***

- National 5 (A-C grade)
- The discretion of the school, based on students' musical experiences

### ***Advanced Higher - entry to the course through***

- Higher (A-C grade)
- The discretion of the school, based on students' musical experiences

## CAREERS USING MUSIC



It is clearly documented that studying music can lead to a strong and prosperous career in a number of industries, in and out with the music industry.

Within the music industry, these include; composition, performance, teaching, production, promotions, retailing, research, arts administration, music therapy among others.

# MUSIC – MUSIC TECHNOLOGY

HIGHER / N5



## PURPOSE AND AIMS OF THE MUSIC TECHNOLOGY COURSE

The main aims of Music Technology are

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

## COURSE CONTENT

### Music Technology Skills

Candidates will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio. They will explore a range of uses of this technology through practical activities.

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

Candidates will develop knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> century musical styles and genres, and an understanding of related music technology developments.

### Music Technology in Context

Candidates will use 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.

**Please Note – There is no Performing requirement for this course**

## SKILLS DEVELOPED

This Course is suitable for learners with a broad interest in music and for learners with a specific interest in music technology and 20th and 21st century music. **It should be noted that there is no requirement in this course for musical performance.**

Through music technology, learners will develop practical technical skills and creative use of music technology in a range of contexts. The course includes some opportunities for personalisation and choice in selecting varied contexts for learning. This makes it suitable for a variety of learners and a range of musical interests.

The course engages the learner through involvement in practical music technology based activities and tasks which are supported by knowledge and understanding of music technology and understanding of musical concepts, form and structures. Learners will develop their ability to express themselves through music, which encourages the development of creativity and



independence. While developing original ideas for music and sound, learners will be able to express themselves musically and begin to critically reflect on their learning and the quality of their work.

The course encourages learners to become successful, independent and creative in their use of technologies and to continue to develop the attributes and capabilities of the four capacities, including creativity, flexibility and adaptability, enthusiasm and a willingness to learn, perseverance and resilience, responsibility, reliability, confidence and enterprise.

## ASSESSMENT ARRANGEMENTS

Students will be assessed on each of the course elements previously listed and must pass each individual unit before they can be presented for the course award.

**Course Assessment** - You will draw on and apply the skills, knowledge and understanding you have developed during the Course. These will be assessed through a question paper and an assignment.

The question paper will assess breadth of knowledge and understanding of concepts related to music technology and 20th and 21st century music.(30 marks)

National 5 has **two assignments**, Higher has one assignment will demonstrate the ability to apply knowledge and skills to plan, implement and evaluate a completed creative sound production. This will be underpinned by knowledge and understanding of music and music technology equipment and techniques. It will be sufficiently open and flexible to allow for personalisation and choice. (70 marks)

## PROGRESSION PATHWAYS

**National 5 - entry to the course through**

- **National 4 or National 5 (C grade)**
- **The discretion of the school, based on students' musical experiences**

**Higher - entry to the course through**

- **National 5 (A or B grade)**
- **The discretion of the school, based on students' musical experiences**

## CAREERS USING MUSIC TECHNOLOGY



Studying music technology can lead to a career in a number of industries including sound engineer for live and recorded performance, radio broadcast, television, film, adverts and gaming among others.

# MUSIC - NPA MUSICAL THEATRE



## NPA LEVEL 6

### PURPOSE AND AIMS OF THE MUSICAL THEATRE COURSE

The main aims of Musical Theatre are:

- The NPA in Musical Theatre is designed to equip candidates with an introduction to the knowledge, understanding and skills required for progression to further qualifications and/or potential employment within the performing arts industry.
- Specifically, it is one of a new suite of small NPAs which cover a range of aspects of the theatre industry.

### COURSE CONTENT

**At least 3 units – 1 mandatory, 2 own choice**

#### **Acting Through Song (Mandatory Unit)**

Candidates will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio. They will explore a range of uses of this technology through practical activities.

**Select two of the following Units from the following:**

- Theatre Performers: Solo Singing Skills
- Theatre Performers: Group Singing Skills
- Group Dance Performance
- Preparation for Audition

The mandatory Unit *Acting through Song* encompasses the skill of singing with the understanding of text which is essential to Musical Theatre performance. The optional Units provide opportunities for personalisation, choice and specialisation.

### SKILLS DEVELOPED

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

The NPA also aims to allow candidates to:

- Develop communication and interpersonal skills
- Develop skills in music, acting and dancing

## ASSESSMENT ARRANGEMENTS

The assessment strategy for this NPA aims for a balanced approach to assessment as well as complementary and supplementary methods of assessment which reflect the nature of the subject area. The majority of assessment is practical based with small written assignments and projects, where this is appropriate. All units are a Pass or Fail award.

## CAREERS USING MUSICAL THEATRE



The NPA in Musical Theatre is a qualification with a particular specialist focus, which will prepare candidates for both Musical Theatre performance and the professional audition process, thus opening up potential routes to employment.

# PHYSICAL EDUCATION – PE

## HIGHER / N5



### PURPOSE AND AIMS OF THE COURSE

The Higher Physical Education course gives candidates the opportunity to develop and enhance their movement and performance skills. They develop knowledge and understanding and apply this to the analysis and evaluation of performance in physical activities.

### COURSE CONTENT

The Higher course covers a variety of practical activities throughout the year – this varies dependent on the skills and experience of each class. Using practical performance as a vehicle, the course also explores how mental, emotional, social and physical factors impact on performance and the performance development process. The course is practically focussed with 3 performance and 2 classroom sessions per week

### LEARNING AND TEACHING METHODS

Across all activities learners will experience develop skills and knowledge through individual tasks, guided discovery, problem solving, conditioned games, partner work, repetition drills and gradual-build up of skills.

### SKILLS DEVELOPED

Physical Education acts as a stimulus for personal achievement, and this makes it an ideal platform for developing confidence, resilience, responsibility and working co-operatively with others. The courses also promote mental, emotional, social and physical wellbeing. Candidates develop their thinking skills through planning, problem solving and analysing performance.

### ASSESSMENT ARRANGEMENTS

#### Performance 60 marks

The performance assesses candidates' ability to perform in **two different** physical activities. – **each marked out of 30 marks**. The context for each single performance event must set it apart from normal learning and teaching activities so that it is **challenging, competitive and/or demanding**. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

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

### Question paper 50 marks

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

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

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

### PE PROGRESSION PATHWAYS

National 4 → National 5 → Higher → Advanced Higher

### CAREERS USING PHYSICAL EDUCATION



PE teaching, Sports Coaching, Personal Training, Primary Teaching, Sports Development, Professional Sport, Leisure attendant, Nursery Teaching.

# PHYSICAL EDUCATION – DANCE



## HIGHER / N5

### PURPOSE AND AIMS OF THE COURSE

The National 5 Dance course encourages candidates to become successful, independent and creative in their use of dance. They develop attributes and capabilities including creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; confidence and enterprise.

### COURSE CONTENT

The National 5 Dance course has an integrated approach to learning that develops practical and evaluative skills, knowledge and understanding of technical dance and performance and choreographic skills. Candidates learn how to evaluate their own work and the work of others and use this knowledge to inform and influence their own creative thinking and performance. Candidates experiment with a range of choreographic principles and consider the impact of theatre arts on performance. They also explore the origins of dance.

### LEARNING AND TEACHING METHODS

The course is practical and experiential. Candidates develop a range of technical and choreographic skills in dance to produce creative and imaginative performances. The course provides scope for personalisation and choice.

The course encourages candidates to be creative and to express themselves in different ways. Learning through dance helps candidates to develop an appreciation of aesthetic and cultural values, identities and ideas.

