Hyndland Secondary School

Options Information Booklet – S4 into S5 Options

March 2025

Dear S5 families and learners,

We hope that this booklet will be useful in assisting you with the S5 course choice process. Learners who are currently in S4 will soon make their subject choices for next session – the new timetable will commence in June 2025 following the diet of SQA examinations.

This booklet contains a detailed description of each subject area available in the Senior Phase for students in Hyndland Secondary School in the academic year of 2025-2026.

It is important to note that it may not be possible to run every single class – this will very much depend on uptake in each subject area.

On page 4 of this booklet, families can find a timeline of the options process for our S4 learners.

The presentation from our Senior Phase Options Information Evening can be found in the S4 year group section of our school website. This evening was held on Thursday 27th February 2025.

The senior phase options process is hugely important – if young people select the subjects appropriate for them, they are more likely to enjoy their courses and in turn achieve well. Research is vital as young people make these important decisions. On the final page of the option booklet, there are a number of websites which contain some valuable information for families and learners to access as they navigate their way through the options process.

We would like to remind families, that our School Careers Advisor, Vanessa Kokota, who works for Skills Development Scotland, will be happy to speak to any young person on a one-to-one basis – if they wish an appointment, they should either email her via glow or pop into the library to arrange an appointment.

Mrs Forrester

Depute Head Teacher S4/S5

The transition to S5 and S6

The transition to S5/6 provides an opportunity for senior students to deepen their knowledge and skills and widen their range of qualifications whilst also preparing for the very important transition from school onto a positive destination.

Making the right course choices in S5 and S6 is a very important part of your educational development. The choices that you make at these times are crucial to your educational future and your possible career thereafter. It is vitally important, therefore, that you take the option choice process seriously and that you give it your full attention and commitment. It is important that your course choices are based on full and accurate information.

This document is a starting point and contains details of each of the courses on offer. You should read it carefully. You should also discuss your course choices with your family and friends as this will give you every opportunity to think through your decisions.

If you are unsure, you should speak to your Pastoral Care Teacher and/or your subject teachers prior to your options interview. In addition to this, you can request a careers appointment with our school Careers Advisor Vanessa Kokota. She can be contacted by popping into their office in the school library or by email via glow – her contact details can be found on the school website and also the year group teams.

It is essential that those of you who are considering further study at college or university check carefully which subjects are essential for your preferred courses. You will find this information by checking the prospectus or website of the college or university concerned. Again, speak to your pupil support teacher Pastoral Care Teacher before you make any decisions and remember to seek advice if you are unsure.

This is an important stage in secondary school. At the end of fourth year, you are faced with a number of possible choices:

• Stay on for a fifth year OR

• Stay on until Christmas of fifth year if you have not reached school leaving age by the end of fourth year* OR

• Take up full-time employment/training OR

• Apply for a college course - Further Education

If you are considering leaving school, it is crucial that you have an interview with the Careers Officer and tell your Pastoral Care Teacher ASAP. You should also be discussing your plans with your Pastoral Care Teacher and using the internet to research career areas. A useful website is www.myworldofwork.co.uk The Careers Library within the school also contains information on careers, modern apprenticeships and other relevant pathways.

If your choice is to continue at school, you should still be making use of the Careers Library to help you select appropriate subjects to study next year.

All students entering fifth year must choose five subjects that they are currently studying in S4 at the appropriate next level – thus giving them a full timetable.

*Official school leaving dates are as follows: You may leave at the end of May 2025 if you will reach the age of sixteen on or before 30th September 2025. You may leave at Christmas if you will reach the age of sixteen between 1st October 2025 and 28th February 2026.

Timeline for S4 and S5 Options Process – Session 2024-2025

S4 and S5 Options Information Evening	Careers Event for families from 6pm until 7pm Thursday 27th February 2025 at 7pm Letter to be issued to families and posted on year group team w/b 10th February 2025.
S4 Year Group Assembly focusing on options key messages with some senior speakers	4K1, 4T and 4R – Wednesday 5th March period 5 (core study skills period) 4K2, 4L1 and 4L2 – Friday 7th March period 5 (core study skills period)
Skills Development Scotland Careers Advisors will conduct targeted 1—2-1 interviews with targeted young people. If anyone wishes an interview, they can request one by emailing their Careers Advisor	These will take place from Wednesday 1st March onwards
S4 and S5 Options Presentation to students delivered by Pastoral Care Staff during PSE	Week beginning 3rd March 2025
S5 and S6 students to visit S4 core study skills classes to share experience of options process	Week beginning 3rd and 10th March 2025
S4 and S5 SQA Estimate Report	Issued to family's week of 21st March 2025 - this should help to inform students in S4 of their '5 best subjects' for selection in S5 and should help to identify levels of progression for S5 into S6 students.
Final options form to be completed via Glow Form	Friday 28th March 2025
All students in S4 will receive a 1-2-1 interview with a member of their House Team to discuss their options to ensure the correct choices have been selected.	Late May 2025 during exam diet – date to be confirmed prior to study leave commencing.

Learner Pathways in S5

The table below illustrates the different progression pathways that are available for our learners as the move from S4 into S5.

It is important that each of our S4 learners plans their decisions about what subjects to study in S5 carefully and considers how they can best add to the qualifications already secured in S4.

Qualifications gained in S4	Likely level of study in S5	What they could potentially go on to achieve in S6.
National 4 Pass (level 4) And/or Level 4 Pass National Progression Award (NPA)	SQA National 5 (level 5) Or SQA Level 5 National Progression Award (NPA)	SQA Level 6 National Progression Award (NPA) Or SQA Higher (SQA level 6)
National 5 Grade D (some subjects grade C) (level 5)	SQA National 5 (level 5) Or SQA Level 5 National Progression Award (NPA) Or SQA Level 6 National Progression Award (NPA)	SQA Level 6 National Progression Award (NPA) Or SQA Higher (level 6)
National 5 Grade A-B (some subjects grade C) (level 5)	SQA Higher (level 6)	SQA Higher (level 6) Or SQA Level 6 National Progression Award (NPA) Or SQA Advanced Higher (level 7) Or SQA Level 7 National Progression Award (NPA)

Department of English and Media

Learner 1 Pathway

S4 Qualification Secured:

National 4 Pass in English in S4

and / or Level 5 Literacy Unit Pass in S4.

→

S5 Progression Route:

SQA National 5 English

→

S6 Progression Route:

Level 6 Literacy and Communications

Or

Potentially SQA Higher English – dependent upon other SQA attainment secured in S5.

Learner 2 Pathway

S4 Qualification Secured:

C or D Grade in National 5 English

→

S5 Progression Route:

Two-year pathway to Higher English consisting of:

S5 - Level 6 Literacy and Communications

→

S6 Progression Route:

SQA Higher English

Learner 3 Pathway

S4 Qualification Secured:

Grade A or B in National 5 English

→

S5 Progression Route:

SQA Higher English

→

S6 Progression Route:

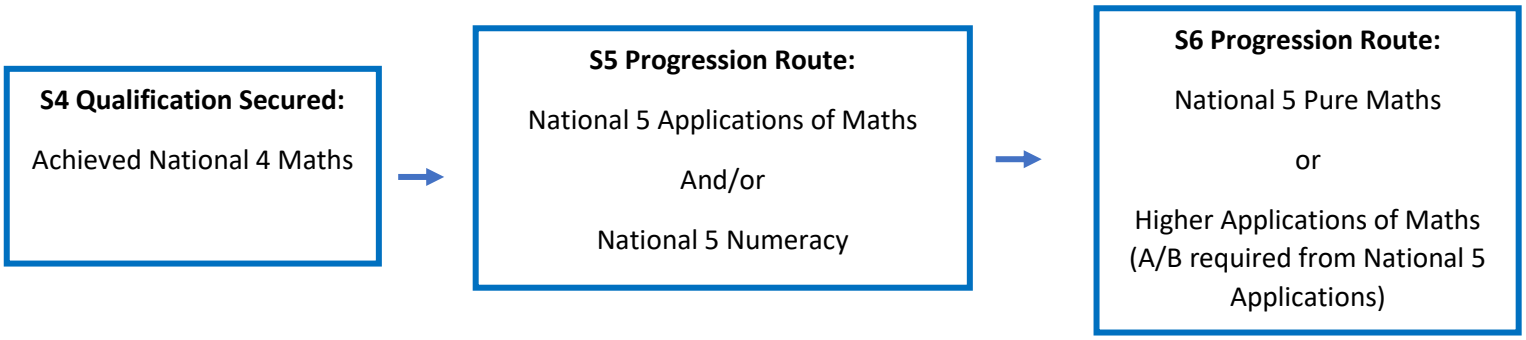
Grade A or B at Higher achieved in S5:

SQA Advanced Higher English

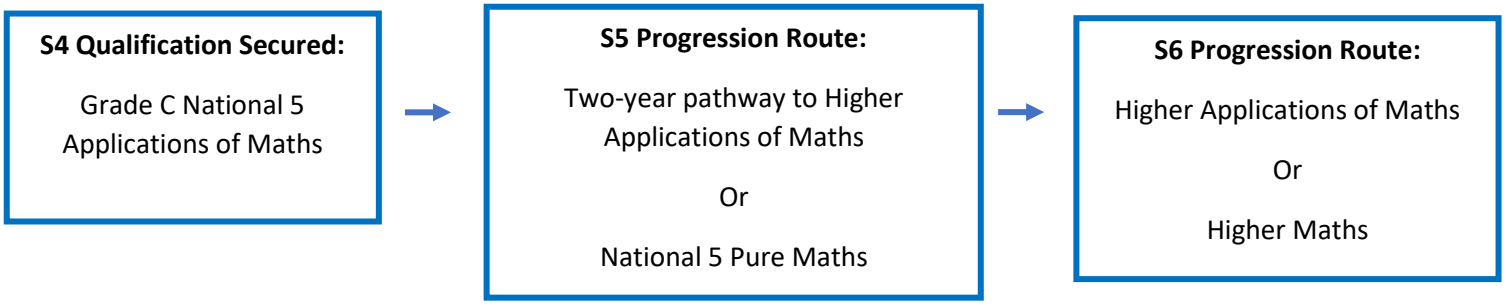
Learner Pathways in S5

Department of Mathematics & Numeracy

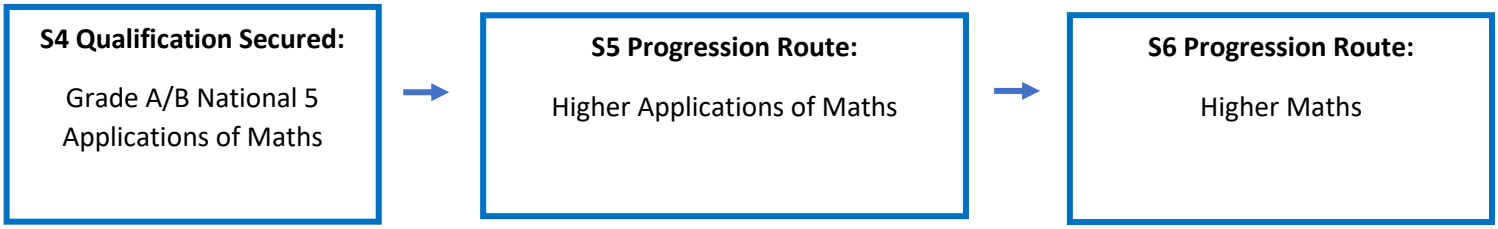
Learner 1 Pathway



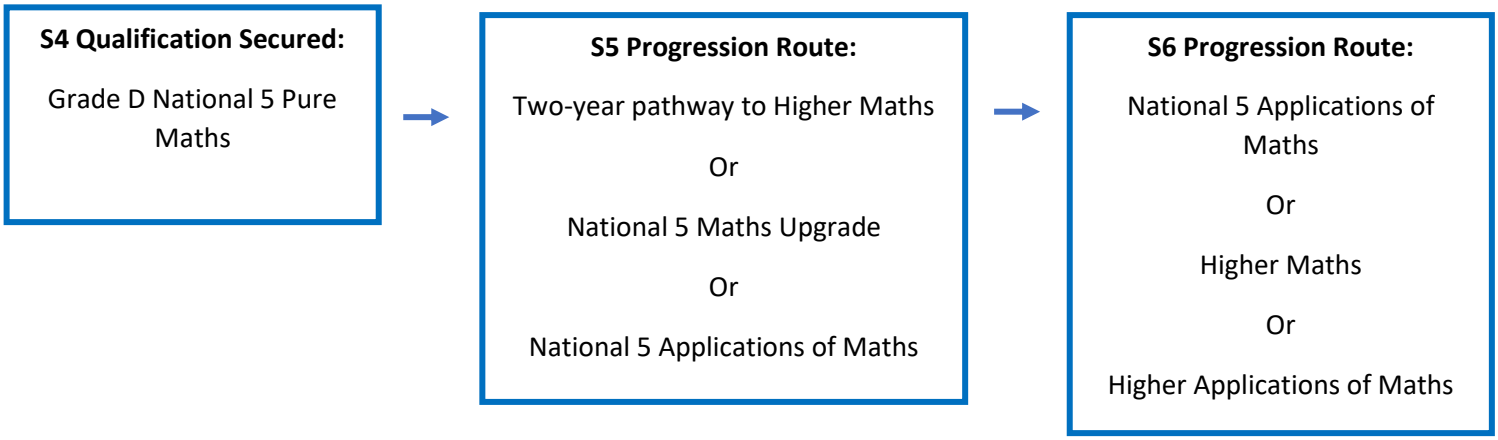
Learner 2 Pathway



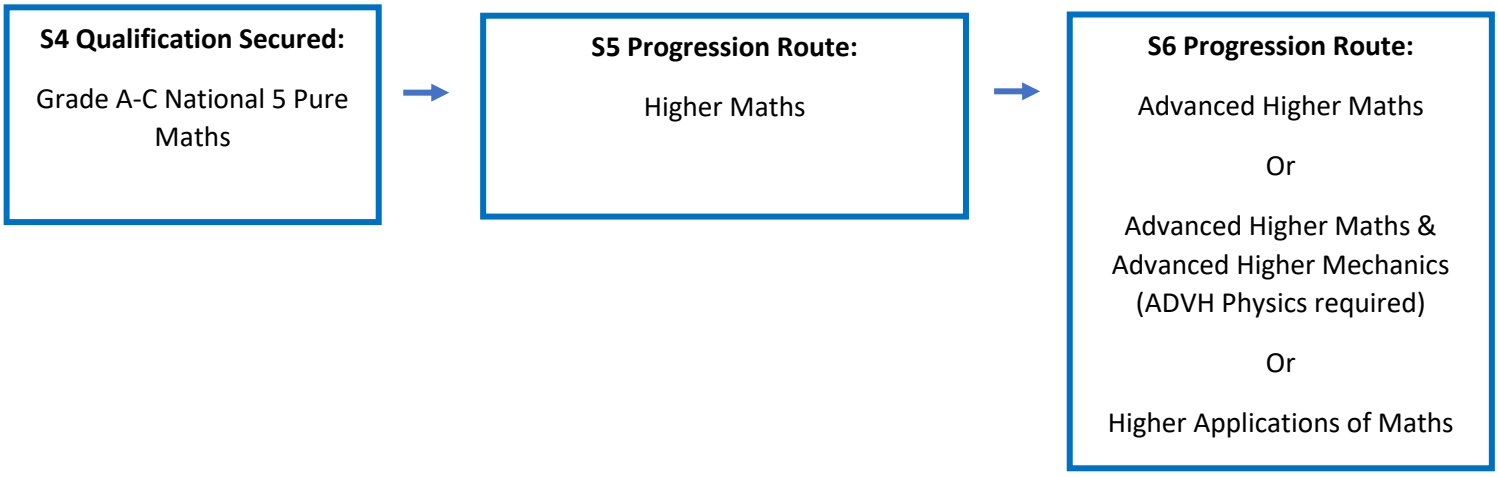
Learner 3 Pathway



Learner 4 Pathway



Learner 5 Pathway



Department of Design, Engineering and Technical:

Learner 1 Pathway

S4 Qualification Secured:

National 4 Pass in Design and Manufacture in S4 and is keen to study similar subject in S5.

→

S5 Progression Route:

National 5 Practical Woodworking. Candidates can also potentially achieve their Manual Handling and Health & Safety Qualifications alongside this.

→

S6 Progression Route:

Senior Phase Level 5 SQA Qualification in Construction or other trades

Or SQA Higher Design and Manufacture

Learner 2 Pathway

S4 Qualification Secured:

Grade C at National 5 Pass in Design and Manufacture in S4 and is keen to study similar subject in S5 **(department will provide individual advice)**

→

S5 Progression Route:

National 5 Practical Woodworking. Candidates can also potentially achieve their Manual Handling and Health & Safety Qualifications alongside this.

→

S6 Progression Route:

SQA Higher Design and Manufacture

Learner 3 Pathway

S4 Qualification Secured:

Grade A or B in National 5 Design & Manufacture

→

S5 Progression Route:

SQA Higher Design and Manufacture

→

S6 Progression Route:

Potential SQA Engineering Science as a 'crash' Higher subject

Learner 4 Pathway

S4 Qualification Secured:

Grade A or B in National 5 Engineering Science

(Grade C in National 5 Engineering Science)

→

S5 Progression Route:

SQA Higher Engineering Science

Or

(Potential for a 2-year Higher Course – dependent upon qualification secured in Maths and Eng Science)

→

S6 Progression Route:

SQA Engineering Science as a 'crash' Higher subject

Faculty of PE, Drama and Dance

Learner 1 Pathway

S4 Qualification Secured:

National 4 Pass in PE and is keen to study a similar subject in S5.

→

S5 Progression Route:

SQA Level 5 National Progression Award Exercise and Fitness along with Level 5 Sports Leadership Award.

→

S6 Progression Route:

Level 5 Sports Leadership and/or SQA Higher PE

Learner 2 Pathway

S4 Qualification Secured:

Grade C at National 5 PE (with a performance mark lower than 20/30 in activities) and is keen to study a similar subject in S5.

→

S5 Progression Route:

Two-year pathway to Higher PE consisting of:

SQA Level 5 National Progression Award Exercise and Fitness along with Level 5 Sports Leadership Award.

→

S6 Progression Route:

SQA Higher PE

Learner 3 Pathway

S4 Qualification Secured:

Grade A, B or C (with a strong performance mark) in National 5 PE

→

S5 Progression Route:

SQA Higher PE

→

S6 Progression Route:

SQA Advanced Higher PE

Or

Level 5 Sports Leadership Award + Level 5 NPA Exercise & Fitness

Learner 4 Pathway

S4 Qualification Secured:

Grade A, B or C in National 5 Drama and/or Dance

→

S5 Progression Route:

SQA Higher Drama and/or Higher Dance

And / or

Level 6 National Progression Award in Musical Theatre

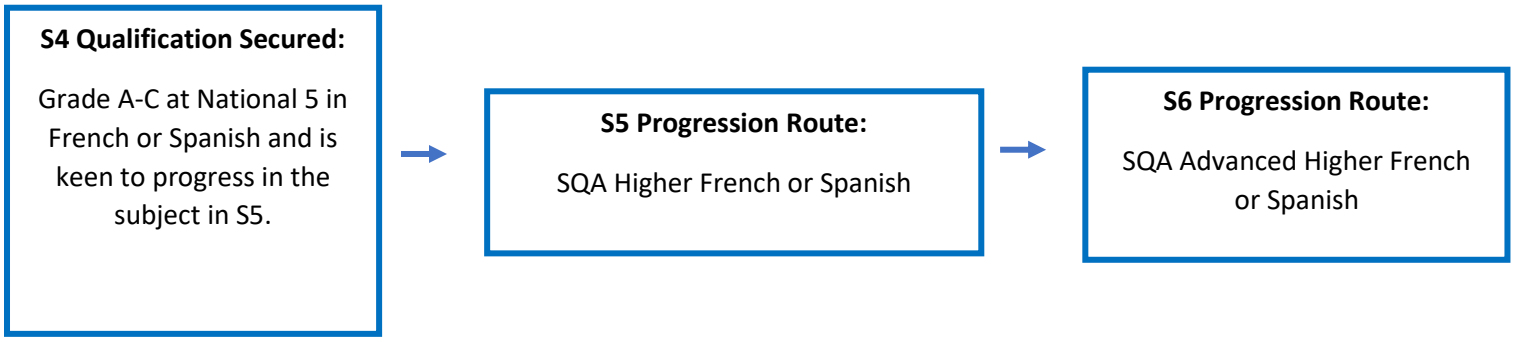
→

S6 Progression Route:

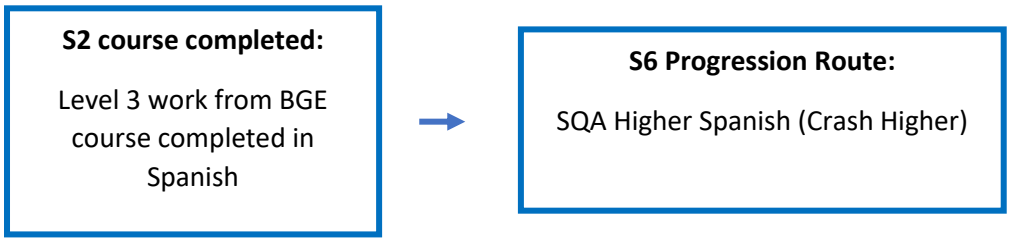
Level 6 National Progression Award in Musical Theatre

Department of Modern Languages:

Learner 1 Pathway



Learner 2 Pathway SPANISH ONLY – S6 PATHWAY ONLY



Faculty of Science

Learner 1 Pathway

S4 Qualification Secured:

Achieved a pass in the National Progression Award in Applied Science

Or

Achieved National 4 pass in any of the discrete Sciences

→

S5 Progression Route:

Level 5 National Progression Award in Lab Skills or Health Sector.

Candidates can also potentially achieve their Level 5 Personal Development Award

→

S6 Progression Route:

SQA National 5 Environmental Science

Learner 2 Pathway

S4 Qualification Secured:

Grade C at National 5 Pass in Biology and is keen to study a similar subject / progress in department

→

S5 Progression Route:

Two-year pathway to Higher Biology

S5 National 5 Environmental Science

→

S6 Progression Route:

SQA Higher Biology OR

Higher Environmental Biology

Learner 3 Pathway

S4 Qualification Secured:

Grade A or B in National 5 Biology or Grade A-C in either Chemistry or Physics

→

S5 Progression Route:

SQA Higher Biology and/or Higher Chemistry and/or Higher Physics

→

S6 Progression Route:

SQA Advanced Higher in a discrete Science or a further Higher in a Science

Faculty of Social Subjects

Learner 1 Pathway

S4 Qualification Secured:

Achieved a National 4 Pass in any discrete Social Subjects

or

achieved a grade D at National 5 in any Social Subject.

→

S5 Progression Route:

National 5 Travel and Tourism

Or

SQA National 5 Environmental Science

→

S6 Progression Route:

Further National 5 from either Travel and Tourism, or Environmental Science or

Potential for Higher Social Subjects (dependent upon S5 attainment).

Learner 2 Pathway

S4 Qualification Secured:

Grade A – C in National 5 Geography, History or Modern Studies

→

S5 Progression Route:

SQA Higher in Geography, History or Modern Studies (dependent upon subject studied – no 'crash' Highers permitted in S5).

→

S6 Progression Route:

SQA Higher in a further Social Subject as a 'crash' subject

Or

SQA Higher Politics

Faculty of Health, Food, Fashion and Textiles

Learner 1 Pathway

S4 Qualification Secured:

Did not study practical Cookery in S3/S4.

Has sat a range of mostly National 4 qualifications in S3/4.

→

S5 Progression Route:

National 5 Practical Cookery

→

S6 Progression Route:

Part time Senior Phase College Course – such as Level 4/5 Bakery

Level 4/5 Professional Cookery

Learner 2 Pathway

S4 Qualification Secured:

Grade A-C in National 5 Practical Cookery

→

S5 Progression Route:

Part time Senior Phase College Course – such as Level 4/5 Bakery

Level 4/5 Professional Cookery

Learner 3 Pathway

S4 Qualification Secured:

Grade A-C in Fashion and Textile Technology

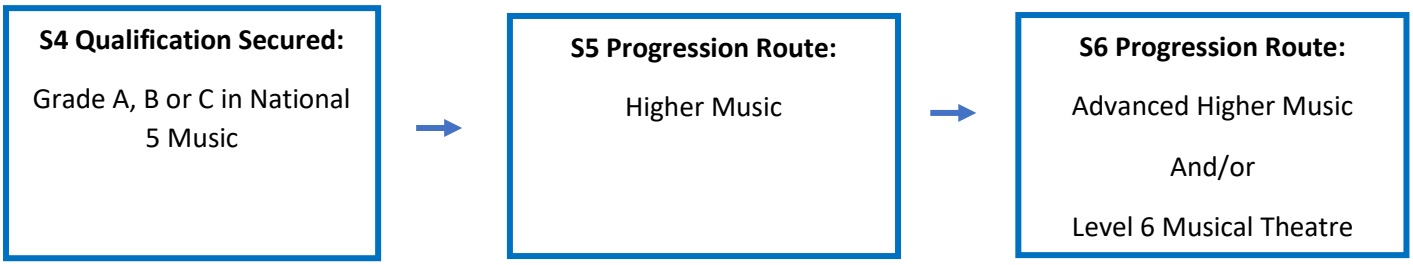
→

S5 Progression Route:

Higher Fashion and Textile Technology (uptake dependent)

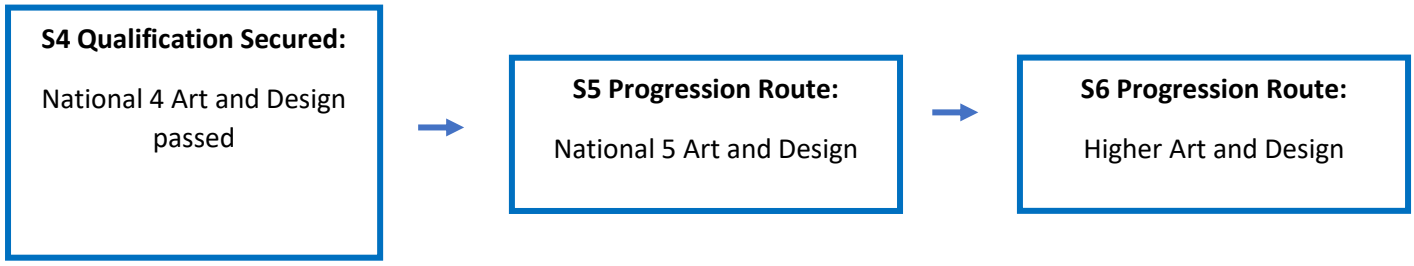
Music Department

Learner Pathway 1

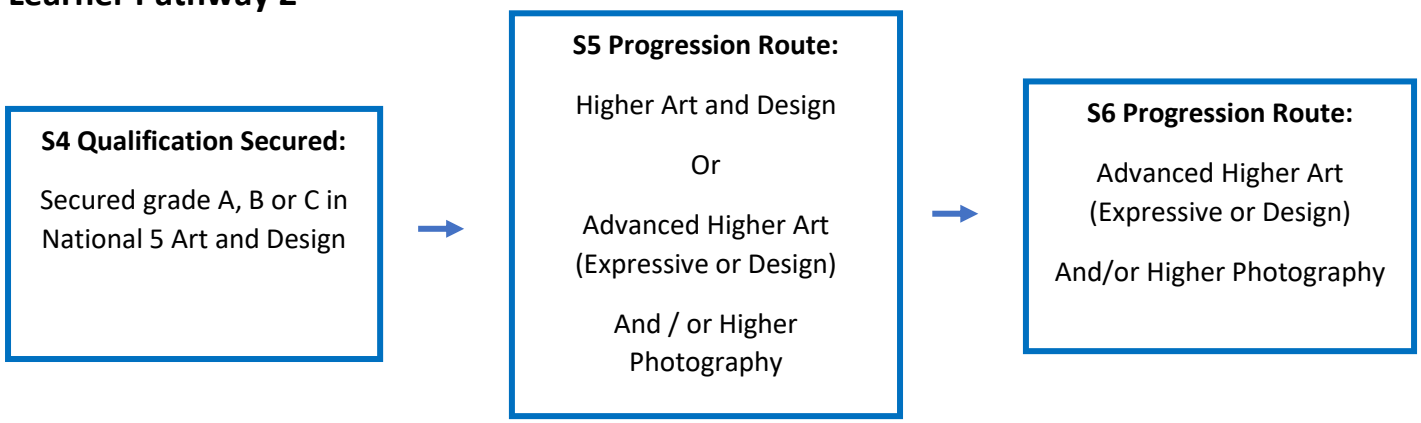


Art and Design Department

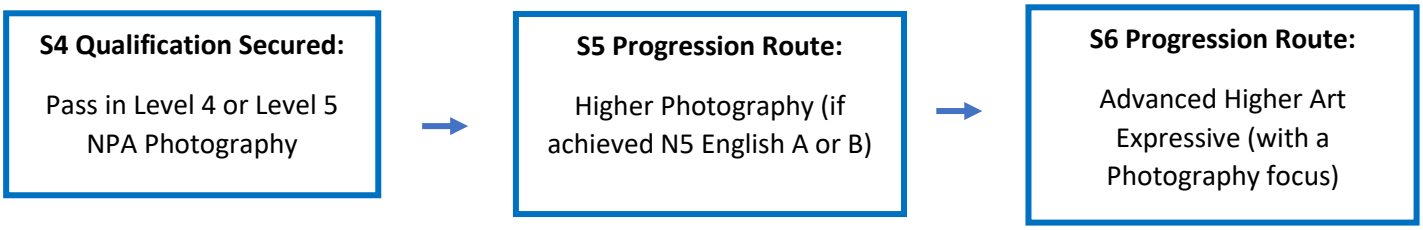
Learner Pathway 1



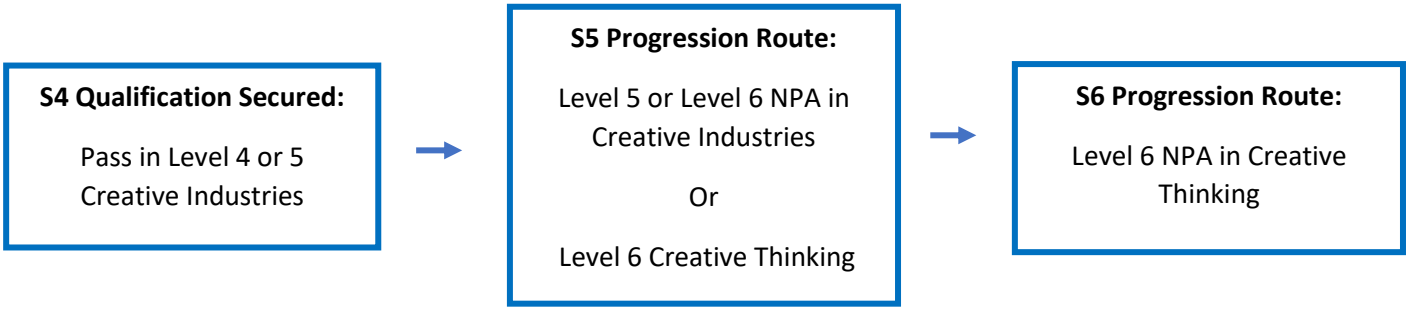
Learner Pathway 2



Learner Pathway 3



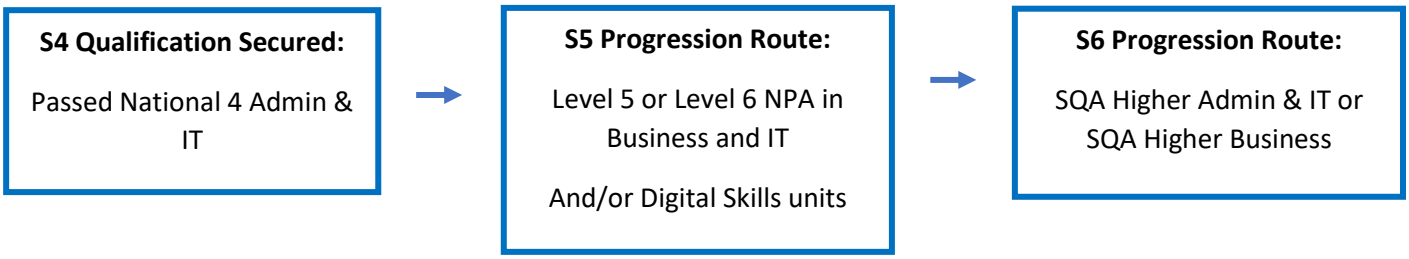
Learner Pathway 4



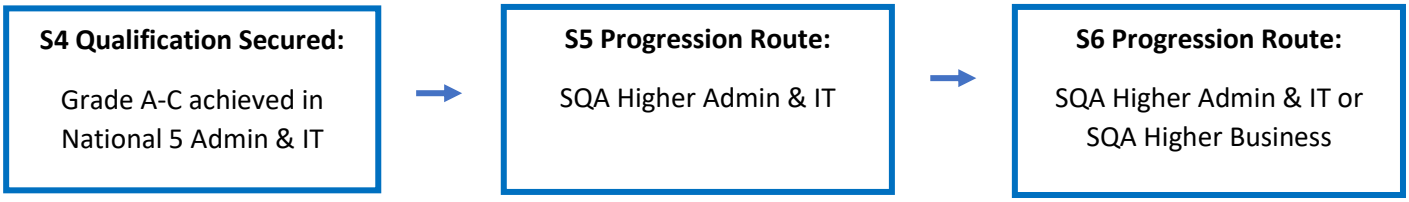
Faculty of Business and Computing

Admin & IT Learners

Learner Pathway 1

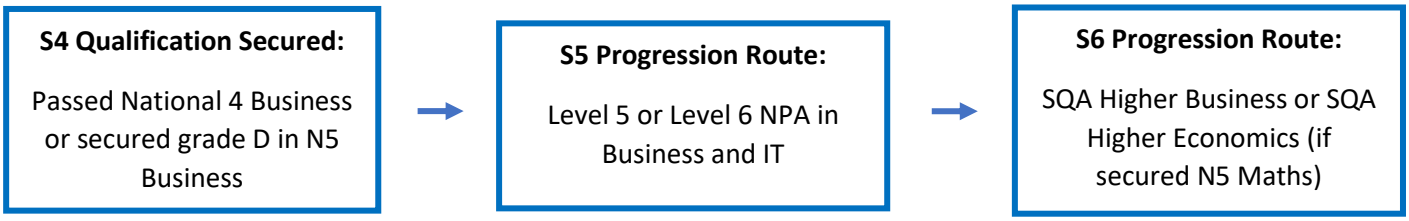


Learner Pathway 2

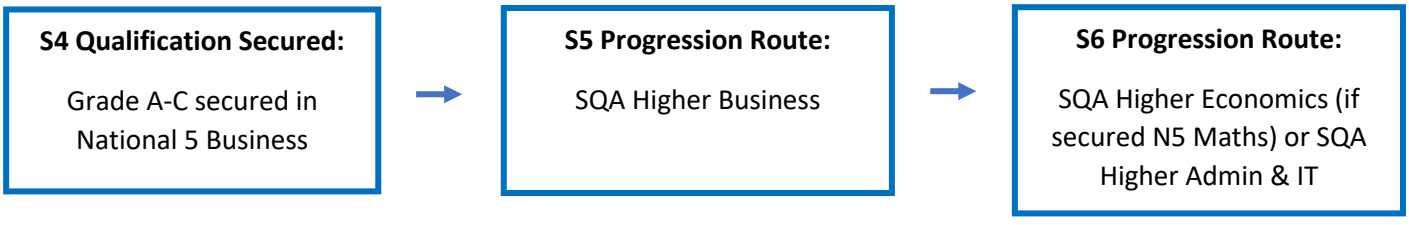


Business Learners

Learner Pathway 1

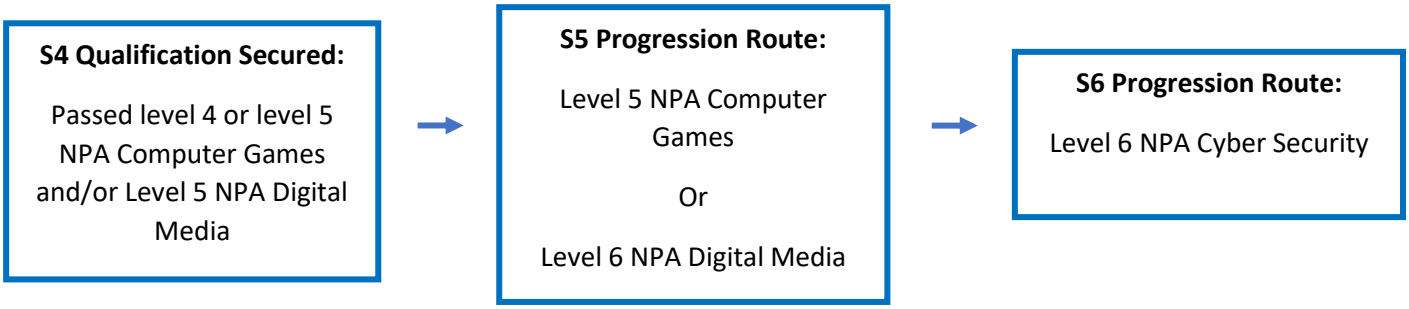


Learner Pathway 2

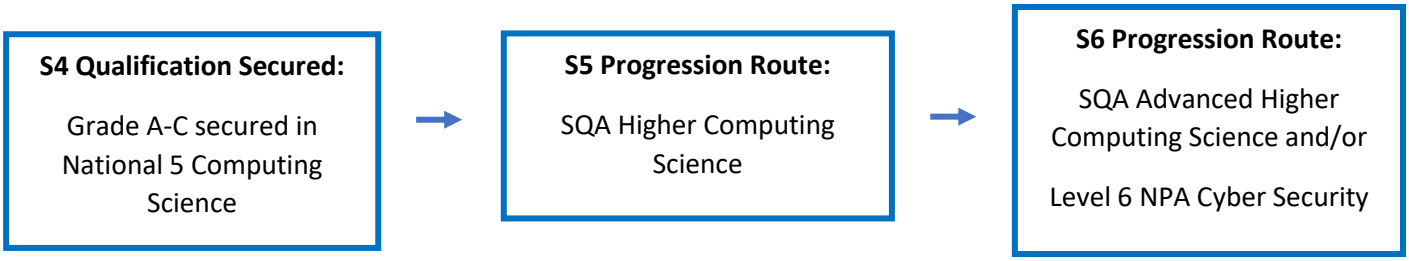


Computing Science Learners

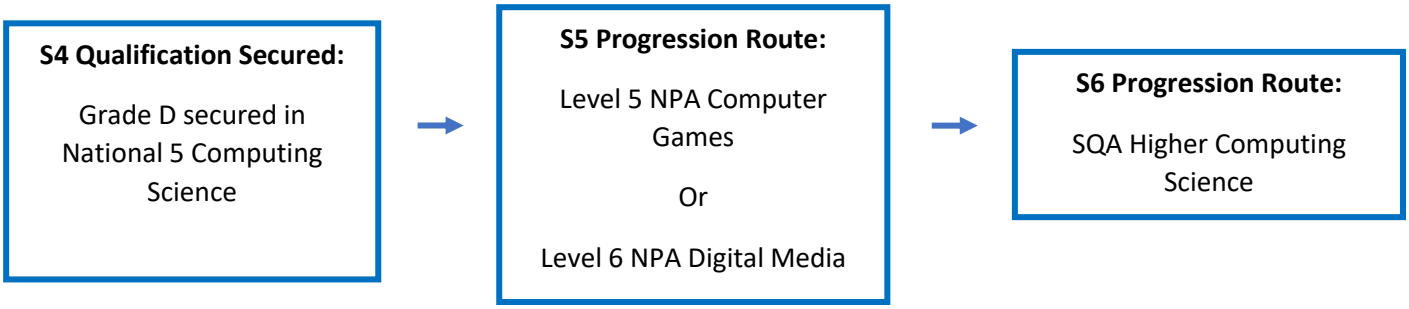
Learner Pathway 1



Learner Pathway 2



Learner Pathway 3



Achieve – Jenny Wainwright's Group

Learner Pathway 1

S4 Qualification Secured:

Princes Trust Achieve Award

→

S5 Progression Route:

National 5 Lab Skills (Science Dept) + level 4/5 SQA Employability Award + level 4/5 SQA Wellbeing Award

Learner Pathway 2

S4 Qualification Secured:

Princes Trust Achieve Award but did not complete Barista Skills in S4.