### SKILLS DEVELOPED

Candidates develop both their own work and the work of others. Candidates also developed creativity and problem solving when choreographing. Evaluating skills are also developed.

### ASSESSMENT ARRANGEMENTS

Course assessment includes:

- Question Paper (20%)
- Choreography and review (45%)
- Performance (35%)

### PROGRESSION PATHWAYS

- Higher Dance
- National Certificate in Dance (SCQF level 6)
- National Progression Award in Musical Theatre (SCQF level 6)
- National Progression Award in Dance (SCQF level 5)
- National Progression Award in Musical Theatre (SCQF level 6)

### CAREERS

- Dancer
- Theatre
- Dance teacher

# PHYSICAL EDUCATION – NATIONAL PROGRESSION AWARDS

## EXERCISE & FITNESS

### NPA LEVEL 6



#### PURPOSE AND AIMS OF THE COURSE

The course aims to explore a variety of methods and practice within exercise and fitness. Candidates will learn to lead others in physical and activity Candidates will develop their personal leadership qualities while developing knowledge and understanding of gym-based fitness

#### COURSE CONTENT

The course covers three main units

- Cardiovascular Training
- Free weight Training
- Circuit Training

#### LEARNING AND TEACHING METHODS

The course uses an integrated approach utilising both gym-based and classroom lessons. Some theory lessons will be teacher led to increase knowledge and understanding while others may focus on peer and group work.

#### SKILLS DEVELOPED

Candidates will develop their knowledge and understating of current fitness development approaches. Candidates will be required to develop their communication and leadership skills as well as increasing confidence when leading sessions for others

#### ASSESSMENT ARRANGEMENTS

Candidates must demonstrate their knowledge and understanding for each unit through written test for the three units undertaken. Candidates must also lead a fitness session for each of the units and conduct it in a safe and organised manner.

#### PROGRESSION PATHWAYS

- HNC Fitness, Health and Leadership
- Sport Coaching with Sport Development.
- Fitness Health and Exercise.
- Sport and Recreation Management
- Sports Therapy
- Applied Sports Science

#### CAREERS

- Personal Training
- PE Teaching
- Sports Coaching

# SFA REFEREEING



## NPA LEVEL 7 – S6 ONLY

### PURPOSE AND AIMS OF THE COURSE

This award is designed to equip individuals with knowledge and understanding of Scottish FA Refereeing, concentrating on knowledge and understanding of the Laws of the Game of football. It also includes learning about formal fitness standards for referees and synthesising this knowledge by refereeing a football match.

The award has been developed in partnership with the Scottish FA — Referee Development Department. The Referee Development Department is at the vanguard of a range of initiatives that affect thousands of players of all ages and at all levels of abilities. The work that has been undertaken since 2011 is central to Scottish FA's strategy to have more people playing more football more often. Initiative focus on the educational, social and football development of learners and this PDA has a similar philosophy. This partnership between SQA and the Scottish FA has resulted in agreement that learners who achieve the PDA, who have been assessed using the instrument of assessment provided by Scottish FA and verified by SQA, will be exempt from having to complete the trainee referee programme. This exemption has significant benefit for individuals who wish to progress towards being a qualified referee.

### LEARNING & TEACHING METHODS

The main delivery methods for the Professional Development Award (PDA) in Refereeing are: open learning material

- self-study through flexible learning logs
- lectures
- facilitated classroom delivery
- practical demonstrations
- practical exercises
- directed learning through work-based assessments

### SKILLS DEVELOPED

As well as knowledge and understanding of practical refereeing, the following core skills are developed

- Oral Communication — Through contact with players, managers, club officials and national associations. Provide a copy of both sets of team-lines.
- Written Communication — Through written reports, in different formats, note-taking and record-keeping.
- Problem Solving — Through the administration of the Laws of the Game.
- Working with Others — Refereeing a football match. Numeracy — Pitch inspection, report writing and time keeping



## **ASSESSMENT ARRANGEMENTS**

The PDA consists of two Units: Laws of the Game which is assessed by an online, multiple choice exam and Practical Refereeing which is assessed by a written log reflecting on practical sessions as well as refereeing a full, 11-a-side game of football.

## **PROGRESSION PATHWAYS**

Referees are a vital part of football and as the Scottish FA seeks to continually grow and develop the Scottish game, there is a constant need to recruit and develop referees. Refereeing can be a highly rewarding challenge, encouraging a healthy and active lifestyle as well as significantly contributing to the development of the game. Learners who achieve the PDA and wish to progress have direct access to full membership of their local referee association. Details of local association secretaries can be obtained from the Scottish FA website.

## **CAREERS**

- Professional / part-time referee
- Coaching
- Teaching
- Coach Education

# SPORTS LEADERS LEVEL 5/6

## NPA LEVEL 5/6

### PURPOSE AND AIMS OF THE COURSE

Use sports to deliver fun and engaging physical activities for learners' peers and the wider community. Learners will plan, lead and evaluate sessions over a number of tutored hours and demonstrate their leadership skills as part of their assessment.



### COURSE CONTENT

The course involves developing the skills and knowledge required to deliver a variety of sporting activities to peers on young people in our community. During the course you will develop your content knowledge through teacher lead sessions as well as input from National Governing Bodies. Content also focusses on the skills required to deliver those sessions and work both independently and as part of a team.

### LEARNING AND TEACHING METHODS

The course has both practical and theory based sessions. A proportion of the classes will be teacher lead, but most will take the form of pair or group work. Due to the nature of the leadership course, many lessons are pupil lead and involve candidates leading sessions with their peers in the class.

### SKILLS DEVELOPED

As well as the knowledge and understanding of the activities being delivered, candidates will also develop their confidence, communication, team-work and problem solving.

### ASSESSMENT ARRANGEMENTS

Candidates must complete a coursework booklet documenting their learner journey. Candidates must also lead a set amount of planned sessions (5 hrs at Level 5, 12 hrs at Level 6)

### PROGRESSION PATHWAYS

- Sports Leadership Level 6
- Dance Leadership Level 6
- SFA Refereeing Level 7

### CAREERS

- Coaching
- Primary Teaching
- PE Teaching
- Sports Coaching

# SCIENCE – HUMAN BIOLOGY



## HIGHER

### PURPOSE AND AIMS OF THE COURSE

The Biology courses serve to equip all learners with an understanding of the impact of Biology on everyday life, and with the knowledge and skills to be able to evaluate media, make their own decisions on issues within a modern society where biological knowledge, its applications and implications are ever developing.

### COURSE CONTENT

Provides a broad-based integrated study of a selected range of anatomical and physiological topics which build on previous study. The course provides the opportunity for learners to acquire a deeper understanding of DNA, the reproductive, nervous and cardiovascular systems, lifestyle diseases, personalised medicine and immunology. The course is based on the following units:

- **Human Cells** explores DNA, its organisation, replication and applications. Gene expression will be studied as well as protein expression and consequentially the unity of life. Differentiation, stem cells, ethical issues, the human genome including changes to the genome. Cellular respiration and the process of respiration in muscle cells will also be considered.
- **Physiology and Health** focuses on the anatomy and physiology of the reproductive and cardiovascular system. Students shall explore the cellular concepts of fertility as well as pre and postnatal screening. Lifestyle diseases such as type 2 diabetes, obesity and cardiovascular disease are covered as is treatment options for these diseases.
- **Neurobiology and immunology** looks at the complex interactions involved in neural pathways in the nervous system. Consideration is given to memory and neurotransmitters and their pharmacological applications. Student will also learn about the body defences including specific cellular responses to pathogens and immunisations. Neurobiology and immunology combine anatomy, physiology and pharmacology to give students a comprehensive understanding of the body's defences against pathogens.

### LEARNING AND TEACHING METHODS

Learners will experience and participate in a variety of learning activities such as experiments, investigations, research, presentations and direct teaching that will develop their knowledge of biology and improve skills in problem solving.

### SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding developed in the Biology courses:

- demonstrating knowledge and understanding of human biology by making accurate statements, describing information, providing explanations and integrating knowledge
- applying human biology knowledge to new situations, analysing information and solving problems
- planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects
- carrying out experiments/practical investigations safely, recording detailed observations and collecting data
- selecting information from a variety of sources

- presenting information appropriately in a variety of forms processing information (using calculations and units, where appropriate)
- making predictions and generalisations from evidence/information drawing valid conclusions and giving explanations supported by evidence/justification evaluating experiments/practical investigations and suggesting improvements communicating findings/information effectively

### **ASSESSMENT ARRANGEMENTS**

- H courses are externally assessed by question paper and a practical assignment,

### **PROGRESSION PATHWAYS**

- Higher Human Biology progresses to Adv Higher Human Biology (not available in school)

### **CAREERS USING BIOLOGY**



Research, Health Care (doctor, nurse midwife, veterinary medicine), Conservation and Environmental management (marine biologist), Forensic Science, Quality Assurance, Education, Biotechnology, Bioinformatics, Genetic Scientist, Beauty Therapist, Physiotherapist, Occupational therapist and many more.

# SCIENCE – CHEMISTRY



## HIGHER

### PURPOSE AND AIMS OF THE COURSE

The Chemistry courses serve to equip all learners with an understanding of the impact of Chemistry on everyday life, and with the knowledge and skills to be able to evaluate media, make their own decisions on issues within a modern society where chemical knowledge, its applications and implications are ever developing.

### COURSE CONTENT

The Higher course is based on the following units:

- **Unit 1: Chemical Changes and Structure**  
Takes an in-depth look at rates of reaction, including calculating the rate of reaction. You will advance on your knowledge of collision theory and trends in the periodic table. You will explore how catalysts are used in chemical reactions and we will also cover the structure and bonding properties of different compounds.
- **Unit 2: Nature's Chemistry**  
Studies the chemistry of food and kitchen chemistry. We will explore how different compounds provide different flavours. Throughout the unit you will study the chemistry of everyday consumer products such as shampoos, esters, fats, oils, proteins, soaps, emulsions and detergents.
- **Unit 3: Chemistry in Society**  
Covers the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will look at chemical reactions, chemical energy and chemical analysis.
- **Unit 4: Researching Chemistry**  
Students will collect information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings this unit will include familiarity with apparatus and techniques.

### LEARNING AND TEACHING METHODS

Learners will experience and participate in a variety of learning activities such as experiments, investigations, research, presentations and direct teaching that will develop their knowledge of chemistry and improve skills in problem-solving.

### SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding:

- demonstrating knowledge and understanding of chemistry by making accurate statements
- demonstrating knowledge and understanding of chemistry by describing information, providing explanations and integrating knowledge
- applying knowledge of chemistry to new situations, analysing information and solving problems
- planning, designing and safely carrying out experiments/practical investigations to test given hypotheses or to illustrate particular effects
- carrying out experiments/practical investigation safely, recording detailed observations, collecting data
- selecting information from a variety of sources
- presenting information appropriately in a variety of forms
- processing information (using calculations and units, where appropriate)
- making predictions and generalisations from evidence/information
- drawing valid conclusions and giving explanations supported by evidence/justification
- evaluating experiments/practical investigations and suggesting improvements
- communicating findings/information effectively

### **ASSESSMENT ARRANGEMENTS**

- H courses are externally assessed by question paper and a practical assignment

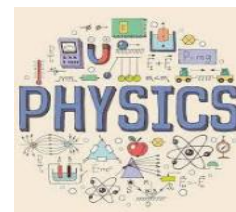
### **PROGRESSION PATHWAYS**

- National 5 Chemistry progresses to Adv Higher Chemistry (not available in school)

### **CAREERS USING CHEMISTRY**

- Manufacturing oil, chemical and mining industries, electronics, plastics, fibres and pharmaceuticals, research and development for medical purposes, or in the service sector (e.g. food science, pollution and energy).
- Examples of employment opportunities: Analytical Chemist, Chemical Engineer, Healthcare Scientist, Chemical Consultant, Textiles, Vet, Oil industry, Environmental health, Food science, Geologist, Lab Technician, Beautician, Dietician, Education, Nurse, Doctor, Food Science, Dentist, Pharmacology, Toxicology, Environmental Scientist and Forensic Scientist.

# SCIENCE - PHYSICS



## HIGHER

### PURPOSE AND AIMS OF THE PHYSICS COURSE

The Physics courses will enable learners to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills. They will develop scientific methods of research in which issues in physics are explored and conclusions drawn.

SQA courses will be offered at National 3, National 4 National 5 and Higher.

### COURSE CONTENT

Learners gain a deeper insight into the structure of the subject, and reinforce and extend their knowledge and understanding of the concepts of physics.

The course content includes the following areas of physics:

- Our Dynamic Universe: motion - equations and graphs, forces, energy, power, collisions, explosions, impulse, gravitation, special relativity and the expanding Universe.
- Particles and Waves: forces on charged particles, the Standard Model, nuclear reactions, inverse square law, wave-particle duality, interference spectra and refraction of light
- Electricity: monitoring and measuring AC, current, potential difference, power, resistance, electrical sources, internal resistance, capacitors, semiconductors and p-n junctions

### LEARNING AND TEACHING METHODS

Learners will experience and participate in a variety of learning activities such as experiments, investigations, research, presentations and direct teaching that will develop their knowledge of physics and improve skills in problem solving.

### SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding developed in the Physics courses

- demonstrating knowledge and understanding of physics by making accurate statements
- describing information, providing explanations and integrating knowledge
- applying physics knowledge to new situations, interpreting information and solving problems
- planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects
- carrying out experiments/practical investigations safely, recording detailed observations and collecting data
- selecting information from a variety of sources
- presenting information appropriately in a variety of forms
- processing information (using calculations, significant figures and units, where appropriate)
- making predictions from evidence/information
- drawing valid conclusions and giving explanations supported by evidence/justification
- quantifying sources of uncertainty
- evaluating experimental procedures and suggesting improvements
- communicating findings/information effectively

The following provides a broad overview of the subject skills, knowledge and understanding developed in the **Practical Electronics** course:

- awareness of safe working practices in electronics
- analysing electronic problems and designing solutions to these problems
- simulating, testing and evaluating solutions to electronic problems ♦ skills in using a range of test equipment
- constructing electronic circuits using permanent (soldering) and non-permanent methods
- knowledge and understanding of the systems approach to electronics, including sub-systems
- knowledge and understanding of the use of concepts and principles associated with a range of electronic and electromagnetic components and circuits
- knowledge and understanding of combinational logic
- understanding of key electrical concepts — current, voltage, resistance, power, analogue/digital, capacitance, magnetic effect of current
- applying electronic knowledge and skills in a range of contexts

### ASSESSMENT ARRANGEMENTS

- H courses are externally assessed by question paper and a practical assignment.

### PROGRESSION PATHWAYS

- Higher Physics progresses to Adv Higher Physics (not available in school)

### CAREERS USING PHYSICS



Apprenticeships, Auto-electrical repair, Buildings & Structures, Civil Aviation Computing Energy & Power Provision, Engineering, Finance, Manufacturing, Medical Technologies, Music Industry, New Technologies Renewable Energy, Robotics, Space Exploration Teaching, Telecommunications and Transport.