→

S5 Progression Route:

SQA level 5 Barista Skills + level 4/5 SQA Employability Award + Level 4/5 SQA Personal Development Award and/or Level 4 SQA Wellbeing Award

Getting the Options Process Right from S4 into S5

When you were choosing your subjects at the end of second year; you were advised to keep a balanced set of subjects and not to cut out any subjects which might be important later on. This time, you should be thinking more selectively about which subjects to take. You should take the following factors into account:

- Choose subjects that are essential for your chosen career area / university or college course
- Choose the subjects that you are most likely to pass at the next level and at the highest grade
- Choose subjects that you enjoy
- Keep a balanced range of subjects if you are still unsure of a career area

The correct choice of subject is vitally important. In S4 you most likely studied eight subjects, whereas in S5 you will be studying 5 subjects. You must choose a sensible set of subjects, especially if you intend to go on to Higher or Further Education.

To ensure progression you must choose the correct LEVEL to study in each subject. The learner pathways document should be able to guide you on this. Please use pages 6-16 of this booklet to guide you along with your young person's tracking report.

The 5 subjects will be chosen from the eight subjects that you are currently studying. You are NOT permitted to select any new subjects in S5 (unless you are selecting National 5 Lab Skills or National 5 Health Sector as a progression route in Science).

Our advice in S5 is to always study your 'best five' from your S4 experience – this will give you the best chance of success in S5. If you are equally strong in all eight subjects in S4, do your research and/or select the subjects that you most enjoy from your S4 curriculum.

You should by now have some idea of the kind of Higher Education, Further Education, training course or career for which you are aiming and you should be aware of any subjects that you require to study in order to achieve that aim. It may be difficult for students to decide which other subjects to choose.

You should speak to your class teachers, Pupil Support teacher and your parents who can all advise you of your realistic prospects in your proposed course. If you are considering applying to university, particularly for courses such as Medicine, Veterinary Medicine, Dentistry, Physiotherapy and Pharmacy you are advised to consult the university website and/or telephone the admissions officer, as the entrance requirements can change from year to year.

Senior Phase College Courses in S5 – Part time

We would suggest that the majority of S5 do **NOT** study the part-time college courses and leave this to S6.

For some students a N5 college course may be a good option – but this MUST be discussed with your Pastoral Care Teacher or House DHT in the first instance.

These work well if you are sitting mostly Level 5 / National 5 qualifications in S5 and/or may be leaving school at the end of S5.

What should my young person do if they wish to study a senior phase college course?

If your young person is interested in studying a part time college course, **they must speak to their Pastoral Care Teacher ASAP to check if this is appropriate for them**.

They will then be directed to apply for the course but to also complete a glow form so that Mr Mullin is aware this course has been applied for.

Examples of part-time college courses that may be suitable for some learners:

Level 4 Hairdressing – Glasgow Kelvin College

Level 4 Intro to hairdressing, beauty and make-up- City of Glasgow

Level 4 Bakery – City of Glasgow

Level 5 Up in the Air and on the Ground – City of Glasgow

Level 4 Uniformed and Emergency Services – City of Glasgow

Level 4/5 Introduction to Midwifery – Cardonald Campus

Level 5 Child, Health & Social Care – City of Glasgow

Key Advice for Getting the Options Process Right for S5

Choosing your top 5 subjects is the key to success in S5!

*In S5, students are not allowed to 'crash' any subjects. This means you cannot pick up new subjects not studied in S4.

*It is vital that you play to your strengths in S5 – you should always choose your top 5 subjects.

Are there any subjects that I have to study in S5?

*The quick answer is no – every learner should aim to secure a minimum of National 5 in English by the end of S5 – so if you did N4 English in S5 you should choose N5 in S5. Most learners will go onto study H English in S5 as this is an entry requirement for most College and Universities.

*With regards to Maths – we would strongly suggest if you have not passed N5 Maths in S4 and are looking at higher courses in S5 that you DO NOT sit N5 Maths in S5 – focus on your 5 best Highers and then pick Maths up again in S6!

*Unless you are passing N5 Maths at grade A or B, we would suggest again focusing on your best Higher subjects in S5, you can always pick up Higher Maths in S6 if you really want to study this course!

Science progression in S5

*If you sat N4 Biology, Chemistry or Physics in S4, and want to progress with Science in S5 you should choose either National 5 Lab Skills or National 5 Environmental Science. If you wish to progress to Higher in Science, you can then look at this in S6.

What information should I look at before making my subject choices?

* Listen to the presentations by PTs and read the course descriptors for each subject in the S4 year group team so that you know what is required and what you will study in each course.

* Look at entry requirements in advance for University and College courses that you may wish to consider studying beyond S6 – are they asking for particular subjects or numbers of Highers as entry requirements?

* Remember to speak to Vanessa our school Career Advisor, if you wish guidance or advice – she can be contacted via email on glow at gw20kokotasdsvanessa@glow.sch.uk

What else should I consider when making my choices for S5?

* Remember EVERY S5 learner must study a full timetable i.e. select a subject in all five columns of the timetable – **this is not negotiable.**

* Try to secure as many Higher qualifications as you can in S5 – this is why playing to your strengths and choosing your 'best 5' is so important.

* We would not recommend repeating courses from S4 into S5 (with the exception of N5 English).

What do I need to do now?

* Discuss your proposed option choices with your family and look carefully at your 'top 5' recommendations that the school has provided. This is what we think would be the best options for you in S5.

* Use the information provided here along to complete the glow form that will be emailed to both you and your family. Remember this is the information that we will use to create our school timetable – this is not a practice option form!

*Your option form (via the glow form) must be submitted by **FRIDAY 28TH MARCH BY 5PM VIA THE LINK ON GLOW.**

Courses on offer in S5 and S6 in Hyndland Secondary School (Subject to uptake)

Courses on offer in the Department of English and Media:

National 5 English

Higher English

Advanced Higher English

Higher Media

ENGLISH - ADVANCED HIGHER, HIGHER, AND NATIONAL 5

ADVANCED HIGHER

The Advanced Higher course is designed for pupils who have performed impressively at Higher level and have a particular interest in literature. Students should expect to undertake a high level of independent study at this level of English.

EXTERNAL ASSESSMENT

All candidates must undertake the **Literary Study** paper, where they will write a single critical essay; these questions will be related specifically to the work of writers studied in class. This is worth 20% of the final award.

Candidates will also undertake a **Textual Analysis** paper where they will be presented with an unseen text and asked to analyse it in an allocated time limit. This is also worth 20%.

Candidates will be expected to submit a **Dissertation** and a **Writing Folio,** each worth 30%. The dissertation will focus on a text(s) of the candidates choosing and a study topic selected by them in conjunction with the class teacher. The folio will consist of two pieces of extended writing that can be selected from a range of genres e.g. prose, reflective, journalistic, discursive, poetry, drama…

HIGHER

The Higher course is designed for students who have passed National 5 English and want to deepen their understanding of English language and literature. It follows a very similar structure to the National 5 English course but includes increasingly challenging texts and an expectation that pupils analyse in greater depth.

EXTERNAL ASSESSMENT

Reading for Understanding, Analysis, and Evaluation
Close Reading: 2 passages 30 Marks

Critical Reading Paper
1 x Critical Essay on a text selected from a range of genres covered in class 20 Marks
1 x Scottish Set Text Analysis from a Scottish Text studied in class 20 marks

Writing Folio
30% weighting of final grade. 2 pieces: one broadly creative, one broadly discursive.

NATIONAL 5

The National 5 course is designed for those students who passed the required outcomes for a National 4 award in S4.

EXTERNAL ASSESSMENT

Reading for Understanding, Analysis, and Evaluation
Close Reading: 1 passage 30 marks

Critical Reading Paper
1 x Critical Essay on a text selected from a range of genres covered in class 20 Marks
1 x Scottish Set Text Analysis from a Scottish Text studied in class 20 Marks

Writing folio
30% weighting of final grade.
2 pieces: one broadly creative, one broadly discursive
Max length – 1000 words

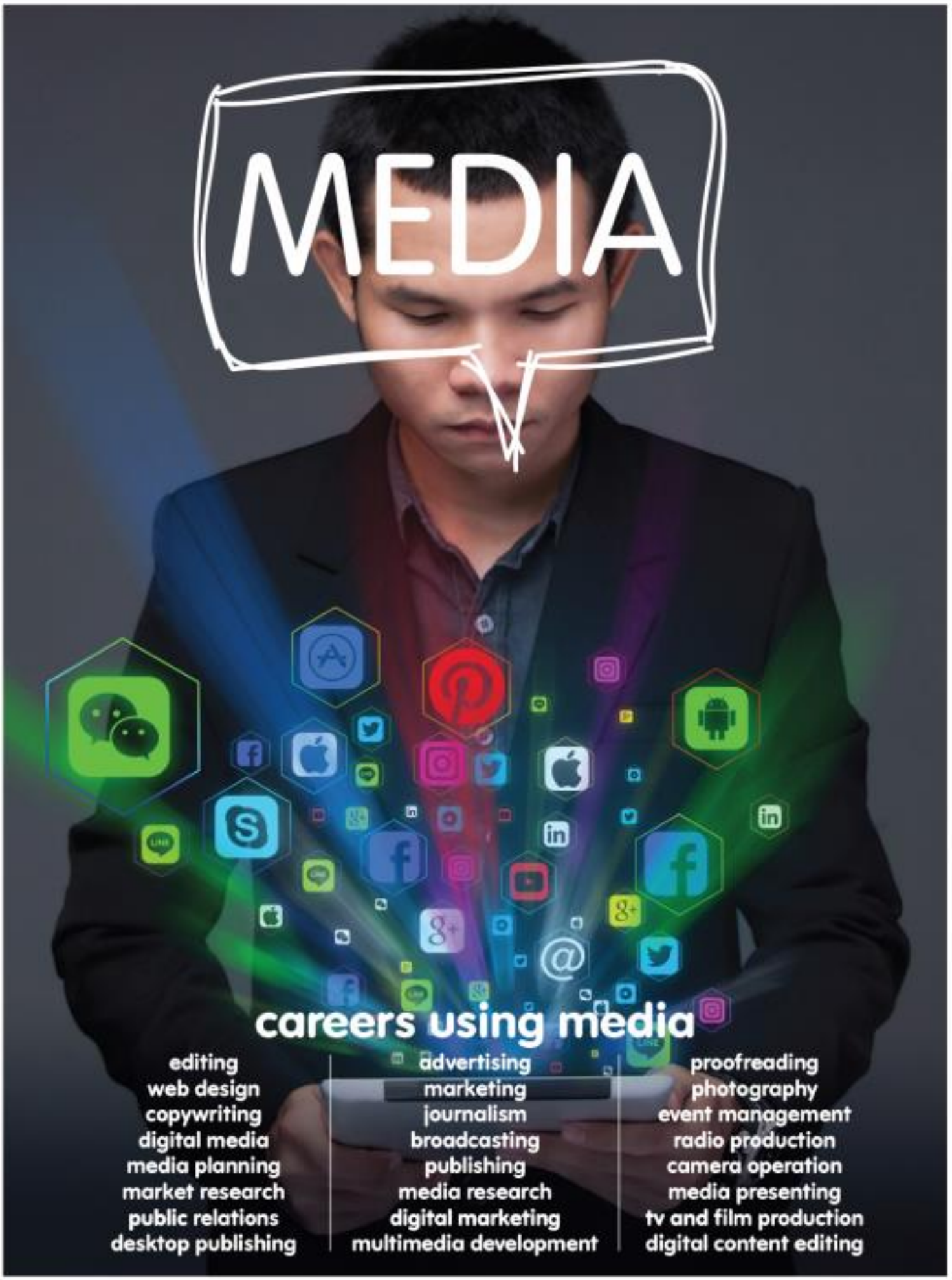
During these courses, candidates will be expected to undertake a variety of reading, writing and talk activities. Some of these will be internal assessments, which must be passed if candidates are to continue through to the examination. If candidates fail an assessment, they will be given one opportunity either to improve or re-sit it.

DEADLINES

The course candidates will embark on is demanding and it is important that they do not fall behind. Therefore, certain deadlines have been created which must be kept to. These deadlines are part of the internal assessment and failure to keep to these may result in a student being failed in that part of the course. Dates will be given to candidates well in advance for preparation and study.

HOMEWORK
Candidates at all levels should expect homework to reinforce the skills required in their coursework. It is important that candidates organise their work and meet the deadlines set by the department.

CAREERS INFORMATION
English is extremely important for all jobs and essential for many Higher Education courses.



MEDIA

The media of mass communication play a significant role in the modern world and being a major means of disseminating messages nationally and globally, affect society at all levels: economic, political, social, cultural and individual. Knowledge of the media is an important and highly valued aspect of work in an information society and an essential element of active citizenship.

One of the main aims of a course in Media Studies is to enable the candidate to look at and listen to media products, not simply as a consumer of those products, but as a critic able to question the content and purpose of the messages rather than take them at face value. When we look at the media, we ask questions like: What type of text is it? How do we know what it means? What type of narrative is implied? How does it represent its subject? Who has produced it? What audience receives it and what sense do they make of it?

There are many analytical skills that are transferable from other Arts courses such as English, Art and Photography, but the study of the context in which the text is produced – the institutions responsible for its production, and the audience to which it is exposed – makes Media Studies a Social Subject also.

THE HIGHER COURSE

The Higher Course is designed for **S5 students who have completed National 5 Media or who have demonstrated attainment in English qualifications.**

Complex analytical skills are required at this level, and candidates must already have demonstrated an ability to deconstruct texts and to form lucid and persuasive arguments in formal writing. This is not an *easy option* and candidates should realise such a "crash" course demands total commitment from the outset.

EXTERNAL ASSESSMENT

Question Papers
The two question papers will sample and assess the candidate's knowledge and understanding of the key aspects, contexts and roles of media content and the ways in which these affect and are affected by each other.

Analysis of Media Content

- *Analysis of Media Content in Context* 20 marks
    - This component will assess students' ability to discuss the media content accessed in class in relation to the Key Aspects of media literacy: Representation, Language, Narrative, Categories, Institutions, Audience and Society/Time/Place.
- *Analysis of a Media Text* 10 marks
    - Students will be expected to analyse and evaluate the effectiveness of a pair of unseen film posters, magazine covers or advertisements.

Role of Media 20 marks

- This question paper assesses candidates' ability to apply knowledge and understanding by analysing the role of media in society.

Assignment 50 marks
The assignment will require candidates to plan and create media content in response to a brief. They will need to show their planning process, justify all decisions and indicate how they would develop their idea.

THE DEMANDS OF THE COURSE
Some students who embark on a course in Media Studies in S5 or S6 will be coming to the subject for the very first time. As such, they may find the terminology and level of discourse in the subject difficult at first. Students must therefore be committed to completing homework on time, taking notes, listening and – above all taking an active interest in the world of media around them. Since the course is (like any other Higher) so time-intensive, there may be screenings of texts being used in the Media classroom outside of class time. Students should not see these as voluntary.

CAREER OPPORTUNITIES
Media and Communication courses are amongst the fastest-growing in FE and HE institutions. Careers in journalism, teaching, advertising and marketing and the political and social sciences are all greatly enhanced by a background in media. The Working with Others element of the Creating Media Content stands as evidence of sound communication skills, creativity and commitment to a task – all valuable transferable skills for the workplace or for academic life. And, of course, the media itself is a vibrant and fast-growing industry with a wealth of opportunities for young people beyond school.

Courses on offer in the Department of Maths and Numeracy

National 5 Mathematics

National 5 Application of Mathematics

Higher Mathematics

Advanced Higher Mathematics

Advanced Higher Maths of Mechanics

Department of Mathematics and Numeracy:

The following courses are on offer to pupils electing to choose mathematics in S5/6

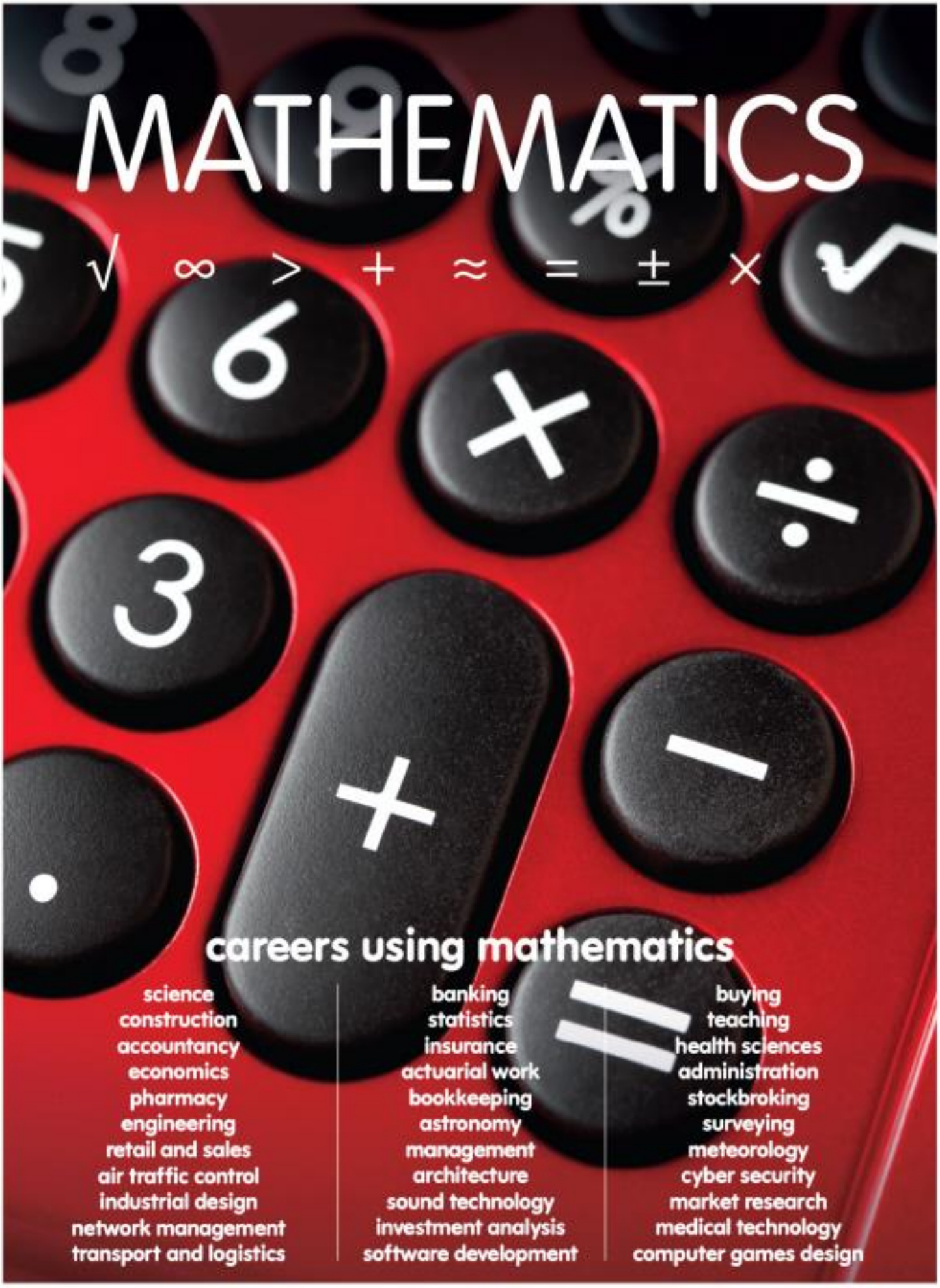
- National 5 Mathematics
- National 5 Applications of Mathematics
- Higher Mathematics
- Advanced Higher Mathematics
- Advanced Higher Mechanics*

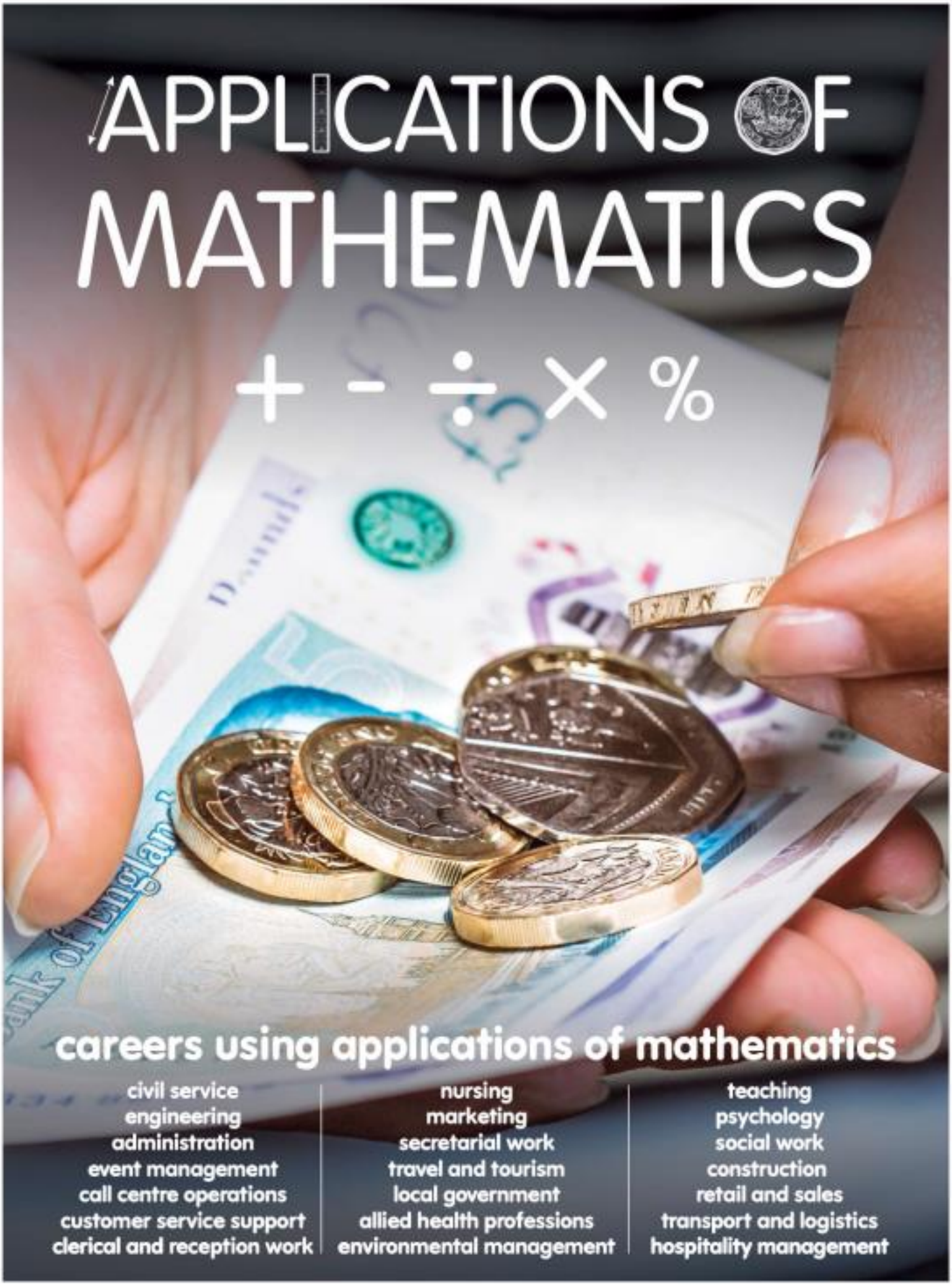
In general, the **minimum** entry requirements are as follows:

COURSE	**MINIMUM ENTRY QUALIFICATION**
National 5 Mathematics	Achieved National 4 or 2nd attempt National 5
National 5 Applications of Mathematics	Achieved National 4 or 3rd attempt National 5
Higher Level	National 5 Grade A-C
Advanced Higher Maths	Higher Award at Grade A or B
Advanced Higher Mechanics	Enrolled in AH Maths ***and*** AH Physics

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

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. All the courses on offer aim to help pupils extend their numerical and mathematical skills and understanding to the limit of their capability and thereby develop an awareness of the importance of mathematics in the development of technology and in society generally.





NATIONAL 5 MATHEMATICS

COURSE DESCRIPTION

The course consists of three Units which are assessed by an external assessment.

The units are:

- Expressions and Formulae
- Relationships
- Applications

Expressions and Formulae

The general aim of this unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning. Pupils will apply operational and reasoning skills in contexts including those taken from life and work.

Relationships

The general aim of this unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs making reasoned deductions and predictions and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and statistics. Pupils will apply operational and reasoning skills in contexts including those taken from life and work.

Applications

In this unit, pupils will develop knowledge and skills in geometry, trigonometry and statistics which can readily be applied to solving real-life problems in order to make informed decisions. Pupils will develop the ability to interpret information, use diagrams and select appropriate techniques to produce a solution.

Course Assessment

This unit develops mathematical skills acquired from across the other three units of the course for use in more challenging problems, to enable pupils to apply them in unfamiliar situations and sometimes integrated ways. Pupils will also be required to demonstrate breadth of learning across the units. As an aid to meeting these aims, skills in using a calculator will be developed, and a calculator will be permitted to be used in part of the assessment strategy.

ASSESSMENT

Formal and informal assessment will be on-going throughout the course. Throughout the year pupils will sit a series of assessments which cover the content of all three units.

In order to achieve a National 5 Course award, pupils must achieve A – D in the **externally assessed course assessment**. The external course assessment will consist of two papers – non-calculator and calculator.

HOMEWORK

Homework is an integral part of the course work and will therefore be issued as appropriate. There may be special written exercises as well as the completion of textbook exercises. Pupils will also be expected to review and revise the work covered in class each day.

Pupils who achieve a good pass at National 5 level at the end of S5, may, if they choose, attempt Higher in S6.

NATIONAL 5 APPLICATIONS OF MATHEMATICS

COURSE DESCRIPTION

The course consists of three Units which are assessed by an external assessment.

The units are:

- Finance & Statistics
- Geometry & Measure
- Numeracy

Finance & Statistics

The general aim of this unit is to develop skills linked to Finance & Statistics. These include analysing financial situations, determining best deals, converting between foreign currencies, interest rates and their impact, investigating risk and its impact, interpretation of statistical diagrams and comparison of data sets. Pupils will develop knowledge and skills which can readily be applied to solving real-life problems in order to make informed decisions. Pupils will apply operational and reasoning skills in contexts including those taken from life and work.

Geometry & Measure

In this unit, pupils will develop knowledge and skills in geometry and measurement which can readily be applied to solve real-life problems in order to make informed decisions. These include gradient, composite shapes, volume, Pythagoras' Theorem, scale drawings, navigational courses, precedence tables, container packing, time management and effects of tolerance. Pupils will develop the ability to interpret information, use diagrams and select appropriate techniques to produce a solution.

Numeracy

The general aim of this unit is to develop numeracy skills linked to the previous units. These include negative numbers, whole numbers, rounding, percentages & fractions, ratio & proportion, SDT, area & volume and unit conversions. Pupils will apply operational and reasoning skills in contexts including those taken from life and work.

Course Assessment

This unit develops mathematical skills acquired from across the other three units of the course for use in more challenging problems, to enable pupils to apply them in unfamiliar situations and sometimes integrated ways. Pupils will also be required to demonstrate breadth of learning across

the units. As an aid to meeting these aims, skills in using a calculator will be developed, and a calculator will be permitted to be used in part of the assessment strategy.

ASSESSMENT

Formal and informal assessment will be on-going throughout the course. Throughout the year pupils will sit a series of assessments which cover the content of all three units.

In order to achieve a National 5 Course award, pupils must achieve A – D in the **externally assessed course assessment**. The external course assessment will consist of two papers – non-calculator and calculator.

HOMEWORK

Homework is an integral part of the course work and will therefore be issued as appropriate. There may be special written exercises as well as the completion of textbook exercises. Pupils will also be expected to review and revise the work covered in class each day.

Pupils who achieve a good pass at National 5 level at the end of S5, may, if they choose, attempt Higher in S6.

MATHEMATICS: HIGHER LEVEL

COURSE DESCRIPTION

The content of the Higher course assumes *mastery* of the National 5 course.

The course consists of three Units which are assessed by an external assessment.

The units are:

- Expressions and Functions
- Relationships and Calculus
- Applications

Expressions and Functions

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

Relationships and Calculus

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

Applications

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

Course Assessment

The purpose of the Course Assessment is to assess pupils' ability to apply knowledge and skills in situations involving breadth, challenge and application. This unit develops mathematical operational and reasoning skills acquired from across the other three units of the course for use in more

challenging problems and enables pupils to apply them in unfamiliar and theoretical contexts as well as in integrated ways.

ASSESSMENT

Throughout the year pupils will sit a series of assessments which cover the content of all three Units.

In order to achieve a Higher Course award, pupils must achieve A – D in the **externally assessed course assessment**. The external course assessment will consist of two papers – non-calculator and calculator.

HOMEWORK

The amount of homework given will be considerable. There will be special written exercises as well as the completion of textbook exercise. In addition to homework issued by the class teacher, pupils will be expected to review and revise class work on a regular basis.

Those who achieve success in Higher Mathematics may progress to the Advanced Higher Course in S6.

MATHEMATICS: ADVANCED HIGHER

COURSE DESCRIPTIONS

The Advanced Higher course assumes mastery of the Higher course at Grade A or B. The course consists of three units, which are assessed by an external assessment.

The units are:

- Methods in Algebra and Calculus
- Applications of Algebra and Calculus
- Geometry, Proof and Systems of Equations

Methods in Algebra and Calculus

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

Applications of Algebra and Calculus

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

Geometry, Proof and Systems of Equations

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

COURSE ASSESSMENT

The purpose of the Course Assessment is to assess pupils' ability to apply knowledge and skills in situations involving breadth, challenge and application. This unit develops mathematical operational and reasoning skills acquired from across the other three units of the course for use in more challenging problems and enables pupils to apply them in unfamiliar and theoretical contexts as well as in integrated ways.

ASSESSMENT

Pupils will sit an internal assessment at the end of each unit. Each unit test will assess the work covered in a number of topics.

In order to achieve this Advanced Higher Course award, pupils must achieve a Grade A – D in the **externally assessed course assessment**.

HOMEWORK

The amount of homework given will be considerable. There will be special written exercises as well as the completion of textbook exercise. In addition to homework issued by the class teacher, pupils will be expected to review and revise class work on a regular basis.

CAREER INFORMATION

Mathematics is very useful for a wide variety of jobs as well as being a necessary qualification for many courses in Higher Education. It is essential for all professional engineering work, such as civil engineering and an ability with figures is useful in careers such as banking, finance and office work.

MECHANICS: ADVANCED HIGHER

COURSE DESCRIPTIONS

The Advanced Higher Mechanics course is offered to pupils who choose AH Mathematics and AH Physics. The course consists of three units, assessed by external assessment.

The units are:

- Mathematical Techniques for Mechanics
- Linear and Parabolic Motion
- Force, Energy and Periodic Motion

Mathematical Techniques for Mechanics

This Unit covers development of advanced skills in algebra and calculus relevant to the study of problems in mechanics. Learners are introduced to the modelling of practical problems using differential equations including those with separable variables and those with integrating factors. Partial fractions are introduced. Learners' skills in calculus are widened to include parametric and implicit differentiation as well as integration using substitution, using partial fractions and by parts.

Linear and Parabolic Motion

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus to be applied to the mechanics of linear and parabolic motion. Learners will interpret the effects of forces on a body and will use mathematical models in problems involving motion in a straight line under the influence of either constant force or variable force where acceleration is dependent on time. A vector approach is encouraged in the study of the relative motion of bodies, the effects of winds and currents, collision courses and closest approach. The motion of projectiles in a vertical plane is explored. Newton's Laws of Motion are used to develop an understanding of equilibrium, friction and resulting motion, with particular emphasis on Newton's Second Law to consider one-dimensional motion on horizontal and inclined planes.

Force, Energy and Periodic Motion

The general aim of the Unit is to develop advanced mathematical knowledge and skills to be applied to the mechanics of force, energy and periodic motion. Learners will interpret the effects of both constant and variable forces on a body and will use mathematical models in problems where the acceleration is dependent on displacement or velocity, and where interpretation and solution of

problems involving first order differential equations is required. The principles of momentum and impulse and those of work, power and energy are developed, and include the work-energy principle and the use of conservation of energy.

Course Assessment

The purpose of the Course Assessment is to assess pupils' ability to apply knowledge and skills in situations involving breadth, challenge and application. This unit develops mathematical operational and reasoning skills acquired from across the other three units of the course for use in more challenging problems and enables pupils to apply them in unfamiliar and theoretical contexts as well as in integrated ways.

ASSESSMENT

Pupils will sit an internal assessment at the end of each unit. Each unit test will assess the work covered in a number of topics, usually five.

In order to achieve this Advanced Higher Course award, pupils must achieve a Grade A – D in the **externally assessed course assessment**.

HOMEWORK

The amount of homework given will be considerable. There will be special written exercises as well as the completion of textbook exercise. In addition to homework issued by the class teacher, pupils will be expected to review and revise class work on a regular basis.

CAREER INFORMATION

Mechanics is very useful for a wide variety of jobs as well as being a desirable qualification for many Engineering courses in Higher Education. It is essential for all professional engineering work.

Courses on offer in the Department of Art and Design:

National 5 Art & Design

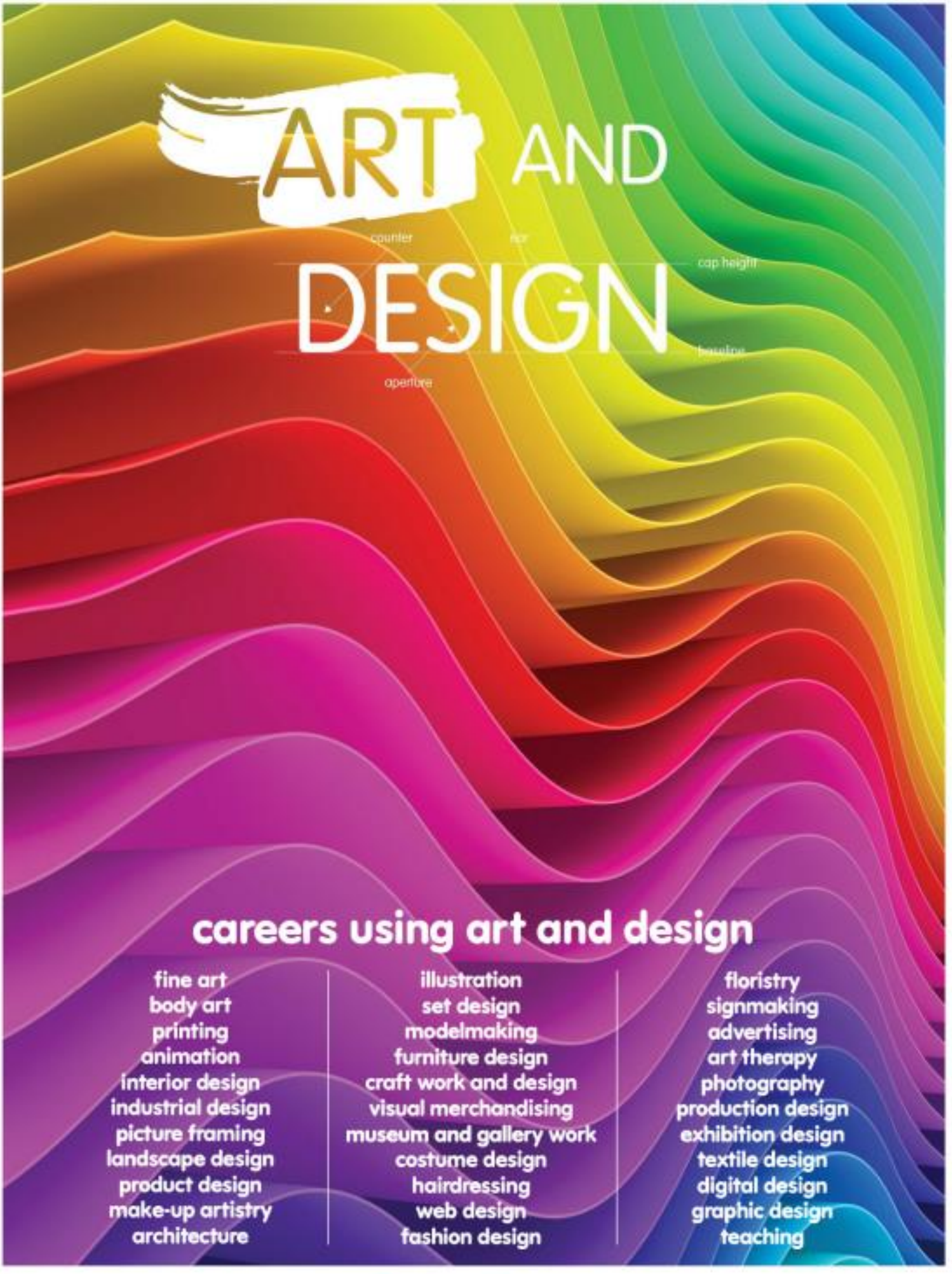
Higher Art & Design

Advanced Higher Expressive

Advanced Higher Design

Higher Photography

Level 5 & 6 Creative Thinking



planit find out more at planitplus.net SQA gateway

ART & DESIGN NATIONAL 5, HIGHER, ADVANCED HIGHER.

NATIONAL 5

The National 5 course award consists of three components; Design, Expressive and Art and Design Studies

Design – The core objectives of the design programme aim to develop creativity while responding to a design brief. The National 5 Design process aims to challenge learners and provide them with problem solving skills. These skills will include: planning and writing a coherent personalised design brief for an appropriate target market, using digital skills to develop research and presentation skills, communicating ideas and sources of inspiration in a clear and concise way using Sketchbook, Procreate and PowerPoint, developing ideas through learner conversation, experimenting and exploring problems through drawing and construction by sampling and model making and producing a two or three dimensional final resolution, using a wide variety of materials and techniques. A final design portfolio along with an evaluation will be submitted to the SQA for marking and marked out of 100

Expressive – The core objectives of the expressive programme aim to develop learners' observational and practical skills, enabling them to document the world that they live in. The National 5 expressive course is designed to ensure that pupils build upon prior learning in terms of subject content, practical skills, individual research approaches, and development processes. Learners select and resource a personal theme, which allows them to visually communicate their own individual interests and ideas. The structure of the expressive course aims to teach learners the following skills: drawing, oil pastel, tonal application, painting, and printmaking, while challenging perceptions of composition, colour mixing, and scale through the use of visual elements in order to produce a high-quality final portfolio that will be submitted to the SQA for marking and marked out of 100.

Expressive Studies

Students study the work of two expressive artists and two designers and answer an SQA question paper to test their knowledge of the topic under exam conditions. The exam is marked out of 50 and is worth 20% of their overall Art and Design mark.

HOMEWORK

None of the above courses can be overtaken solely within class time. It is expected that pupils will continue their work both practical and written at home.

PROGRESSION

Students achieving National 5 may choose to progress to Higher, and from Higher to Advanced Higher.

Art & Design is recommended for Fine Art degree courses, Architectural degree courses, and all design and media courses, including photography, graphic design, fashion/textile design, computer-based design, interior design etc. Can also be useful in primary teaching and nursery work.

ART AND DESIGN HIGHER

The Higher course award consists of three components; Design, Expressive and Art and Design Studies

Design – The core objectives of the design programme aim to further develop creative approaches while responding to a design brief. The Higher Design process aims to challenge learners and provide them with innovative problem-solving skills. These skills will include planning and writing a coherent personalised design brief for an appropriate target market, using digital skills to develop research and presentation skills, communicating ideas and sources of inspiration in a clear and concise way using Procreate, Sketchbook and PowerPoint. Learners will develop reflective vocabulary in order to improve their portfolio, experimenting and exploring problems through a wide range of drawing, constructions, and digital technology. Learners will carry out sampling, model making, producing a high quality two or three-dimensional final resolution, using a wide variety of materials and techniques. A final design portfolio along with an evaluation will be submitted to the SQA for marking and marked out of 100.