# SCIENCE - PRACTICAL ELECTRONICS



## NATIONAL 5

### PURPOSE AND AIMS OF THE COURSE

The course provides a broad practical introduction to electronics which encourages learners to become responsible and creative in their use of technologies and to develop attributes such as flexibility, enthusiasm, perseverance, reliability and confidence.

### COURSE CONTENT

The course based on the following areas:

- Circuit design: key electrical concepts and electronic components, analysis, electronic problems, design solutions to these problems and explore issues relating to electronics.
- Circuit simulation: use simulation software to assist in design, construct and test electronic circuits.
- Circuit construction: assemble a range of electronic circuits, using permanent and non-permanent methods. Developing skills in practical wiring and assembly techniques, carrying out testing and evaluating functionality.

### LEARNING AND TEACHING METHODS

Learners will experience and participate in a variety of learning activities such as experiments, investigations, research, presentations and direct teaching that will develop their knowledge of physics and improve skills in problem solving.

### SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding developed in the Practical Electronics course:

- awareness of safe working practices in electronics
- analysing electronic problems and designing solutions to these problems
- simulating, testing and evaluating solutions to electronic problems
- skills in using a range of test equipment
- constructing electronic circuits using permanent (soldering) and non-permanent methods
- knowledge and understanding of the systems approach to electronics, including sub-systems
- knowledge and understanding of the use of concepts and principles associated with a range of electronic and electromagnetic components and circuits
- knowledge and understanding of combinational logic
- understanding of key electrical concepts — current, voltage, resistance, power, analogue/digital, capacitance, magnetic effect of current
- applying electronic knowledge and skills in a range of contexts

### ASSESSMENT ARRANGEMENTS

Assessment of this course is made up of two elements:

**Component 1** – One hour Question Paper (30 marks)

**Component 2** – Assignment – on going throughout the session (70 marks)

# SCIENCE – APPLIED SCIENCE **NEW!**



## NPA LEVEL 5

### PURPOSE AND AIMS OF THE COURSE

This National Progression Award (NPA) provides an overview of the science, technology, engineering and mathematics (STEM) sector. It develops knowledge and understanding of biology, chemistry, and physics. It will also develop science practical skills. The NPA provides bite-sized chunks of learning that are straightforward for learners to study.

### COURSE CONTENT

The course consists of the following units

- Chemical Changes and Structure
- Cell Biology
- Waves and Radiation
- Forensic Science Application

### LEARNING AND TEACHING METHODS

Learners will experience and participate in a variety of learning activities such as experiments, investigations, research, presentations and direct teaching that will develop their knowledge of science and improve skills in problem solving.

### SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding developed in the Biology courses:

- demonstrating knowledge and understanding of science by making accurate statements, describing information, providing explanations and integrating knowledge
- applying science knowledge to new situations, analysing information and solving problems
- planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects
- carrying out experiments/practical investigations safely, recording detailed observations and collecting data
- selecting information from a variety of sources
- presenting information appropriately in a variety of forms processing information (using calculations and units, where appropriate)
- making predictions and generalisations from evidence/information drawing valid conclusions and giving explanations supported by evidence/justification evaluating experiments/practical investigations and suggesting improvements communicating findings/information effectively

### ASSESSMENT ARRANGEMENTS

Each unit has a summative assessment and a practical report to complete.

## PROGRESSION PATHWAYS

- NC in Applied Sciences at SCQF level 5
- NPA in Laboratory Science at SCQF level 6
- NPA in Scientific Technologies at SCQF level 6
- Foundation Apprenticeship in Scientific Technologies at SCQF level 6

## CAREERS USING APPLIED SCIENCE



Research, Health Care (nurse, midwife, veterinary medicine), Conservation and Environmental management (marine biologist), Forensic Science, Quality Assurance, Education, Biotechnology, Bioinformatics, Genetic Scientist, Beauty Therapist, Physiotherapist, Occupational therapist and many more.

# SCIENCE – LABORATORY SCIENCE SKILLS FOR WORK

## NPA LEVEL 5



### PURPOSE AND AIMS OF THE COURSE

National 5 Skills for Work: Laboratory Science is an introductory qualification. The course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally.

### COURSE CONTENT

The course consists of the following units.

- Careers using Laboratory Science
- Working in a Laboratory
- Practical Skills
- Practical Investigation

### LEARNING AND TEACHING METHODS

Learners will experience and participate in a variety of learning activities such as experiments, investigations, research, presentations, and direct teaching that will develop their knowledge of biology and improve skills in problem solving.

### SKILLS DEVELOPED

They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing, and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.

Throughout all units the course emphasises the employability skills and attitudes valued by employers which will help to prepare learners for the workplace. Learners will review their own employability skills, and will seek feedback from others on their strengths and weaknesses.

### ASSESSMENT ARRANGEMENTS

- Learners will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses. This will also involve reporting of the results, conclusions and evaluations of the investigation.
- Learners must produce a CV, using a template, for a job role with a laboratory science setting. Learners must also produce three reviews of their employability skills. They must complete these reviews at appropriate points throughout the course.
- Performance evidence must show that learners are able to prepare a chemical solution and deal with a simulated chemical spill. Learners must also carry out practical activities measure mass and volume. Learners can carry out a risk assessment in a scientific laboratory, record measurements taken, and perform a range of calculations on these measurements.
- Performance evidence supported by a written report. Learners must carry out the practical task in controlled supervised conditions. Performance evidence is gathered through a written report. Learners must identify strengths and areas for improvement in terms of planning and implementing the investigation. They must take account of feedback from others as part of this review and identify action points in the report.

## PROGRESSION PATHWAYS

Successful learners may progress to:

- National Courses or Units
- Further/higher education
- vocational training
- employment



**CAREERS USING Applied Science** Research, Conservation and Environmental management (marine biologist), Forensic Science, Quality Assurance, Education, Biotechnology, Bioinformatics, Genetic Scientist, Beauty Therapist, Physiotherapist, Occupational therapist and many more.

# SOCIAL SUBJECTS – HISTORY



## HIGHER

National/Higher History aims to help learners understand the political, social and economic forces which have affected individuals and groups throughout the passage of time. The subject offers opportunities for learners to build their skills and knowledge as they progress through levels. Learners in History will study a wide range of worldwide events in and their impact on society today. Alongside this knowledge, History provides learners the skills to interpret these events and develops transferable skills such as making informed decisions, making a History qualification a desirable one in both further education and the job market.

In recent years the History department has also organised WW1 Battlefield Tours and has also sent learners to visit Auschwitz as part of the Holocaust Education Trust scheme.

## COURSE CONTENT

### Scottish Context – Migration and Empire 1830 – 1939.

The Scottish context develops pupils' skills in using, evaluating and analysing sources through an investigation into the people who have shaped Scotland and Scotland's impact on the rest of the world. Learners will study the period of 1830 – 1939 in which a huge number of immigrants entered Scotland including Irish, Lithuanian, Jewish and Italian settlers. Learners will not only focus on the reasons for this movement but also the impact of these settlers on Scottish life, such as football teams. Then, learners will examine Scottish emigration overseas once again focusing on not only the reasons for this but the impact Scots had on their new homelands.

### British Context – The Making of Modern Britain, 1850 - 1951

Learners will study the time period when Britain underwent a huge amount of change. During this unit learners will focus on poverty around about the 1900's and changes introduced to help poverty. Learners will be developing their source skills, research skills and analytical skills throughout in an attempt to better understand the Britain that we live in today.

### World Context – Free at Last? Race relations in the USA 1918 – 68.

Learners will examine various aspects of the Civil Rights Movement in America, beginning with immigration to America then focusing on the treatments of black American's and their struggle for civil rights. This unit is perfect for learners to further develop their analytical skills and consequently communication skills as they are constantly asked to reflect on the events and their relevance to today's society.

## LEARNING AND TEACHING METHODS

A combination of teacher led lessons and a high degree of independent learning is required to be successful in this course. Learners will have the opportunity to listen to guest speakers undertake their own research to develop their knowledge and understanding

## SKILLS DEVELOPED

- an understanding of the past and an ability to think independently
- the ability to apply a detailed historical perspective and evaluate a variety of sources
- a detailed understanding of the factors contributing to, and the impact of, historical events
- the skills of investigating historical events and, on the basis of evidence, forming views
- the skills of explaining and analysing historical events and drawing reasoned conclusions

All skills developed in history are transferable meaning they are often of use in a variety of careers and everyday life.

## ASSESSMENT ARRANGEMENTS

National 5 History involves a final assessment worth 80%. The remaining marks are gained through an Assignment which allows learners to study a relevant topic of their choice analysing the key issues and also developing research skills. National 3/4 is assessed through internal unit assessments and a similar research project of pupils' choice in the form of an Added Value Unit.

## HIGHER COURSE

### Scottish Context – Migration and Empire 1830 – 1939.

The Scottish context develops pupils' skills in using, evaluating and analysing sources through an investigation into the people who have shaped Scotland and Scotland's impact on the rest of the world. Learners will study the period of 1830 – 1939 in which a huge number of immigrants entered Scotland including Irish, Lithuanian, Jewish and Italian settlers. Learners will not only focus on the reasons for this movement but also the impact of these settlers on Scottish life. Then, learners will examine Scottish emigration overseas once again focusing on not only the reasons for this but the impact Scots had on their new homelands.

### British Context – Britain 1851 – 1928.

The British context is essay based. Areas which learners will study are reasons why women gained the vote in 1918 and examine the Liberal and Labour governments of 1906-1951 with a focus on their success in tackling poverty. Learners will not only further their own research skills but gain valuable essay writing skills which are particularly desirable if learners wish to continue to further or higher education.

### European and World Context – Germany 1815-1939

The European and Worldwide context is also essay based. Areas which learners will study are reasons why nationalist feeling grew in Germany and the rise and leadership of the German Nazi party.

## ASSESSMENT ARRANGEMENTS

Higher History has a final assessment worth 70%. The final exam is made up of two papers, one source based and the other essay based. The remainder of the mark is an assignment where the student chooses a relevant topic of their choice and produces an essay addressing a topic of interest to the pupil.

## PROGRESSION PATHWAYS

The Higher History course or its Units may provide academic progression to:

- further study at college or university; HNC, HND, MA/BA(Hons), Postgraduate degrees
- foundation and graduate apprenticeships in various careers
- a wide range of employment opportunities

## CAREERS USING HISTORY



A History qualification is highly regarded by colleges, universities and in many careers. This is because of the transferable skills learned in the course.

Careers where a History qualification would be both useful and welcomed include; Teaching, journalism and any media profession, historical researcher, lawyer, social work, archaeologist, archivist, administration, politics, politics, civil service, museum/gallery curator, academic librarian, intelligence services human resources, research work, communications, charity work, international development.

# SOCIAL SUBJECTS - MODERN STUDIES



## HIGHER

### PURPOSE AND AIMS OF THE MODERN STUDIES COURSES

A good way to think about Modern Studies is that if History is about the way the world once was, Modern Studies is the way the world is and ought to be in the future. Modern Studies is the study of social, political and economic issues at local, national and international levels and enables learners to understand the processes and institutions that play an important part in contemporary society. Their studies will support them in becoming successful and confident global citizens. In Modern Studies we aim to provide an open and friendly atmosphere, a well-resourced teaching environment, and up-to-date, stimulating courses.

In recent years, the Modern Studies department has organised exchange visits with our partner school Lakshmi Girls' Hindu College in Trinidad & Tobago. We also organise visits to the Scottish Parliament and sometimes to the House of Commons.

### LEARNING AND TEACHING METHODS

A combination of teacher led lessons and a high degree of independent learning is required to be successful in this course. Learners will have the opportunity to listen to guest speakers undertake their own research to develop their knowledge and understanding.

### SKILLS DEVELOPED

Learners will develop a range of research and information-handling skills including

- evaluating information/ evidence in order to support and oppose a view;
- making decisions and drawing conclusions;
- constructing detailed arguments;
- communicating views, opinions, decisions and conclusions based on evidence.
- Describing and explaining current events.

All skills developed in Modern Studies are transferable meaning they are of use in a variety of careers and everyday life.

### COURSE CONTENT

#### **International issues –Terrorism**

Learners will study terrorism from 9/11 to the present day. They will study the cause of terrorism from nationalism and religious viewpoints. They will also look at the impact it has had on people and the world. Finally they will study government and international responses to terrorism and will assess if it has been effective. Examples will include the impact of the war in Syria, ISIS, Manchester and Nice.

#### **Social Issues – Crime and the law**

Learners will study what crime is and why it happens. Learners will also look at how crime is tackled through the Police and government policy. This will allow case studies on key areas such as knives, alcohol and drugs. Finally, learners will study the legal system and how crime is dealt with in Scottish courts.



## **Democracy in Scotland and the UK**

Learners will study the nature of democracy in Scotland and the UK. How do people participate in our political system and can they make a difference. Learners will also look at the relationship between the UK and Scottish parliaments including the recent independence debate. Learners will investigate voting systems and why people vote, or don't. This topic also looks at citizen participation focusing on the media, trade unions and pressure groups.

### **ASSESSMENT ARRANGEMENTS**

National 5 Modern Studies involves a final assessment worth 80%. The remaining marks are gained through an Added Value Unit/Assignment which allows learners to study a relevant topic of their choice analysing the key issues and also developing research skills.

N4 Modern Studies is assessed unit by unit by the class teacher.

### **HIGHER COURSE**

#### **International issues – World Issue/Politics of Development/Global Security**

Learners will study, a world issue such as developing nations, conflict or terrorism and how organisations like UNITED NATIONS, NATO and the African Union tackle it. Learners have recently been studying the Syrian conflict and the impact it has had in the Middle East and further afield.

#### **Social Issues – Inequality in the UK**

Learners will study one of the above issues. Inequality in the UK explores how the richest in our society dominate the best houses, jobs, lifestyles and enjoy better health than the majority of the population. This includes a close look at Glasgow and Scotland, focusing on government attempts to reduce health and wealth inequality such as laws on smoking, employment and gender equality

#### **Democracy in Scotland and the UK**

A continuation of the National course going into further detail of our political system and how we can participate in it. This includes comparison of the Scottish and UK political systems and how laws are created. Evaluating of Brexit's implications will also be undertaken. Again, voting systems and the social, economic and historical factors involved in voting are studied.

### **ASSESSMENT ARRANGEMENTS**

Higher Modern Studies has a final assessment worth 73%. The remainder of the mark is an assignment where the student chooses a relevant topic of their choice and advises the government on the best course of action to address the issue.

### **PROGRESSION PATHWAYS**

The Higher Modern Studies course or its Units may provide academic progression to:

- further study at college or university; HNC, HND, MA/BA(Hons), Postgraduate degrees
- foundation and graduate apprenticeships in various careers
- a wide range of employment opportunities

Learners successfully completing Modern Studies Higher in S5 can choose Higher Politics in S6.

**CAREERS USING MODERN STUDIES** - Law, teaching, journalism and media, social work, psychology, advertising, police, counselling, administration, market research, politics, care work, civil service, marketing, youth work, human resources, research work, communications, charity sector, international development support, planning and environmental careers. Modern Studies skills are transferable to almost every possible career choice.