Expressive – The core objectives of the expressive programme aims to build on learners' observational and practical skills, enabling them to document the world that they live in. The Higher expressive course is designed to ensure that pupils build upon prior learning in terms of subject content, practical skills, individual research approaches, and development processes. Learners select and resource a personal theme, which allows them to visually communicate their own individual interests and ideas. The structure of the expressive course aims to teach learners the following skills: drawing, tonal pen, oil pastel, tonal application, painting, printmaking, and changing scale. Pupils will be challenging perceptions of composition, colour mixing, and scale through the use of the visual elements to produce a high-quality final portfolio that will be submitted to the SQA for marking and marked out of 100. Candidates will sit and exam that is marked out of 60.

Critical Art Studies

Students study the work of one expressive artist and one designer and answer an SQA question paper to test their knowledge of the topic under exam conditions. They will also analyse two paintings and two designs they have not studied before. The exam is marked out of 60 and is worth 23% of their overall Art and Design Mark.

HOMEWORK

None of the above courses can be overtaken solely within class time. It is expected that pupils will continue their work both practical and written at home.

Recommended entry

Learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

*National 5 Art and Design Course or relevant component Units

ART & DESIGN ADVANCED HIGHER

Learners choose to focus on either Expressive Art or Design when producing their portfolio.

Design- The course provides a broad, investigative and practical experience of design. Creativity is the key focus. Candidates research design contexts related to their design brief. They learn about design practice by investigating how designers respond creatively to design problems. They explore how designers integrate visual stimuli and other information from a variety of sources. Candidates apply their understanding of design practice while responding to a design brief to communicate their thoughts and ideas. Candidates will produce a portfolio of work for submission to the SQA for marking out of 100. A contextual Analysis will also be submitted alongside the portfolio. The theme should link directly to the context, theme or area of study used as the basis of the associated practical unit.

Expressive- The course provides a broad, investigative and practical experience of expressive art. Creativity is the key focus. Candidates research expressive art contexts related to their theme or stimulus. They learn about expressive 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. Candidates will produce a portfolio of work for submission to the SQA for marking out of 100. A contextual Analysis will also be submitted alongside the portfolio. The theme should link directly to the context, theme or area of study used as the basis of the associated practical unit.

ENTRY REQUIREMENTS

Advanced Higher Enquiry

'A' or 'B' pass in Higher Art & Design

HOMEWORK

None of the above courses can be overtaken solely within class time. It is expected that pupils will continue their work both practical and written at home. However, due to the nature and scale of Advanced Higher work, pupils may find that they wish to continue their homework in the Art Department by arrangement with the appropriate teacher.

CAREERS

Art & Design provides career options across a wide range of activities. From fine art – painting, sculpture, printmaking, environmental art, fine art photography etc. to design including architecture, graphic design, interior design, computer-based design, product design etc. Fine art and design courses are now offered by many colleges. Career structures in art/design/media are a main growth area in our economy and with computer-based design, opportunities are expected to continue to grow.

HIGHER PHOTOGRAPHY

Course Description

The course encourages candidates to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. An integrated approach to learning means candidates plan, develop and produce creative and technically proficient photographs. 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. Learners will sit a final exam, and you must submit a Practical Assignment produced under controlled conditions.

Section 1: Project

The photography project assesses candidates' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice.

Candidates must plan and carry out a selected photography project. They research and investigate their project topic. Drawing on this material, they develop their own creative response by carrying out practical photographic work. From this development work, candidates select and present a series of 8 images which communicate the project topic. Candidates also evaluate the effectiveness of their photographic work and practice.

The project has a total mark allocation of 100 marks. This is 77% of the overall marks for the course assessment.

Section 2: Multiple choice and analysis question paper

This section has a total of 30 marks. It contains 10 multiple choice questions, and two questions which ask candidates to critically analyse two unseen photographic images from a range of genres and styles. Candidates answer both questions.

Marks are awarded for:

• analysing two unseen photographic images by applying knowledge and understanding of the properties of light and image formation and photographic practice

• drawing valid conclusions and giving explanations supported by justification

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates have 1 hour to complete the question paper.

HOMEWORK

It is expected that pupils will continue their work both practical and written at home. This includes taking and analysing photoshoots.

CAREERS

Relevant job profiles would be photographer, photographic retailer, photographic stylist, photographic technician, camera operator and other careers in the creative industries.

HIGHER CREATIVE THINKING

Course Description

Creative Thinking focuses on the importance of creativity, problem- solving and critical thinking; meta skills that will be required of a future workforce. It carries 24 SCQF credit points and is undertaken across a delivery model of 240 learning hours. It is the result of a collaboration between employers, creative agencies, teachers, lecturers, and students who came together as a group to form Daydream Believers. This award-winning collaborative effort has resulted in the website daydreambelievers.co.uk and includes resources by contributors such as LEGO, Whitespace, Ellen MacArthur Foundation, Amazerealise, Skyscanner, D&AD, Edinburgh Napier University, Edinburgh College, and many more.

Playlist 1 Creative Bravery

Creative Bravery allows learners to think differently, break the rules, fail, collaborate, and generate creative, innovative solutions and ideas. Projects include Van of Dreams, Circular Branding, and Campain for Kindness.

5 Point Framework

Based on a simple creative process, the qualification has 5 broad learning outcomes that are clearly mapped to our resources and assessment. This puts the emphasis on process rather than outcome and focuses on skills that can be applied across the curriculum. Learners will focus on research, conceptualization, fix and fail, communication, and evaluation.

ASSESSMENT

Assessment tools are in place to support challenge-based learning approach. Putting the emphasis on formative feedback allows learners to develop their creative process and learning power. Evidence for projects can collated in many different ways including sketchbooks, digital evidence, physical work Assessment in continuous throughout the year, with no end exam.

HOMEWORK

None of the above courses can be overtaken solely within class time. It is expected that pupils will continue their work at home.

CAREER INFORMATION

The Higher is a recognised entry qualification for both further and higher education courses.

Courses on offer in the Faculty of Social Subjects:

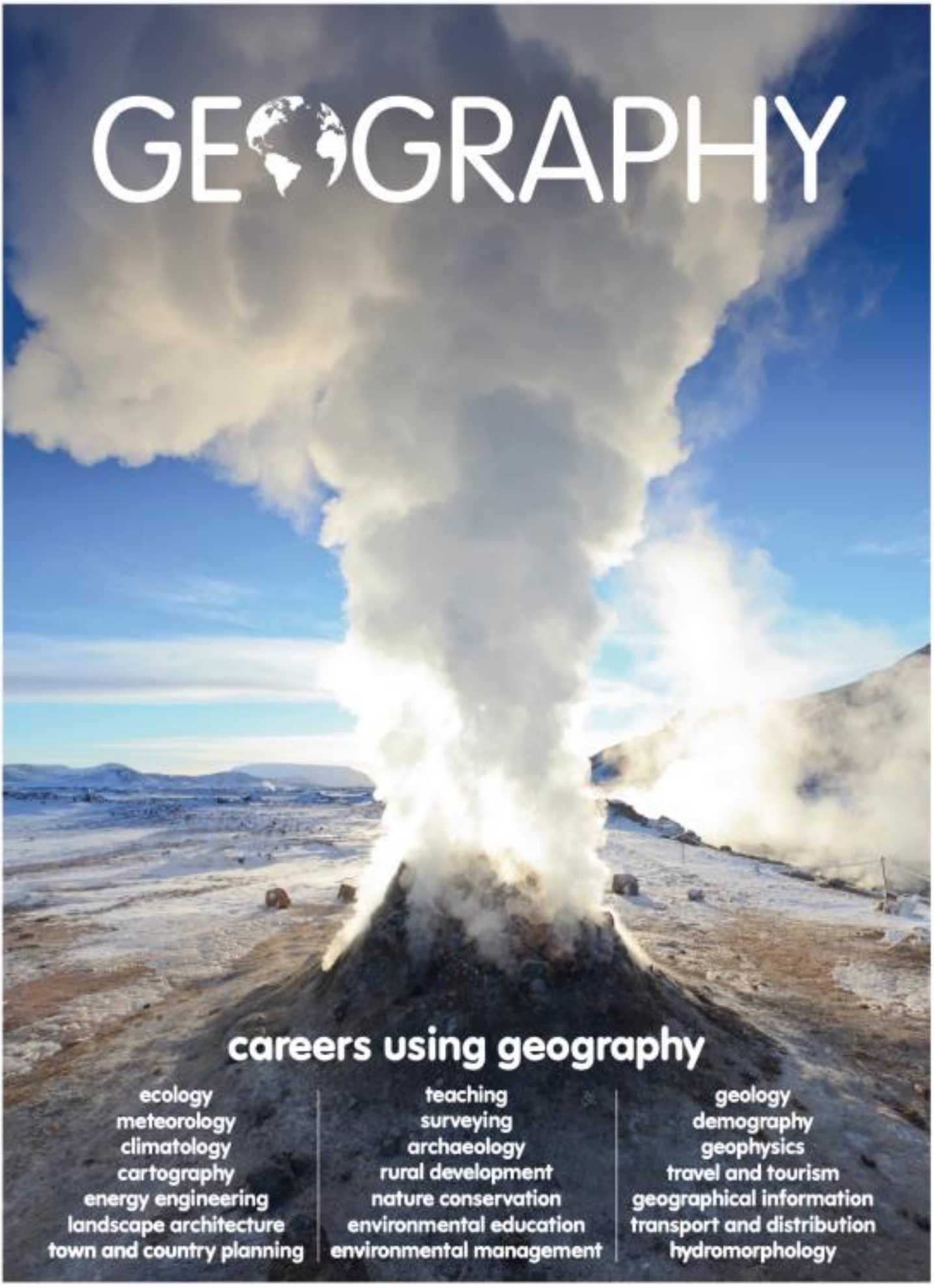
Higher Geography

Higher History

Higher Modern Studies

Higher Politics

National 5 Travel & Tourism



GEOGRAPHY HIGHER

Entry Requirement

A pass in National 5 Geography. Alternatively, a pass at National 5 in another social subject.

Course Content:

1. **Geography: Physical Environments**

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

2. **Geography: Human Environments: -**

In this unit, learners will develop research skills in geographical contexts. They will also develop and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries.

3. **Geography: Global Issues**

In this unit, learners will develop skills of numerical and graphical analysis in geographical contexts. Learners will develop and apply knowledge and understanding of complex global geographical issues which demonstrate the interaction of physical and human environments and the strategies adopted in the management of these issues. Key topics include: river basin management, development and health, global climate change, trade, aid and geopolitics, energy.

ASSESSMENT

All courses will be assessed and marked throughout the session by class teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects.

The Higher Course will be assessed by an externally marked question paper and a research-based assignment. The external assessment will be administered by the SQA and graded A – D.

HOMEWORK

In addition to learning coursework, formal exercises will be issued regularly

CAREERS

For entry into Scottish university science faculties, Higher Geography is accepted as science, it is also accepted in the arts faculties. The inter-disciplinary nature of the subject gives geographers a wide general knowledge, experience of many graphical and analytical techniques and a well-ordered mind. Thus, geographers find careers in non-specialist areas of the Civil Service, television, journalism, industrial management and in administrative posts such as hospital and housing management. More specialist areas include planning, landscape, architecture, hydrology, environmental consultative work, teaching, meteorology, market research, land management, cartography, tourism, conservation, libraries, museums and, especially abroad, development planning and resource management.

A qualification in geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work. Many employers prize the knowledge and skills that studying geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills – and much more.

Travel & Tourism National 4 & 5

Course Components

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

Learners will develop:

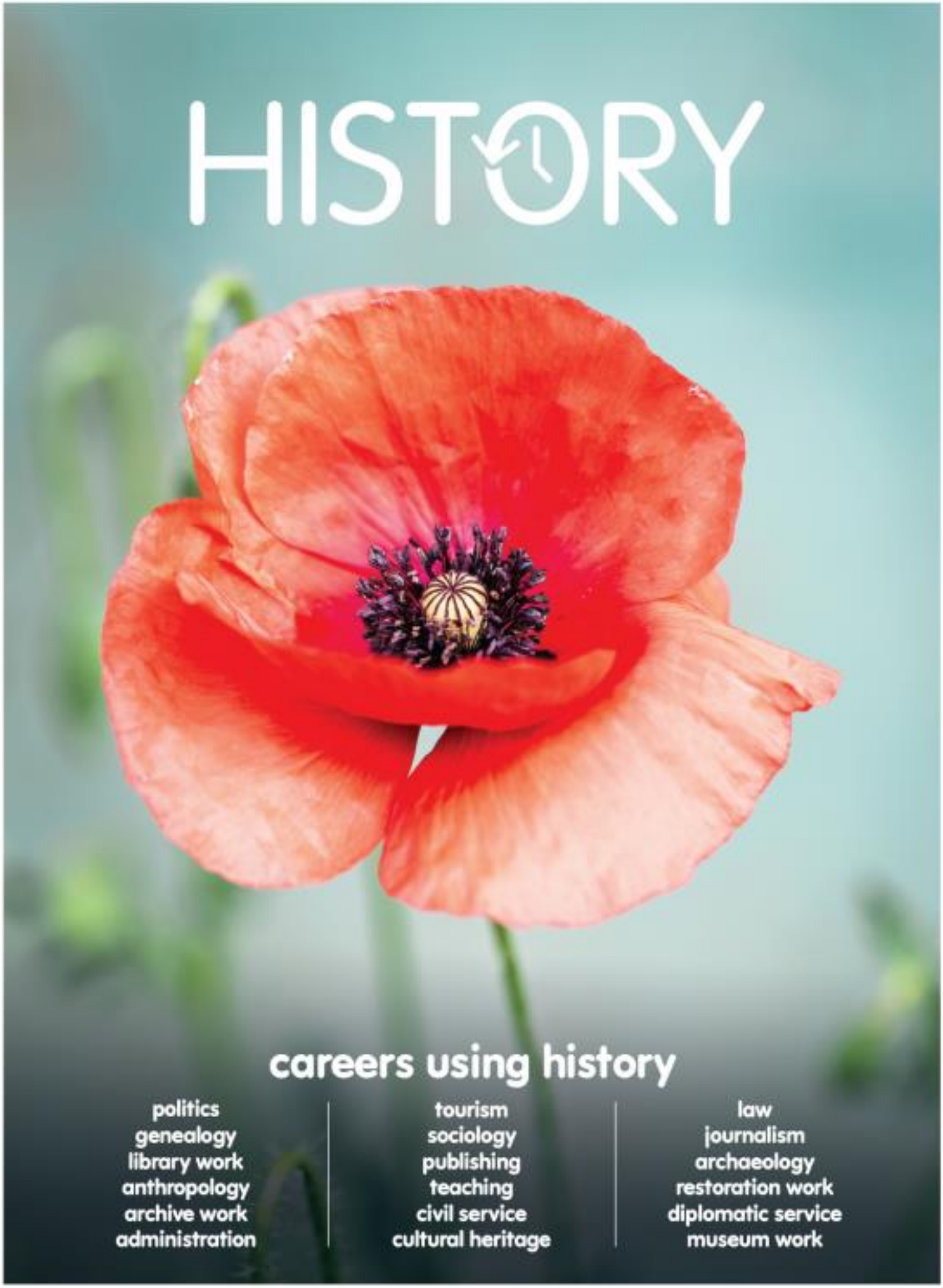
- skills to become effective job-seekers and employees
- skills to deal effectively with all aspects of customer care and customer service in travel and tourism
- the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the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

Assessment

All courses will be assessed and marked throughout the session by class teachers in order to build up a portfolio of work as there is no exam at the end of the year. These assessments are appropriate to the subject and level of study. Assessments include a combination of practical work, case studies and projects.

To achieve the award, the pupils must complete the four core units - these are

- Employability
- Customer Service
- Travel & Tourism: Scotland
- Travel & Tourism: UK & Worldwide



HISTORY IN S5 AND S6:

AIMS

The following aims are common to all courses in S5/S6:

- To foster an appreciation of history and historical heritage.
- To develop an enquiring and questioning attitude of mind.
- To develop empathy for people in other circumstances.
- To prepare for life and citizenship in modern society.
- To experience a learning process involving both individual study and interaction with others
- To acquire knowledge and understanding of historical events and concepts.
- To increase awareness of historical issues and differing interpretations.
- To develop the ability to evaluate evidence and make informed judgements.
- To develop communication skills.

HOMEWORK

There are three elements in the homework programme for pupils in S5/S6:

- Written work, which might involve note-taking, completion of questions based on historical sources or essay writing.
- Revision and preparation for formal unit assessments.
- Research and preparation for the Extended Essay (Higher) or Dissertation (Advanced Higher).

CAREER INFORMATION

History is very useful for a number of Higher Education courses, including Law, Politics, Economics, Archaeology, Architecture and Fine Art. It is also relevant if considering a career in Journalism, Broadcasting, Education, Public Relations, Local Government, Town Planning, Publishing, Librarianship, Social Work or the Civil Service.

HISTORY HIGHER

Entry Requirement

National 5 award in History or in another Social Studies subject

SYLLABUS SUMMARY

Unit 1 – Historical Study: British
Britain 1851 – 1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens -
The growth of democracy from 1851; Movement for women's suffrage to 1928; Poverty and the Liberal Government 1906 - 1914; The Labour Government 1945 - 1951 and the welfare state.

Unit 2 – Historical Study: European and World
Growth of Nationalism in Europe 1815 – 1939

A study of the growth of 19th Century nationalism and the development of 20th Century extreme nationalism in Italy and Germany -
The growth in nationalism; Obstacles to unification in Germany; the rise of Fascism in Italy 1919-39; Nature of Fascism and impact of Fascist rule on society

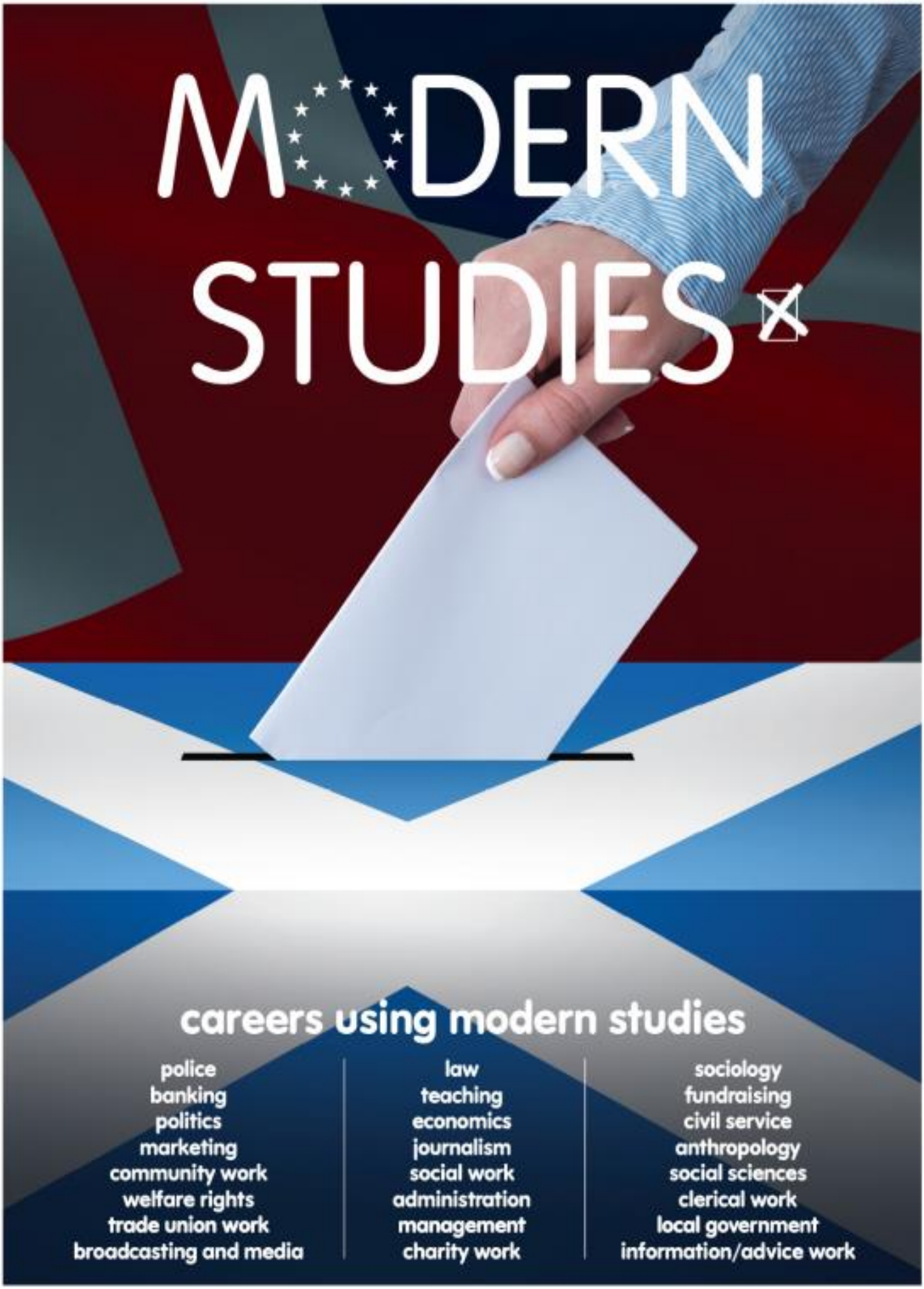
Unit 3 – Historical Study: Scottish

Migration and Empire 1830-1939
A study of the reasons for the migration of Scots within Scotland and overseas between 1830 and 1939 and the impact of Scottish migration upon cultures and countries overseas. The unit also examines the causes and impact of migration into Scotland of different groups, and their impact on Scottish society.

ASSESSMENT

The Assignment is an essay planned and prepared by the learners and written up in a 1.5 hour slot and is externally marked out of 30. It is worth 27% of the final award. The external exam at the end of the course will consist of 2 papers.

Paper 1 is worth 44 marks and will be two 45-minute essays (1hr 30 mins) and Paper 2 will be four source questions on the Scottish history unit and this will also last 1hr 30 mins. Paper 2 is worth 36 marks. From a choice of questions, students have to write 2 essays - one relating to unit 1 of the course, and the other relating to unit 2. The questions for Unit 3 will be based on sources.



careers using modern studies

police
banking
politics
marketing
community work
welfare rights
trade union work
broadcasting and media

law
teaching
economics
journalism
social work
administration
management
charity work

sociology
fundraising
civil service
anthropology
social sciences
clerical work
local government
information/advice work

MODERN STUDIES HIGHER

Entry requirement

National 5 pass in Modern Studies or another Social Studies subject
Modern Studies aims to produce young people who are well-informed on the issues of the day and who understand how their society works. It also tries to develop in them balanced views which reflect tolerance and an absence of prejudice

Course Components

Unit 1 Democracy in Scotland and the United Kingdom

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to detect and explain the degree of objectivity in contemporary Scottish and UK political contexts. Learners will apply a knowledge and understanding of democracy in Scotland and the UK

Unit 2 Social Issues in the United Kingdom

In this Unit, learners will evaluate a range of written, numerical and graphical sources of information in order to make and justify decisions about social issues. Learners will apply knowledge and understanding of social issues within the United Kingdom and Scotland.

Unit 3 International Issues

Learners have a choice of international issue: contexts for study will focus on **either** a political and socio-economic study of a major world power **or** the study of a significant contemporary world issue.

EXTERNAL ASSESSMENT

At some point during the course, students have to produce an assignment on an issue of their choice which relates to the content of the course. The Assignment will be marked out of 30 and will be written up under exam conditions during a period of 1hour 30 minutes.

The external exam at the end of the course will consist of 2 papers.

Paper 1 will last 1hr 45 mins and will test all three areas of content. Paper 2 will last 1hr 15 mins and will consist of one 'conclusions', one 'objectivity' and one 'reliability' question. The exam will be made up of limited/extended response questions requiring the candidate to draw on the knowledge and understanding and apply the skills acquired during the Course.

.

HIGHER POLITICS

COURSE DESCRIPTION

The key purpose of this Course is to develop learners' ability to analyse political ideas, events, issues, parties and electoral performance. Learners gain knowledge and understanding of individual rights, duties and citizenship, of significant political concepts and ideologies, and of the complexity of political systems through comparative study.

The course is divided into three units:

Political Theory – Power, authority and legitimacy. Political theorists.

Political Systems – UK and USA. Constitutions, Legislatures and Executives.

Political Parties and Elections – ideologies and electoral success, voting behaviour, and campaigning.

ASSESSMENT

The Assignment is an essay planned and prepared by the learners and written up in a 1.5 hour slot and is externally marked out of 30. It is worth 27% of the final award. The external exam at the end of the course will consist of 2 papers.

An examination paper counting for 73% of the final grade
An assignment counting for 27% of the final grade

HOMEWORK

Homework will be on-going throughout the course and is essential in order to complete the course units.

CAREER INFORMATION

Higher Politics is designed for those who are interested in current affairs and social sciences. It will allow students to the course will encourage learners to develop important attitudes, including an open mind and respect for the values, beliefs and cultures of others, openness to new thinking and ideas, and a sense of responsibility and global citizenship.

ENTRY REQUIREMENTS

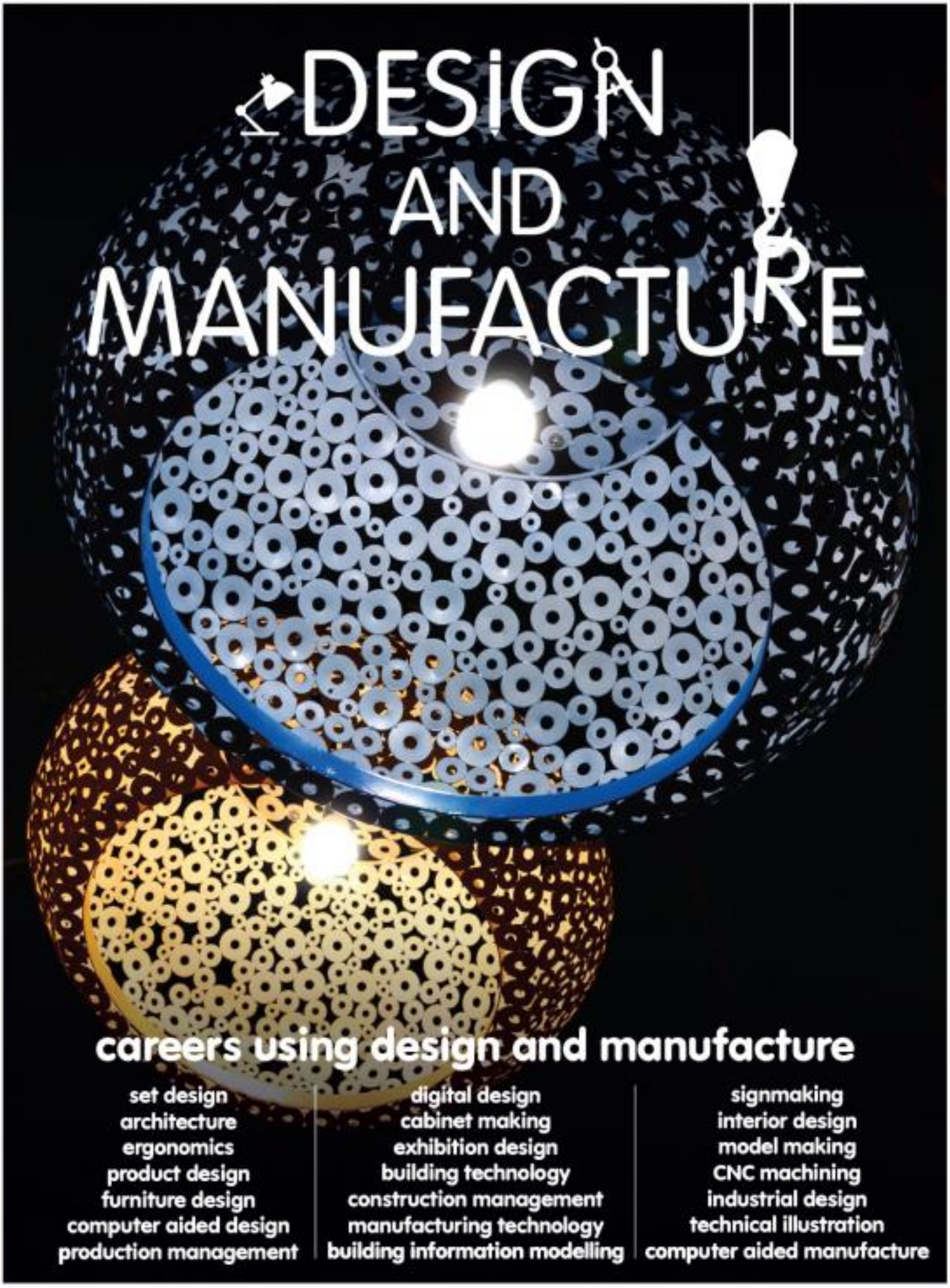
A pass in a Higher Social Studies subject and/or Higher English.

Courses on offer in the Department of Design, Engineering & Technology

Higher Design & Manufacture

Higher Engineering Science

National 5 Practical Woodwork



planit find out more at planitplus.net SQA gateway

DESIGN & MANUFACTURE HIGHER

COURSE DESCRIPTION

Higher Design & Manufacture is a communication-based course intended to develop the student's creativity and understanding of modern industrial materials and processes associated with commercial product design.

The course has two themes; Design, and commercial Materials & Manufacture.

The course looks at modern commercial industrial design and manufacturing practice. Here the student; evaluates an existing product, learns how to research into a design brief, develops their graphic / presentation techniques, and produces a folio showing how they developed a design concept suitable for mass production. The practical work within the course is focused on developing a design proposal and as such is modelling based.

Toward the end of the course the student tackles the Design Assignment project set by the SQA. This involves producing a 12 A3 paged folio showing the research, design, development and plan for commercial manufacture of a product. This assignment is worth 53% of the overall course assessment.

ASSESSMENT

The course assessment is based upon the Assignment folio (53%) and written examination (47%).

HOMEWORK

Homework is a vital part of the course. Without regularly completing the homework exercises the student will be unlikely to pass the Unit or Course assessments.

ENTRY REQUIREMENTS

The course is suited to those who have passed N5 Design & Manufacture at A or B. Alternatively, students may attempt a 'crash course' using N5/H English and Art & Design.

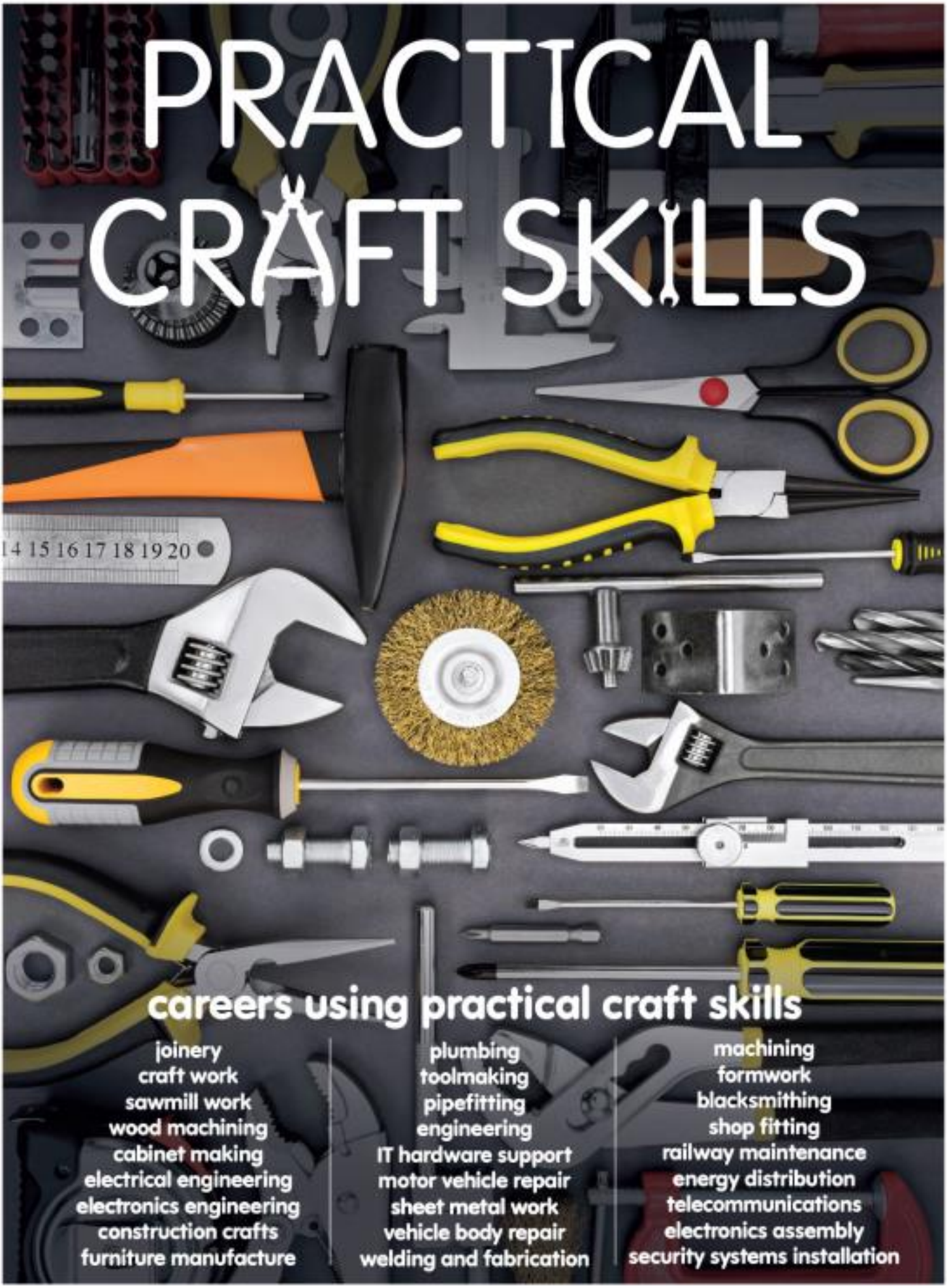
PROGRESSION

It may be possible for those students achieving a Higher pass at A to go on to study Advanced Higher in sixth year.

CAREER INFORMATION

The Higher is a recognised entry qualification for both further and higher education courses.

Some possible careers using Product Design include; Architecture, Building services, Civil Engineering, Commercial design, Furniture Design, Industrial Design, Product Design and Teaching.



planit find out more at planitplus.net SQA gateway

PRACTICAL WOODWORKING NATIONAL 4 & 5 LEVEL

COURSE DESCRIPTION

Practical Woodworking is a workshop-based course intended to develop the student's craft skills in the safe use of hand and machine tools.

The subject is recommended for all those students who may be interested in a modern apprenticeship or for those who are looking for a less academic subject to study in S5/6.

The course includes three areas of study:

- Flat Frame Construction
- Carcass Construction
- Machining & Finishing

Evidence for these areas is taken from a series of practice joints and the construction of an integrated Project manufactured using the SQA's drawings. In addition, the ability to consistently act in a safe and responsible manner is a workshop is a requirement.

Towards the end of the course the students make the Course Assessment Project. This combines all the skills developed over the year and this accounts for 70% of the overall award with the remaining 30% based on a written exam.

ASSESSMENT

The two levels (National 4 and 5) are taught together in a single course. The final presentation level is determined around January and is based on the progress over the course.

The individual National 4 Unit assessment is based on the safety observation, practice joints, short written answers and the Unit Projects.

The overall National 5 course award is based on the assessment of the Course Assessment Project and the written exam.

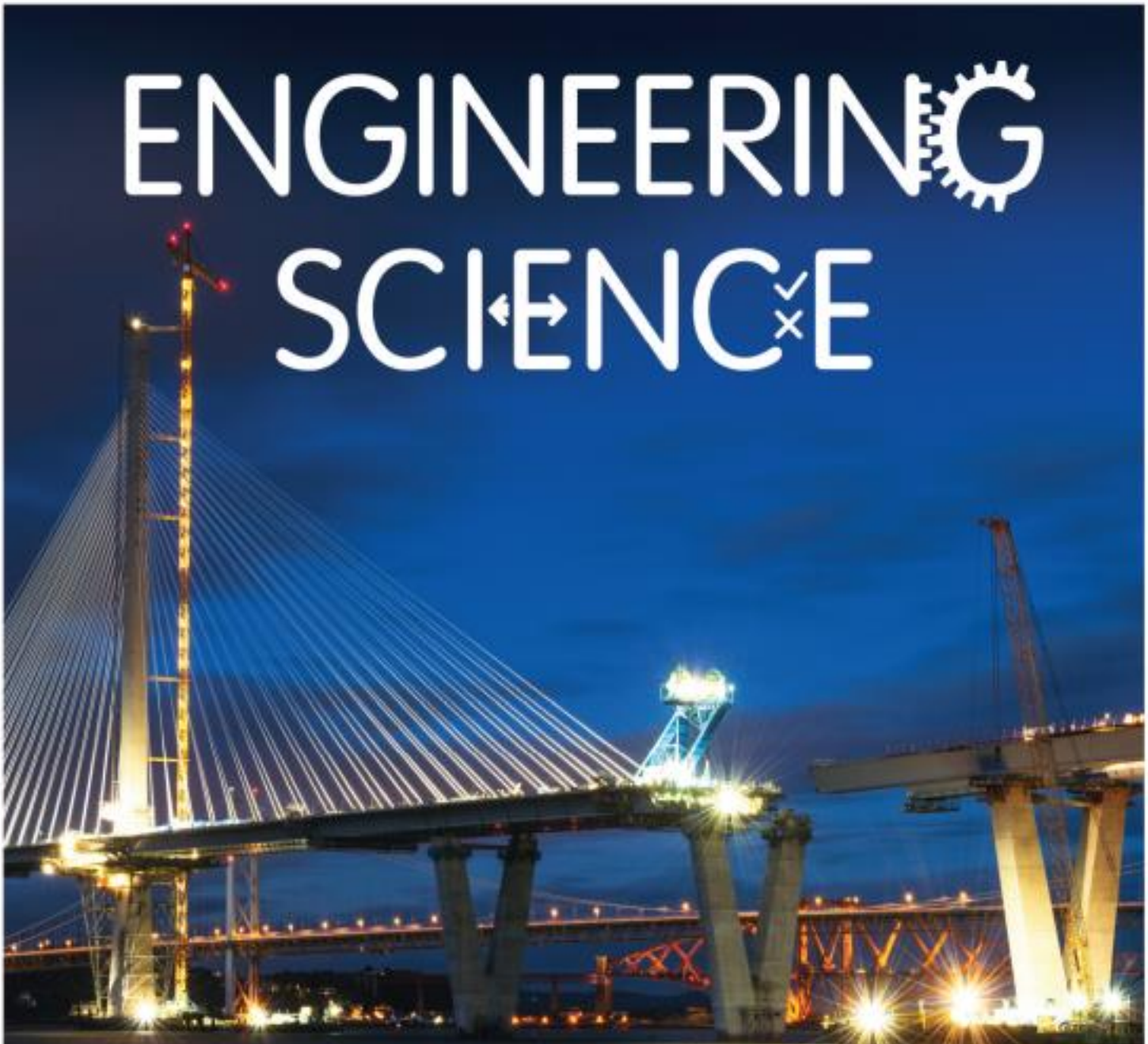
ENTRY REQUIREMENTS

The course is designed to offer progression in practical from Design & Manufacture. Alternatively, students can attempt a 'crash' in this subject.

CAREER INFORMATION

This course will enable access to numerous college courses. Some possible careers using Practical Woodworking include; Building Industry, Civil Engineering, Joinery etc.

ENGINEERING SCIENCE



careers using engineering science

industrial design
building technology
computing science
telecommunications
marine engineering
auto electrical repair
electrical engineering
landscape architecture
prosthetics and orthotics
manufacturing systems

surveying
architecture
control systems
civil engineering
energy engineering
materials science
naval architecture
railway maintenance
gas service mechanics
engineering technology

product design
electrical trades
security systems
aircraft engineering
electronic engineering
energy engineering
building management
offshore engineering
mechanical engineering
environmental engineering

planit

find out more at planitplus.net

SQA

gateway

ENGINEERING SCIENCE HIGHER

COURSE DESCRIPTION

The Higher Engineering Science is a practical course that uses mathematical and scientific principles to solve real-life engineering problems.