# SOCIAL SUBJECTS - POLITICS

HIGHER – **S6 ONLY**



## PURPOSE AND AIMS OF THE POLITICS COURSE

Politics makes a distinctive contribution to the curriculum through its study of important political concepts and ideologies, the comparison of different political systems, and the evaluation of factors that impact on the electoral performance of political parties.

This course builds upon the principles and practices of the social studies curriculum area. Candidates have opportunities to develop important attitudes, such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship. In Politics we create a mature environment that is open to discussion on current affairs, whilst delivering high quality learning alongside the course which candidates often find interesting and stimulating. This subject is offered at Higher only and candidates are eligible if they are in S6 and have passed either Higher Modern Studies or Higher History. The course is appropriate for a range of candidates, from those who wish to achieve a greater understanding of politics in order to engage as active and informed members of society, to those who wish to progress to more specialised training or higher education or employment.

## LEARNING AND TEACHING METHODS

A combination of teacher led lessons and a high degree of independent learning is required to be successful in this course. Learners will have the opportunity to listen to guest speakers undertake their own research to develop their knowledge and understanding.

## SKILLS DEVELOPED

Learners will develop a range of skills including:

- researching, analysing, evaluating and synthesising information from a wide range of political sources
  - using a wide range of sources of information to draw detailed and balanced conclusions about political concepts and ideologies
  - comparing and contrasting different political systems, making generalisations, where appropriate, on the political process
  - interpreting and evaluating a wide range of electoral data
  - drawing on knowledge of political theory, political systems, and political parties and elections
- All skills developed in Politics are transferable meaning they are of use in a variety of careers and everyday life.

## COURSE CONTENT - HIGHER

### Section 1 – Political Theory

Candidates study the key political concepts of power, authority and legitimacy, and analyse the relevance of these concepts today. They study the nature of democracy and the arguments for and against direct and representative democracy. Finally they study the key ideas of two political ideologies (from Liberalism, Conservatism, Socialism, Nationalism, and Fascism) including the works of relevant theorists, and draw balanced conclusions about the chosen ideologies.

### Section 2 – Political Systems

Candidates study the constitutional arrangements in different political systems. The detailed study of the political systems focuses on the roles of the executive and legislative branches within each system. Candidates compare and contrast the respective powers of individual branches of government within the two political systems, and draw balanced conclusions about these. They also study two political systems: the UK political system and the political system of the United States of America.

### **Section 3 – Political Parties and Elections**

Candidates compare the electoral impact of two different dominant ideas. This can either be from within one political party or between two different political parties. Candidates can choose from the following: the Conservative Party, Labour Party, Liberal Democrats or Scottish National Party. These ideas are studied alongside the impact of political campaign management strategies and theoretical analyses of voting behaviour.

### **ASSESSMENT ARRANGEMENTS**

Higher Politics has a final assessment worth 73%. The remainder of the mark is an assignment where the student chooses a relevant topic of their choice and advises the government on the best course of action to address the issue.

### **PROGRESSION PATHWAYS**

The Higher Politics course may provide academic progression to:

- further study at college or university; HNC, HND, MA/BA(Hons), Postgraduate degrees
- foundation and graduate apprenticeships in various careers
- a wide range of employment opportunities

### **CAREERS USING POLITICS**



Law, teaching, journalism and media, social work, psychology, advertising, police, counselling, administration, market research, politics, care work, civil service, marketing, youth work, human resources, research work, communications, charity sector, international development support, planning and environmental careers. Politics skills are transferable to almost every possible career choice.

A number of former John Paul learners have gone on to enjoy successful careers in politics.

# SOCIAL SUBJECTS - SCOTTISH STUDIES



## NPA LEVEL 5

### PURPOSE AND AIMS OF THE SCOTTISH STUDIES COURSE

The Scottish Studies Award provides opportunities for learners to develop their knowledge and understanding of Scotland - its people, society, culture, and heritage - and to make connections across the curriculum. The award consists of four separate units which focus on Scottish themes across a range of Social Sciences along with an investigation into an aspect of Scottish culture that interests them specifically.

This course provides opportunities for learners to broaden their understanding and appreciation of the society in which they live. This, in turn, may provide opportunities for learners to reflect on, and build, their own sense of identity as residents of Scotland and the wider world. This is a National Progression Award, therefore learners will achieve this award based solely on class work. Scottish Studies is taught in senior at levels 4/5.

### COURSE CONTENT

#### **History Content – The Era of the Great War**

The History context develops pupils' skills in using, evaluating and analysing sources through an investigation into the people who have shaped Scotland and Scotland's impact on the rest of the world. Learners will study the period of World War One from a Scottish perspective, including the reasons why Scots joined the war, their experience in the trenches and the impact of war had on society, economy and politics in Scotland. Alongside this, learners will develop their historical skills, evaluating, analysing and using source material to come to conclusions of the impact of the past.

#### **Modern Studies Context – Social Inequality in Scotland**

Learners will study the reasons for and impact of inequality in Scotland. Learners will also investigate the different groups who face inequality and the effectiveness of the help given to those facing inequality by government, private businesses and charities. Alongside this, learners will develop information handling skills and their ability to make decisions based on evidence.

#### **Travel and Tourism context – Scotland**

Learners will investigate the importance and impact of tourism in Scotland. Learners will also gain an understanding of major tourist attractions in Scotland and plan a holiday for a customer looking to holiday in Scotland. Learners will also gain an understanding of current trends in tourism and develop their independent learning and research skills.

#### **Scotland in Focus Unit**

The Scotland in focus unit allows learners to investigate an aspect of Scottish culture or heritage in order to describe its impact on Scotland today. This can take the form of a presentation, talk, essay, poster etc. and allows for learners to take ownership of their learning and investigate something which they are personally interested in. Past presentations have focused on topics such as irn-bru, Kevin Bridges, Still Game, Celidh music and Scottish cinema. This unit further develops their independent research skills along with their presentation skills.

### LEARNING AND TEACHING METHODS

A combination of teacher led lessons and a high degree of independent learning is required to be successful in this course. Learners will have the opportunity to listen to guest speakers undertake their own research to develop their knowledge and understanding

## **SKILLS DEVELOPED**

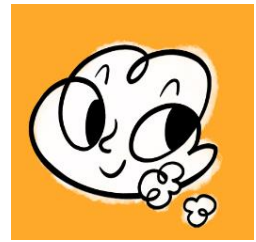
- an understanding of the past and an ability to think independently
- a detailed understanding of the factors contributing to, and the impact of, historical events
- evaluating information/ evidence in order to support and oppose a view;
- making decisions and drawing conclusions
- Independent learning and research skills.
- Presentation skills.

All skills developed in Scottish Studies are transferable meaning they are often of use in a variety of careers and everyday life.

## **ASSESSMENT ARRANGEMENTS**

Both Level 4 and Level 5 Scottish Studies are assessed internally using a variety of course work, skills questions and unit assessments and externally verified by the SQA. There is no external exam for this course, which is awarded on a pass/fail basis.

# TECHNICAL - CREATIVE THINKING **NEW!**



## NPA LEVEL 5

### PURPOSE AND AIMS OF THE COURSE

The main purpose of the course is to allow candidates to develop the skills and knowledge associated with creative thinking. In this course, candidates will creatively explore, develop and communicate ideas. They develop knowledge of materials, manufacturing and production processes and strengthen their understanding of how these influence the design of products

### COURSE CONTENT

The course develops skills in five main areas, ranging from the start of the design process to the final idea.

#### Research

Candidates study the process of researching and exploring problems. This will help candidates to demonstrate the use of at least two research methods and be able to draw conclusions from the outcomes. Candidates also develop an understanding of the factors that influence the design, marketing and use of commercial products.