There are three topics taught:

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

The course is arranged to allow students to learn through a series of hands-on activities and research tasks involving practical investigation, computer simulation, and circuit construction.

Aspect include the study of:

Analogue devices – transistors, MOSFETS, Operational amplifiers
Digital devices – NAND, NOR, XOR logic gates, high level programming of microcontrollers
Structures & Materials – nodal analysis of a frame structure, stress - strain & Young's modulus

ASSESSMENT

The course assessment is based on the response to the SQA's closed book problem solving task (50 marks) and a written examination (110 marks).

HOMEWORK

Homework is a vital part of the course. Without regularly completing the homework exercises the student will be unlikely to pass the course assessment.

ENTRY REQUIREMENTS

The course is designed for students who have a National 5 pass in Maths and may be attempted as a 'crash course' using Physics and/or Computing Science.

PROGRESSION

It may be possible for students achieving a good pass at Higher to go on to study the Advanced Higher in sixth year.

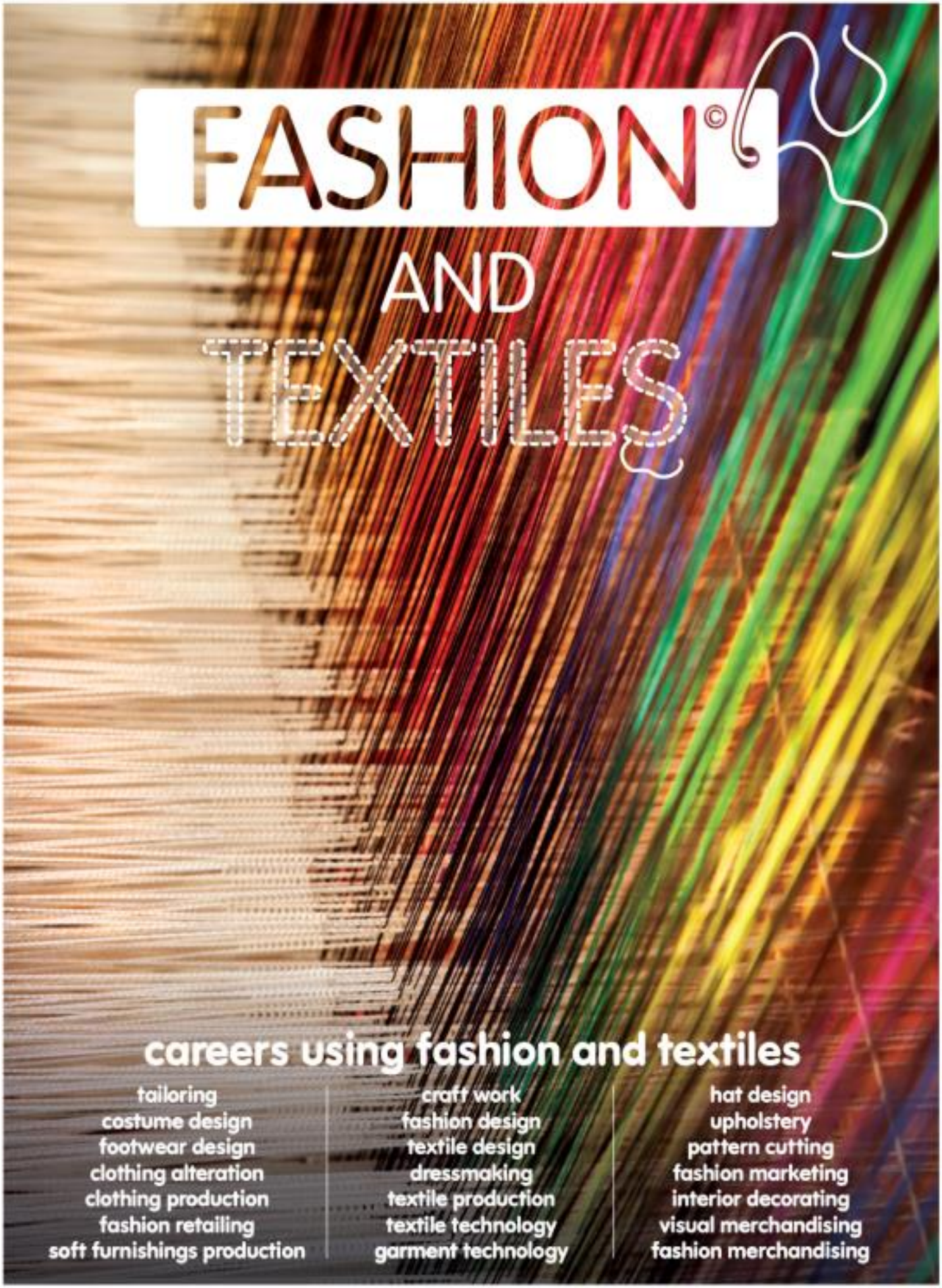
CAREER INFORMATION

The Higher is a recognised entry qualification for both further and higher education courses.
Some possible careers using Engineer Science include; Building Services, Civil & Structural Engineering, Computer Services, Electronic / Electrical Engineering, Mechanical Engineering, Service Engineer, Teaching, and Telecommunications.

Courses on offer in the Health, Food & Textiles Technology Department

Higher Fashion & Textile Technology

National 4 & 5 Practical Cookery



planit find out more at planitplus.net SQA gateway

HIGHER AND NATIONAL 5 FASHION AND TEXTILE TECHNOLOGY

The course uses fashion and textile contexts for developing related technological skills, knowledge, understanding and attributes through practical and work-related activities. It is a very practical course which allows learners to develop confidence, independence and responsibility of the production of the products they manufacture. The young people will tackle problem-solving skills that will be challenging as they will be asked to come up with solutions to given problems as well as manufacture and evaluate the product. It also allows the young people to develop their knowledge, understanding and skills to become an informed consumer.

Practical, experiential learning and assessment activities allow learners to develop knowledge, understanding and skills, confidence, independence and self-awareness. This course is suitable for pupils who have an interest in fashion, textiles, consumer studies and new product development

Course Outline

Fashion & Textile Technology courses include study in:

Textile Technology Item Development Fashion Choices

Course Components

National 5 / Higher samples students' skills in the following areas:

- Textile properties, characteristics and function.
- Practical construction Techniques
- Manual dexterity in fabric construction
- Safe use of a range of specialised tools and equipment
- Factors influencing fashion and textile choices
- Problem solving
- Organisation and technological skills (in relation to fashion and textiles)
- Researching – completing investigations to come up with a final solution
- Planning – selecting best equipment, materials and processes to use
- Manufacturing – Knowledge and practical skills linked to safety, hygiene, quality
- Evaluating – Final product, self-evaluation and evaluation of the process

External Assessment

Exam paper	NAT 5 = 30 marks	Higher = 45 marks
Assignment	NAT 5 = 50 marks	Higher = 60 marks
Practical Garment	NAT 5 = 50 marks	Higher = 40 marks

Progression routes

In S5 and S6 learners may study this course at National 5 or Higher.

Fashion & Textile Technology is predicted to be a recognised entry qualification for college and university. It is directly relevant to courses such as: Fashion & Business/Fashion Marketing/Retail Marketing/Bran marketing/International retailing/Product design (Glasgow Caledonian University), Fashion Technology/Fashion Design (Herriot Watt Edinburgh). But also covers knowledge and skills linked with: Business Management, Media studies, Marketing, Computer aided design, product development & events management.

Items manufactured for EXAM purpose must use a commercial paper pattern but other items are made to demonstrate technique

NATIONAL 4 & NATIONAL PRACTICAL COOKERY

Healthy, tasty food is crucial to our wellbeing. ... Being able to cook for yourself and others is a valuable life skill and can lead to a range of careers including working in hotels and restaurants, the health sector and the food industry.

This course is practical and relevant to the world of work. You will develop your skills in choosing ingredients, preparing dishes and presenting them appropriately. You will also learn more about the importance of safety and hygiene in relation to food.

Course Outline

COOKERY SKILLS, TECHNIQUES & PROCESSES

Using equipment to weigh and measure ingredients. Food preparation Techniques. Working safely and hygienically. Following recipes. Cookery Processes and methods. Garnishing and presentation of dishes.

UNDERSTANDING & USING INGREDIENTS

Identify ingredient category and characteristics. Storage of food. Dietary advice. Sustainable ingredients.

ORGANISATIONAL SKILLS FOR COOKING

Costing of Recipes. Preparation according to recipes. Evaluation and presentation of dishes. Time planning. Requisition of equipment. Safety and hygiene**.**

Beyond School:

Courses for which Practical Cookery may be beneficial for include; Catering Manager, Business Owner, Chef, Food Counter Assistant, Hotel General Manager, Kitchen Assistant, Waiter or Waitress, Nutritionist, Food Critic, Food Journalist and Culinary Arts Professional.

Detailed information and links to courses at college, university and conservatoire are now available at www.planitplus.net/

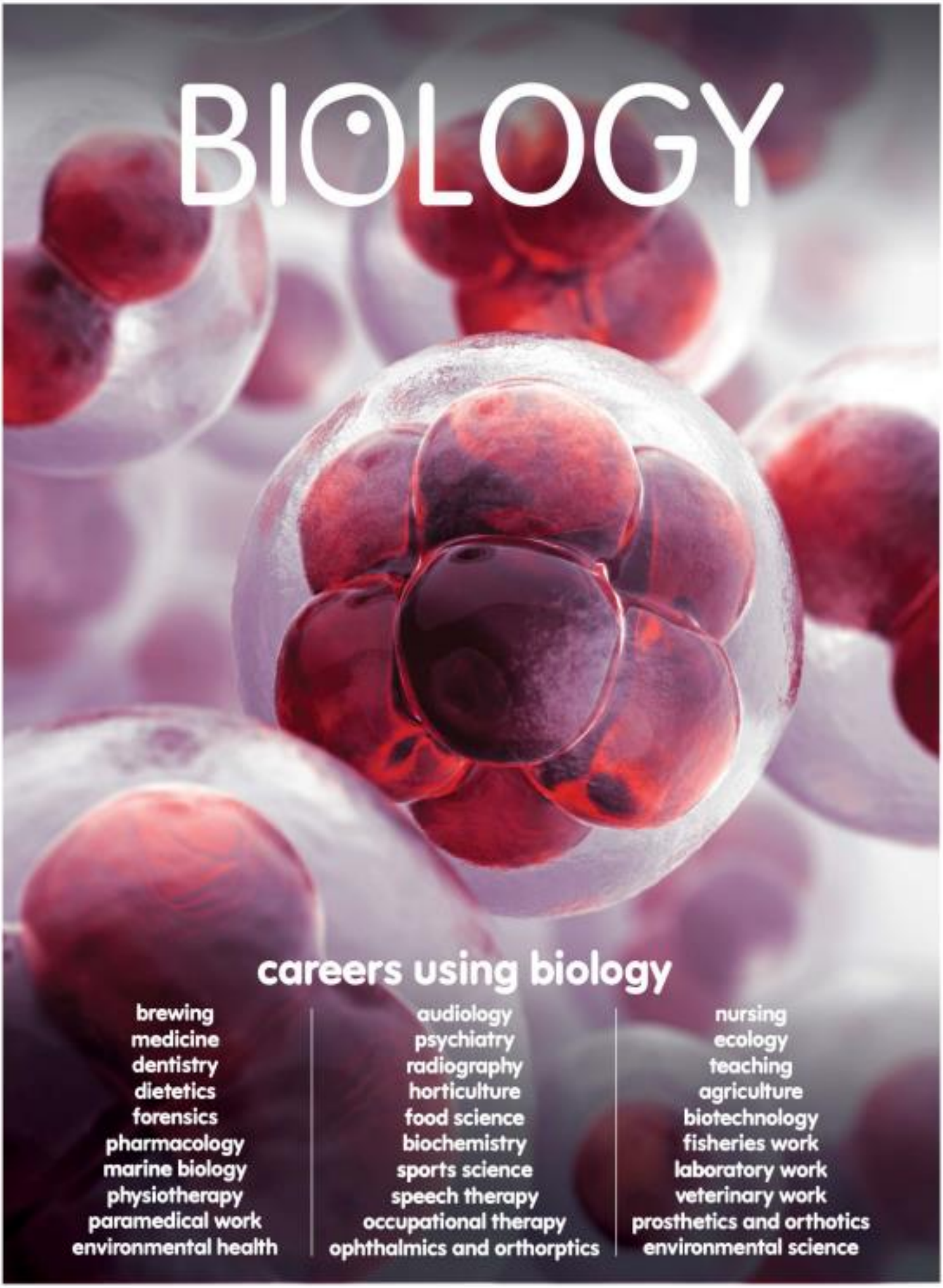
Courses on offer in the Faculty of Science:

National 5 Lab Skills

National 5 Health Sector

Higher Biology, Chemistry & Physics

Advanced Higher Biology, Chemistry & Physics



BIOLOGY

S5/S6 ARRANGEMENTS

Three courses will be available to students in 5th and 6th years.

National 5 Biology

The National 5 Biology course consists of 3 units:

Cell Biology, Life on Earth , Multicellular Organisms

National 5 Biology should provide pupils with an opportunity to develop and apply knowledge & understanding of Biology, its role in Scientific Issues and relevant Applications of Biology, including the impact these could make in Society and the Environment. The course enables pupils to develop Scientific Inquiry and Investigative skills and Analytical thinking skills in a biology context. Pupils will use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices. The course also allows pupils to develop the knowledge & skills for more advanced learning in Biology whilst developing skills of independent working.

In previous session, learners undertake an assignment. The assignment has 2 stages – a research/practical stage and a communication stage. It contributes to 20% of the course award.

As a result of course modifications due to Covid-19, this has not been a requirement for the last two sessions. This modification continues for Session 2022-2023.

HIGHER BIOLOGY

The Higher Biology Course consists of 3 units:

DNA & the Genome, Metabolism & Survival and Sustainability & Interdependence

In previous session, learners undertake an assignment. The assignment has 2 stages – a research/practical stage and a communication stage. It contributes to 20% of the course award.

This course is suitable for pupils with an A or B in National 5. Pupils who expect a C grade should discuss this with the Faculty Head of Science before choosing Higher Biology.

The course allows learners to develop deeper understanding of the underlying themes of biology: evolution and adaptation; structure and function of DNA & proteins; genotype and niche. Within each of the Units, the scale of topics ranges from molecular through to whole organism and beyond. In addition, to increase the relevance of the course, within each unit, the most relevant applications of biological understanding are highlighted.

Due to the interdisciplinary nature of the sciences, learners may benefit from studying Higher Biology along with other Science subjects as this may enhance their skills, knowledge and understanding.

The course aims to:

- Develop and apply knowledge & understanding of biology
- Develop and understanding of biology's role in scientific issues and relevant applications of biology
- develop scientific enquiry, investigative skills, analytical thinking skills within a biology context

ASSESSMENT

The grade awarded for the course will depend on the total marks obtained for the written paper and the in Assignment, if applicable.

- **ASSIGNMENT 20% of overall grade**
  As a result of course modifications due to Covid-19, this has not been a requirement for the last two sessions. This modification continues for Session 2022-2023.

- **FINAL EXAM 80% of overall grade**
  - DNA & the Genome
  - Metabolism & Survival
  - Sustainability & Interdependence

The exam paper will consist of multiple choice, short answer and extended response questions.

BIOLOGY ADVANCED HIGHER

ENTRY REQUIREMENTS

Students wishing to pursue this course would normally be expected to have attained a "B" pass or better at Higher Biology.

COURSE CONTENT

Compulsory unit

Cells & Proteins	(40 hours)
Organisms & Evolution	(40 hours)
Investigative Biology	(40 hours)

ASSESSMENT

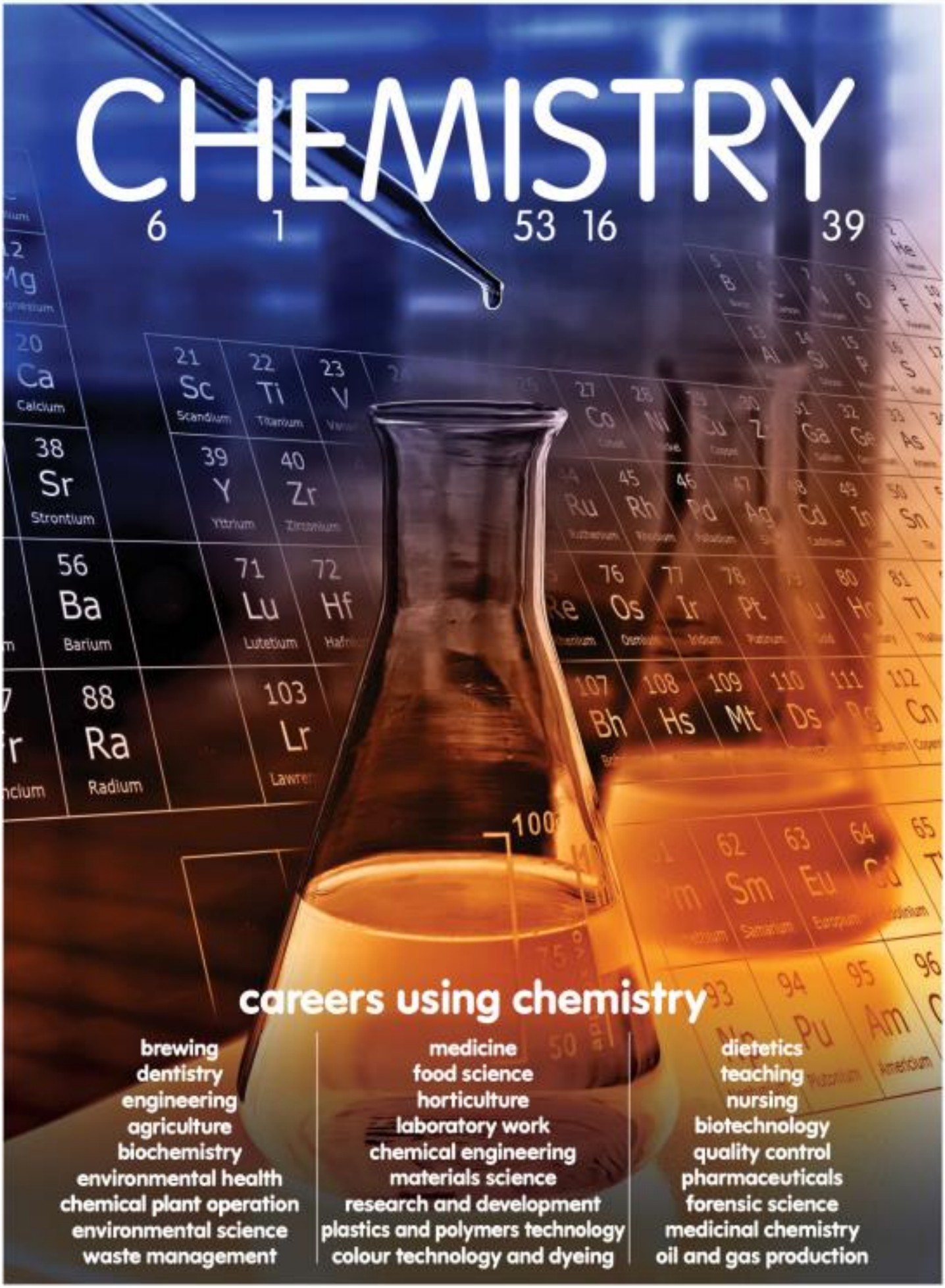
The grade awarded for the course will depend on the total marks obtained for the written paper and the investigation report .

- **INVESTIGATION REPORT/ASSIGNMENT**
- **FINAL EXAM**
- Cells & Proteins
- Organisms & Evolution
- Investigative Biology

The exam paper will consist of restricted and extended response questions.

CAREER INFORMATION

Biological Science is one of the broadest and most important subjects in the world today, there is no such thing as a 'typical biologist'. Entering a career in biology could take you in almost any direction you can think of, and to anywhere in the world. This course is excellent preparation for any student intending to undertake a university course in the Biological Sciences and is a required qualification for many medical, dental and vet schools.