#### Conceptualise

Candidates will propose imaginative and creative concepts which will help them to show that they have a good understanding of their research outcomes. Candidates will be able to show their ideas in many different creative styles, using both physical and digital resources.

#### Fail & Fix

Candidates will follow a 'fail & fix' method of idea development to test and improve their initial ideas. This will also allow candidates to compare, contrast and develop solutions that deal with a problem, situation or issue.

#### Communicate

Candidates will independently select and use appropriate media/materials to creatively communicate ideas and potential solutions. This varied approach will allow candidates to utilise their own skills in areas including sketch-booking, modelling, video making and presentations.

#### Evaluate

Candidates will demonstrate creative bravery in the evaluation of independent work and show awareness of roles and potential for improve in own practices and performance.

### LEARNING AND TEACHING METHODS

Learners will experience and participate in a variety of learning activities such as design tasks, model making, manual graphics, research projects and presentations as well as direct teaching that will develop their knowledge of Creative Thinking and improve skills in problem solving. Teachers will use a variety of approaches and cater for a variety of learning styles.

## SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- researching and evaluating existing product types
- selecting and using a range of research techniques and evaluating their usefulness
- selecting and applying a range of idea-generation techniques
- working to a specification and design brief
- applying a range of creative design skills when refining and resolving product design tasks that cover key design challenges
- selecting and using graphic techniques to visually represent design solutions, justifying the techniques
- selecting, using, and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions
- planning the manufacture of a commercial product and analysing its effectiveness

## ASSESSMENT ARRANGEMENTS

Assessment of this course is made up of three units of work, with no final written exam:

### Unit 1 – Circular Brand

Candidates will learn the importance of circular fashion, and a more environmentally friendly approach to fashion. They will work towards creating their own circular fashion brand, having the chance to design their own T-Shirt.

### Unit 2 – Campaign for Kindness

Candidates will learn about campaigns and how to use creativity and empathy to make the world a little kinder.

### Unit 3 – Van of Dreams

Candidates will be asked to redesign a campervan to suit the needs of a specific community. During this project, candidates may use model making, digital mediums and tools.



## PROGRESSION PATHWAYS

On completion of the Level 5 Creative Thinking course the following progression routes are available:

Level 6 Creative Thinking

Foundation Apprenticeships, NC/HNC/HND at College

Work Based Modern Apprenticeships/Apprenticeships

BEng/BA/BSc/MEng/MA/MSc Degree at University

## CAREERS USING CREATIVE THINKING



Product Design, UI/UX Design, Architecture, Building Technology, Fabrication & Welding, Set Design, Furniture Design, Computer Aided Design, Industrial Design, Manufacturing Technology, Production Engineering, CNC Machining, Tool Making, Interior Design, Sign Maker, Heating Engineer, Plumber, Electrician, Joiner/Carpenter, Maintenance Fitter, Vehicle Body Repair, Cabinet Maker.

# TECHNICAL - DESIGN & MANUFACTURE



## HIGHER

### PURPOSE AND AIMS OF THE COURSE

The main purpose of the course is to allow candidates to develop the skills and knowledge associated with designing and manufacturing. Candidates study the lifecycle of products from their inception through design, manufacture, and use, including their disposal and/or re-use. It helps candidates to appreciate the impact commercial manufacture has on design and the need for balance and compromise when developing successful commercial products.

### COURSE CONTENT

The course develops skills in two main areas.

#### Design

Candidates study the design process from brief to design proposal. This helps them to develop skills in initiating, developing, articulating and communicating design proposals. Candidates explore and refine design proposals, using the design/make/test process and by applying knowledge of materials, processes and design factors to reach a viable solution. This helps them to develop an understanding of the iterative nature of the design process. Candidates also develop an understanding of the factors that influence the design, marketing and use of commercial products.

#### Manufacture

Candidates study the manufacture of commercial products. They develop knowledge of materials, manufacturing and production processes and strengthen their understanding of how these influence the design of products. This provides candidates with the knowledge and understanding required to develop a viable design proposal for a commercial product and to plan its production. Integrating the two areas of study is fundamental to delivering the course successfully. Candidates also learn to appreciate the impact design and manufacturing technologies have on society, the environment and the world of work..

### LEARNING AND TEACHING METHODS

Learners will experience and participate in a variety of learning activities such as design tasks, model making, manual graphics, research projects and presentations as well as direct teaching that will develop their knowledge of Design & Manufacture and improve skills in problem solving. Teachers will use a variety of approaches and cater for a variety of learning styles.

### SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- researching and evaluating existing product types
- selecting and using a range of research techniques and evaluating their usefulness
- selecting and applying a range of idea-generation techniques
- writing a detailed specification based on research
- applying a range of creative design skills when refining and resolving product design tasks that cover key design challenges
- selecting and using graphic techniques to visually represent design solutions, justifying the techniques
- selecting, using, and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions
- planning the manufacture of a commercial product and analysing its effectiveness



## ASSESSMENT ARRANGEMENTS

Assessment of this course is made up of two elements:

Component 1 – Question Paper **(80 marks)**

Component 2 – Assignment **(90 marks)**

## PROGRESSION PATHWAYS

On completion of the Higher Design & Manufacture course the following progression routes are available:

Foundation Apprenticeships, NC/HNC/HND at College

Work Based Modern Apprenticeships/Apprenticeships

BEng/BA/BSc/MEng/MA/MSc Degree at University

## CAREERS USING DESIGN & MANUFACTURE



Product Design, Architecture, Building Technology, Fabrication & Welding, Set Design, Furniture Design, Computer Aided Design, Industrial Design, Manufacturing Technology, Production Engineering, CNC Machining, Tool Making, Interior Design, Sign Maker, Heating Engineer, Plumber, Electrician, Joiner/Carpenter, Maintenance Fitter, Vehicle Body Repair, Cabinet Maker.

# TECHNICAL - GRAPHIC COMMUNICATION HIGHER

## HIGHER

### PURPOSE AND AIMS OF HIGHER GRAPHIC COMMUNICATION

The course provides opportunities for candidates to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Candidates continue to develop graphic awareness, often in complex graphic situations, expanding their visual literacy. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards.



### COURSE CONTENT

The course develops skills in two main areas.

#### 2D graphic communication

Candidates develop creativity and presentation skills within a 2D graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 2D graphic techniques. Candidates develop skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. They evaluate the effectiveness of their own and given graphic communications to meet their purpose.

#### 3D and pictorial graphic communication

Candidates develop creativity and presentation skills within a 3D and pictorial graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 3D and pictorial graphic techniques. Candidates develop a number of skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. They evaluate the effectiveness of their own and given graphic communications to meet their purpose.

### LEARNING AND TEACHING METHODS

Learners will experience and participate in a variety of learning activities such as 3D & 2D CAD work, manual graphics, investigations, research projects and presentations as well as direct teaching that will develop their knowledge of Graphic Communication and improve skills in problem solving. Teachers will use a variety of approaches and cater for a variety of learning styles.

### SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- replicating familiar and new graphic forms with some complex features in 2D, 3D and pictorial views
- applying recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- initiating, planning and producing preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features
- applying graphic design skills, including creativity, when developing solutions to graphic tasks with some complex features
- understanding the application of colour, illustration and presentation techniques in a broad range of graphic contexts
- critically reviewing graphics work as it progresses, and evaluating completed tasks suggesting strategies for improvement
- extending visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views
- extending graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features

## ASSESSMENT ARRANGEMENTS

Assessment of this course is made up of two elements:

Component 1 – Question Paper **(90 marks)**

Component 2 – Assignment **(50 marks)**

## PROGRESSION PATHWAYS

On completion of the Higher Graphic Communication course the following progression routes are available:

Foundation Apprenticeships, NC/HNC/HND at College

Work Based Modern Apprenticeships/Apprenticeships

BEng/BA/BSc/MEng/MA/MSc Degree at University

## CAREERS USING GRAPHIC COMMUNICATION



Architecture, Mechanical Engineering, Graphic Designer, Product Designer, Animation, Digital Design, Multimedia Design, Advertising, Computer Aided Design, Construction, Games Designer, Electrical Engineering, Naval Architect, Illustrator, Surveyor, Civil Engineering, Design Engineering, City Planning, Exhibition Design, Construction, Web Design.

# TECHNICAL – PRACTICAL WOODWORKING

## National 5

### PURPOSE AND AIMS OF N5 Practical Woodworking

The Course is for S5/S6 students and provides opportunity for learners to gain skills in reading drawings and diagrams. It allows them to plan activities through to the completion of a finished model. The Course combines elements of technique and standard practice with elements of creativity. The Course allows learners to engage with technologies. It allows learners to use a variety of tools, equipment and materials. It helps learners develop practical skills in numeracy.



### COURSE CONTENT

The course develops skills in three main areas.

#### Flat Frame Construction

Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

#### Carcase Construction

Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcass construction, involving complex features. This may include working with manufactured board or with frames and panels. Candidates use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation on their part.

#### Machining & Finishing

Candidates develop skills, knowledge and understanding in using machine and power tools. Candidates also develop skills in a variety of woodworking surface preparations and finishing techniques.

### SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- using a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features
- adjusting tools where necessary, following safe practices
- reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts
- measuring and marking out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features
- practical creativity in the context of simple and familiar woodworking tasks with some complex features
- following, with autonomy, given stages of a practical problem-solving approach to woodworking tasks
- applying knowledge and understanding of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of woodworking materials
- knowledge and understanding of sustainability issues in a practical woodworking context

## **ASSESSMENT ARRANGEMENTS**

To gain the award, the learner must complete a series of units as well as a final practical project. Each stage of practical work is accompanied by a course log book which must be completed. In addition to this there is a final exam which tests woodworking knowledge and understanding.

## **PROGRESSION PATHWAYS**

On completion of the N5 Practical Woodworking course the following progression routes are available:

Foundation Apprenticeships, NC/HNC/HND at College  
Work Based Modern Apprenticeships/Apprenticeships

## **CAREERS USING PRACTICAL WOODWORKING**



Joinery, furniture manufacture, cabinet making, wood machining, sawmill work, construction crafts, craft work, formwork, plumbing, welding and fabrication, blacksmithing, toolmaking, vehicle body repair, pipefitting, engineering, machining, shop fitting, sheet metal work, motor vehicle repair, security systems installation, electronics engineering, electrical engineering, railway maintenance, energy distribution, telecommunications, IT support, electronics assembly.

## ADDITIONAL NPA COURSES

### DUKE OF EDINBURGH AWARD – LEVELS 4/5/6

A life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement; respected by employers.

The DofE is many things to many people, supporting generations to successfully navigate adult life. Learners can do a DofE programme at one of three levels which, when successfully completed, leads to a Bronze, Silver or Gold Duke of Edinburgh's Award.

There are four sections to complete at Bronze and Silver level and five at Gold. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition and, for Gold only, working with a team on a residential activity.

Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications. Top employers recognise the work-ready skills Award holders bring to their business.

### SQA LEADERSHIP – NPA LEVEL 6



Our Leadership Award develops knowledge of leadership skills, styles and qualities. It encourages learners to respect the cultures and beliefs of others working alongside them.

Centres have the flexibility to choose the delivery method which best suits their circumstances and their candidates. The Leadership Award opens up the possibility of continued study in the area of leadership and management for candidates, and achievement of this qualification is nationally recognised. For more information visit SQA site <https://www.sqa.org.uk/sqa/101948.html>

### SQA PREPARING FOR EMPLOYMENT – NPA LEVEL 5 AND 6

The Preparation for Employment Awards at SCQF levels 4 and 5 are designed for learners who are gaining work experience with a prospective employer in preparation for direct employment or employment as an apprentice. The awards will help learners to develop knowledge in basic personal finance, appropriate behaviour in the workplace, roles and responsibilities in the workplace, and the function and structure of the organisation that they are working for. Learners will also reflect on the skills they have, the skills they are developing, and the skills they may need for future employment opportunities.

Achievement of each award is nationally recognised. Each award is made up of

- Developing Essential Skills
- Practical Skills for Employment



For more information visit SQA site <https://www.sqa.org.uk/sqa/84255.html>

# S5/6 OPTIONS FORM

JOHN PAUL ACADEMY										
S5/6 OPTIONS FORM - 2024-25										
NAME:						CLASS:				
ALL STUDENTS MUST SELECT A CHOICE IN EVERY COLUMN (A-E) - TICK BOX NEXT TO FIRST CHOICE SUBJECT - ENTER 2ND CHOICE SUBJECT BELOW										
LEVEL	A	✓	B	✓	C	✓	D	✓	E	✓
LEVEL 7			English Adv H						Music Adv H	
			SFA Refereeing NPA							
LEVEL 6	Art & Design H		Biology H		Administration & IT H		Art & Design H		Administration & IT H	
	Accounting H/NPA		English H		Business Management H		English or ESOL H		Business Management H	
	Apps Mathematics H		Physical Education H		Computing Science H		Media H		Chemistry H	
	Dance H		Physics H		Design & Manufacture H		Music H		Graphic Communication H	
	History H		Spanish H		Mathematics H		Music Tech H		History H	
	Mathematics H				Spanish H		Photography H		Modern Studies H	
	Modern Studies H		Hospitality/Barista NPA				Politics H		Music H	
			Sports Leaders NPA		Leadership NPA				Physical Education H	
	Childcare NPA		Mental Health & Wellbeing NPA							
								Exercise and Fitness NPA		
								Musical Theatre NPA		
LEVEL 5	Apps Mathematics N5		Physical Education N5		Mathematics N5		English N5		Physical Education N5	
	Maths N5		Practical Cake Craft N5		Practical Woodwork N5		Media N5		Practical Woodwork N5	
	Numeracy & Personal Finance N5		Practical Electronics N5				Music Tech N5			
	History or Mod Studies N5		Sports Leaders NPA		Business with IT NPA				Business with Marketing NPA	
					Computer Games Design NPA		Art & Design NPA		Employability NPA	
	Art & Design NPA		Applied Science NPA		Creative Thinking NPA		Digital Media NPA		Exercise and Fitness NPA	
	Dance Leadership NPA		Hair and Beauty NPA		Leadership NPA		Photography NPA		Scottish Studies NPA	
	Childcare NPA		Hospitality & Enterprise SfW NPA				Web Design NPA			
		ALT PATHWAYS / COLLEGE								
2ND CHOICE	2ND CHOICE SUBJECT		2ND CHOICE SUBJECT		2ND CHOICE SUBJECT		2ND CHOICE SUBJECT		2ND CHOICE SUBJECT	
OTHER PLEASE ENTER BELOW ADV HIGHER SUBJECTS OR FOUNDATION APPRENTICESHIPS YOU WISH TO STUDY - OFFERED BY PARTNER SCHOOLS/TRAINING PROVIDERS.										
PARENT SIGNATURE			POST SCHOOL DESTINATION			 COLLEGE / UNIVERSITY / APPRENTICESHIP / EMPLOYMENT / OTHER .....				
PUPIL SUPPORT SIGNATURE										
PUPIL SIGNATURE										