HIGHER CHEMISTRY

The units studied at Higher Chemistry are:

- Chemical Changes and Structure
- Researching Chemistry
- Nature's Chemistry
- Chemistry in Society

Entry Requirements

This course is suitable for pupils with an A or B in National 5. Pupils who expect a C grade should discuss this with the Faculty Head of Science before choosing Higher Chemistry.

The purpose of the course is to develop learner's curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific enquiry and investigation are developed throughout the course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they meet.

The course aims to:

- Develop and apply knowledge & understanding of chemistry
- Develop and understanding of chemistry's role in scientific issues and relevant applications of chemistry
- develop scientific enquiry, investigative skills, analytical thinking skills within a chemistry context

ASSESSMENT

The grade awarded for the course will depend on the total marks obtained for the written paper and the in Assignment, if applicable.

- **ASSIGNMENT 20% of overall grade:** Includes a practical investigation and a written report.

- **FINAL EXAM 80% of overall grade :** Assessing Knowledge related to units covered and a range of Problem Solving Skills.

CHEMISTRY ADVANCED HIGHER

The study of Chemistry at Advanced Higher level develops the candidate's knowledge and understanding of the physical and natural environments. The course builds on the Higher level,

developing further the underlying theories of chemistry and the practical skills used in the chemical laboratory. The course also develops the skills of independent study and thought that are essential in a wide range of occupations.

The course is particularly suitable for candidates who wish to progress to degree courses either in Chemistry or in subjects of which Chemistry is a major component such as medicine, chemical engineering, and the environmental and health sciences.

The course also provides a sound basis for direct entry into Chemistry-related employment.

ENTRY LEVEL

PASS AT HIGHER CHEMISTRY
(A OR B preferred)

Advanced Higher Level will cover:

a) Inorganic Chemistry
b) Organic Chemistry
c) Physical Chemistry
d) Researching Chemistry

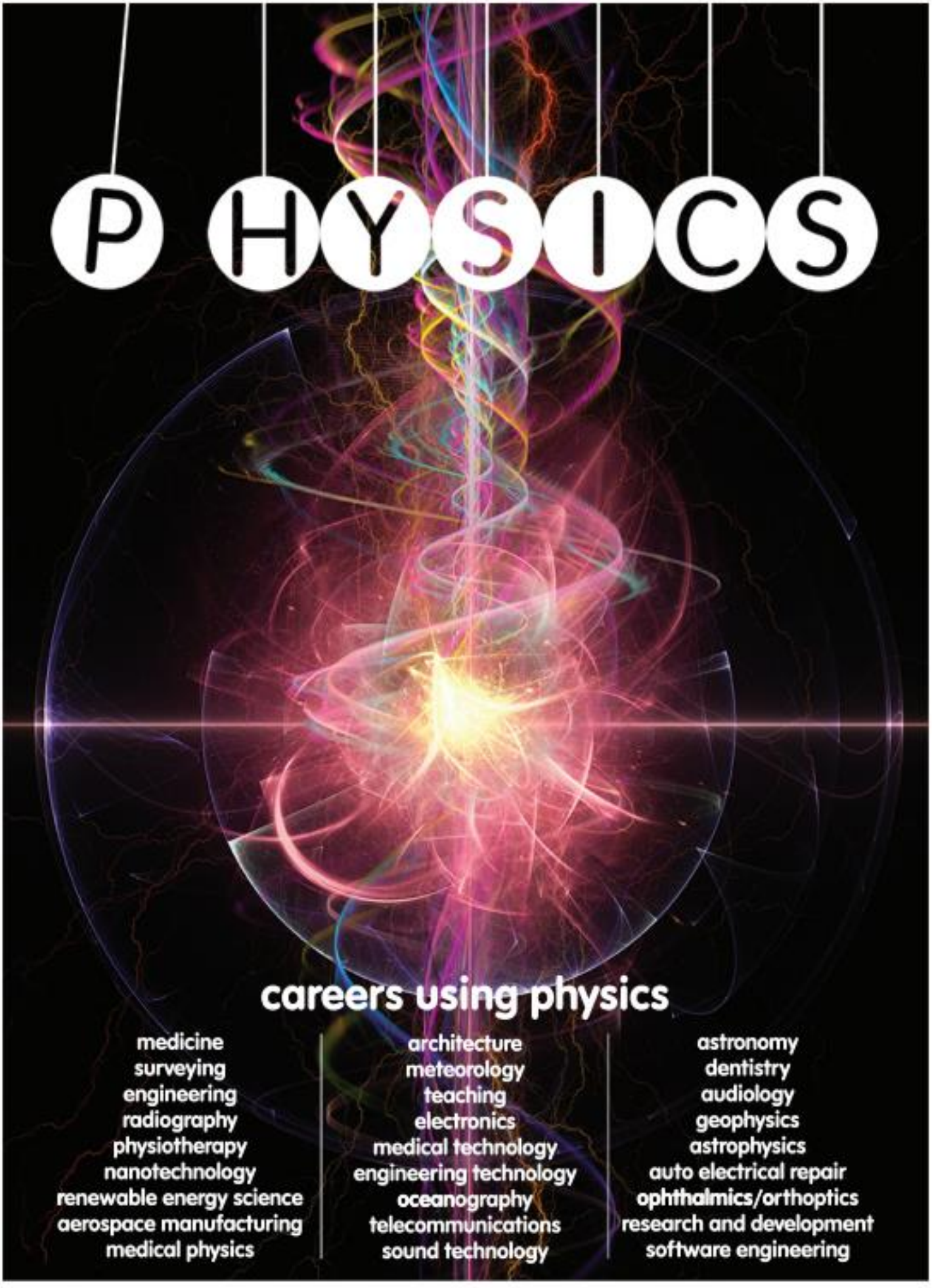
ASSESSMENT:

Each unit will have:

- End of Unit Test

Candidates will also complete the following coursework:

- Assignment
- Day Book Record Formal Write Up
- Externally moderated award for the project



PHYSICS HIGHER

ENTRY REQUIREMENTS

This course is suitable for pupils with an A or B in National 5. Pupils wishing to study Physics for the first time or those who expect a C grade should discuss this with the Faculty Head of Science before choosing Higher Physics.

COURSE DESCRIPTION

The Higher Physics Higher course comprises 3 Units which are designed to allow progression from National 5. The demands of the Units are more extensive in terms of content.

Our Dynamic Universe

This unit covers the key areas of equations of motion, forces & power, collisions, gravitation, the expanding universe and the Big Bang Theory.

Particles and Waves

This unit includes the Standard Model, forces on charged particles, wave particle duality, refraction and diffraction, nuclear reactions and Spectra.

Electricity

The unit covers AC, current and potential difference, internal resistance, capacitors, semiconductors and p-n junctions

Researching Physics

Learners also undertake an assignment. The assignment has 2 stages – a research/practical stage and a communication stage. It contributes to 20% of the course award.

In addition, there are general learning outcomes which apply to all 3 units namely: - Units, Prefixes and Scientific Notation and Uncertainties.

The course aims to:

- develop and apply knowledge & understanding of physics
- develop and understanding of physics role in scientific issues and relevant applications of physics
- develop scientific enquiry, investigative skills, analytical thinking skills within a physics context

HOMEWORK

Frequent and regular homework is set to provide students the opportunity to practise problem solving and master the content taught and discussed in class.

PHYSICS ADVANCED HIGHER

COURSE DESCRIPTION

The Advanced Higher Physics course has been designed to articulate with and provide a progression from the Higher Physics course. Through a deeper insight into the structure of the subject, the course aims to provide a challenging experience for those who wish to study the subject to a greater depth and to assist students towards an understanding of the use of mathematical models and techniques for describing the behaviour of nature. A Grade A or B in Higher Physics, together with a pass in Higher Mathematics, are the normal entrance requirements.

The course comprises three units as follows:

Rotational Motion and Astrophysics

(1 Unit)	Kinematic relationships
	Angular motion
	Rotational dynamics
	Gravitation
	General Relativity

Electromagnetism

(0.5 Unit)	Electric fields
	Circuits
	Electromagnetism

Quanta and Waves

(1 Unit)	Introduction to Quantum Theory
	Particles from Space
	Simple Harmonic Motion
	Waves
	Interference
	Polarisation

Physics Investigation

(1/2 Unit) An opportunity for engaging in independent research (See below*)

*As a result, of course modifications due to Covid-19, this has not been a requirement for the last two sessions. This modification continues at the time of writing this booklet.

ASSESSMENT

To gain the award of the course the student must maintain a Day Book or diary for their Physics Investigation to pass the external assessment.

The grade awarded for the course will depend on the total marks obtained for the written paper and the investigation report (TBC).

HOMEWORK

Frequent and regular homework is set to provide students the opportunity to practise problem solving and master the content taught and discussed in class.

NATIONAL 4 & 5 HEALTH SECTOR

This course will be available to students in 5th and 6th year.

Entry Requirements

The National 4/5 Health Sector course is open to those students who have attained or are studying one of the following:

Units in Biology, Chemistry or Physics at SCQF level 4

Units in Biology, Chemistry or Physics at SCQF level 5

Together with

SCQF level 4 or SCQF level 5 Units in Mathematics.

Course Description

National 4/5 Health Sector consists of 6 units:

Unit 1 Working in the Health Sector

This unit introduces learners to the range of provision and the services provided by the health sector in their local area. Learners will participate in an interview for a specific job role which will help to develop knowledge and understanding of the world of work.

The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the health sector. Learners will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit

Unit 2 Life Sciences Industry and the Health Sector

This unit is designed to introduce learners to the contribution of the life sciences industry in the diagnosis and treatment of illness. Learners will investigate the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry. Learners will also undertake a risk assessment in relation to production, storage or use of products made by the life sciences industry

Unit 3 Improving Health and Well-being

This unit is designed to introduce learners to the wide range of options available in the health sector that help tackle current health and lifestyle issues. It introduces learners to the health and safety risks to workers in the health sector and the importance of a healthy lifestyle. Also, through team working, learners will give advice in relation to the promotion of health.

Unit 4 Physiology of the Cardiovascular System

This unit will provide learners with an introduction to the structure and function of the cardiovascular system. Learners will apply this knowledge to investigate the effect of a specific disorder on the structure and function of the cardiovascular system.

Learners will participate in a practical activity which will help to develop knowledge and skills in taking physiological measurements at different activity levels. Learners will also participate in a practical activity to demonstrate current first aid procedures to provide emergency life support.

Unit 5 Working in Non-Clinical Roles

This unit introduces learners to the range and diversity of careers in non-clinical roles in the health sector. Learners will undertake an investigation into the roles and responsibilities of non-clinical roles and the diversity of career opportunities available. Learners will also participate in a practical activity which will enable them to demonstrate customer care skills in a non-clinical role.

To gain the award of the course, the learner must pass all the Units which will be internally assessed and externally verified by SQA.

NATIONAL 5 LABORATORY SCIENCE

This course will be available to students in 5th and 6th years.

Entry Requirements

The National 5 Laboratory Science course is open to those students who have attained or are studying one of the following:

Units in Biology, Chemistry or Physics at SCQF level 4

Units in Biology, Chemistry or Physics at SCQF level 5

Together with

SCQF level 4 or SCQF level 5 Units in Mathematics.

Course Description

National 5 Laboratory Science (Lab Skills) consists of 4 units:

Unit 1 Careers using Laboratory Science

This unit introduces candidates to the wide range of industries and services which use scientific knowledge and laboratory skills. Candidates will learn about the ways these skills are used and the job roles which use them. Candidates will investigate a range of career opportunities within industries and services which use laboratory science. Candidates will have the opportunity to reflect on their own employability skills and attributes.

Unit 2 Working in a Laboratory

This unit provide candidates with the opportunity to gain practical experience in measuring, weighing, basic lab skills such as handling chemicals, preparing solutions and presenting results. Safety and security procedures will be addressed.

Unit 3 Practical Skills

This unit allows development of the skills most commonly used in a laboratory.

Health and safety issues are very important within this unit.

Candidates will learn how to work safely with microorganisms and radioactivity. Titration skills are also developed.

Unit 4 Practical Investigation

In this unit candidates will work with others to produce a plan to investigate a scientific topic using practical procedures. Candidates will be allocated a specific task within the group. Candidates will be assessed on their ability to carry out the task competently and in a safe manner. They will present their findings to the group and in a scientific report**.**

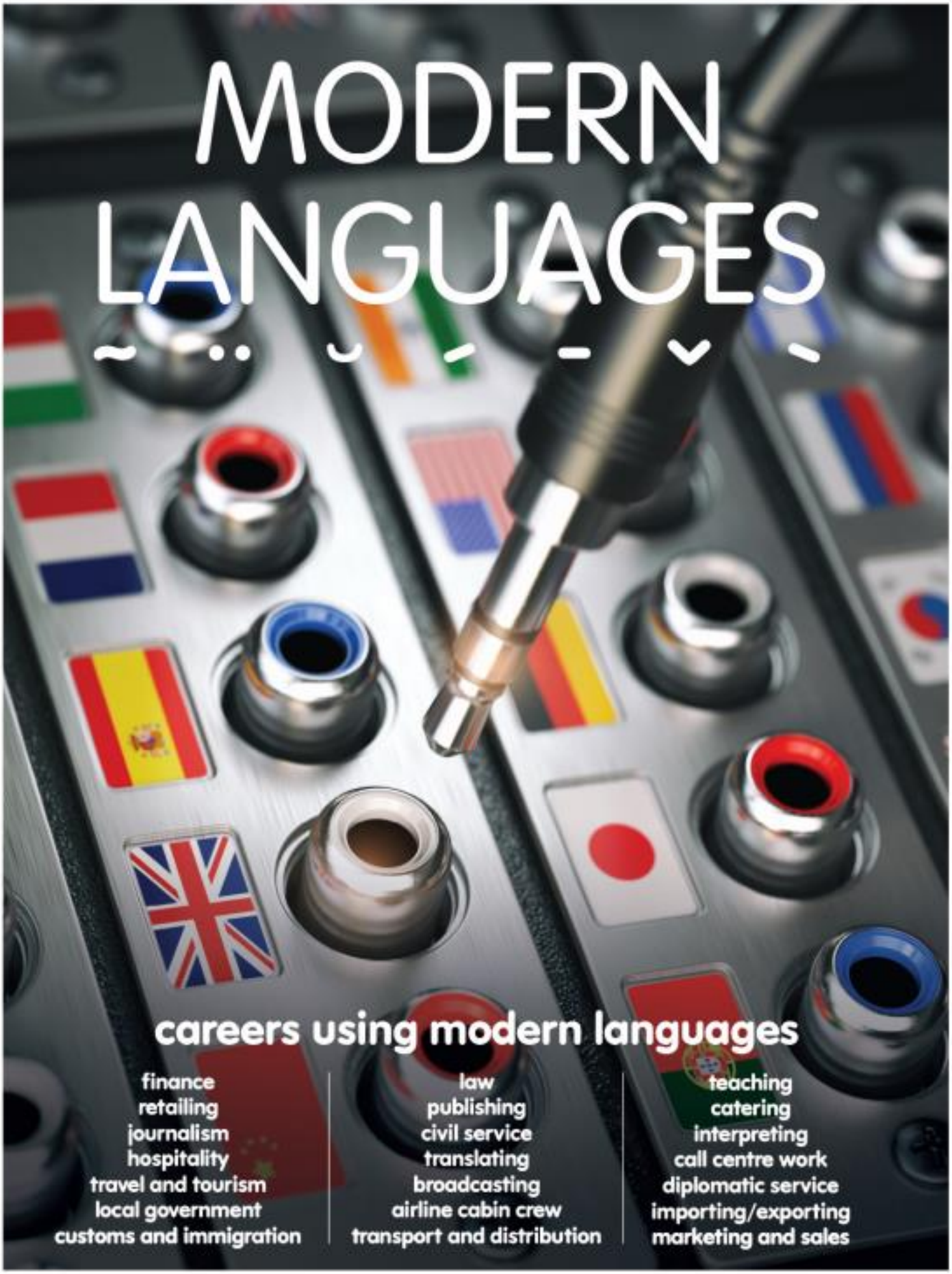
To gain the award of the course, the learner must pass all the Units which will be internally assessed and externally verified by SQA.

Courses on offer in the Department of Modern Languages:

Higher French

Higher Spanish

Advanced Higher French or Spanish (uptake dependent)



planit find out more at planitplus.net SQA gateway

MODERN LANGUAGES

ADVANCED HIGHER FRENCH

To gain a COURSE award, graded A-C, candidates must pass an externally assessed Speaking Assessment and an examination as well as prepare a Portfolio of a Specialist Study Unit.

REQUIRED REQUIREMENTS

Higher A or B

COURSE CONTENT

Society, Learning, Employability and Culture
The reading of authentic journalistic extracts and listening to extended language form a large part of the course. Developing proficiency in oral and written language is a high priority, the study of grammar playing an essential role.

Through the course content and structure, students will widen their understanding and appreciation of other cultures and regularly read relevant literature as well as accessing French media to develop vocabulary and grammar independently. Students will hone their core language skills of translation, written and oral production in French and interpreting.

COURSE ASSESSMENT	**Externally assessed graded A – C**	**Marks**
PERFORMANCE (TALKING)	Externally assessed by visiting Examiner	(50)
LISTENING AND WRITING	Monologue and conversation, played twice with a dictionary for assistance	(30)
	Followed by a Discursive Essay. Pupils have a choice from 5 titles	(40)
READING AND TRANSLATION	1 text (750-800 words) questions in English	(50)
PORTFOLIO SPECIALIST STUDY	1 essay (1500 words in English relating to Extended Reading and Viewing Unit.)	(30)

MODERN LANGUAGES

HIGHER FRENCH

RECOMMEDED REQUIREMENTS

National 5 French

COURSE CONTENT

The Higher course affords the opportunity to improve linguistic skills, to gain greater confidence in communicative activities and to explore in further depth areas of topical interest to the country. These are contained within the broader topic areas of:

Society, Learning, Employability and Culture

The reading of authentic journalistic extracts and listening to extended language form a large part of the course. Developing proficiency in oral and written language is a high priority, the study of grammar playing an essential role. In order to pass the above Outcomes, you will be assessed in Reading, Listening, Writing and Talking.

COURSE ASSESSMENT	**Externally assessed graded A-C**	**Marks**
PAPER 1 (2 hours):	Reading Comprehension and Translation	(30)
	Directed Writing	(20)
PAPER 2 (30mins):	Listening (monologue and conversation)	(20)
PERFORMANCE (TALKING):	Leaners will take part in a natural conversation with the teacher in the modern language.	(30)

MODERN LANGUAGES

ADVANCED HIGHER SPANISH

To gain a COURSE award, graded A-C, candidates must pass an externally assessed Speaking Assessment and an examination as well as prepare a Portfolio of a Specialist Study Unit.

REQUIRED REQUIREMENTS

Higher A or B

COURSE CONTENT

Society, Learning, Employability and Culture

The reading of authentic journalistic extracts and listening to extended language form a large part of the course. Developing proficiency in oral and written language is a high priority, the study of grammar playing an essential role.

Through the course content and structure, students will widen their understanding and appreciation of other cultures and regularly read relevant literature as well as accessing Spanish media to develop vocabulary and grammar independently. Students will hone their core language skills of translation, written and oral production in Spanish and interpreting.

COURSE ASSESSMENT	**Externally assessed graded A – C**	**Marks**
PERFORMANCE (TALKING)	Externally assessed by visiting Examiner	(50)
LISTENING AND WRITING	Monologue and conversation, played twice with a dictionary for assistance	(30)
	Followed by a Discursive Essay. Pupils have a choice from 5 titles	(40)
READING AND TRANSLATION	1 text (750-800 words) questions in English	(50)
PORTFOLIO	1 essay (1500 words in English relating to Extended Reading and Viewing Unit.)	(30)

MODERN LANGUAGES

HIGHER SPANISH

RECOMMEDED REQUIREMENTS

National 5 Spanish

COURSE CONTENT

The Higher course affords the opportunity to improve linguistic skills, to gain greater confidence in communicative activities and to explore in further depth areas of topical interest to the country.

These are contained within the broader topic areas of:

Society, Learning, Employability and Culture

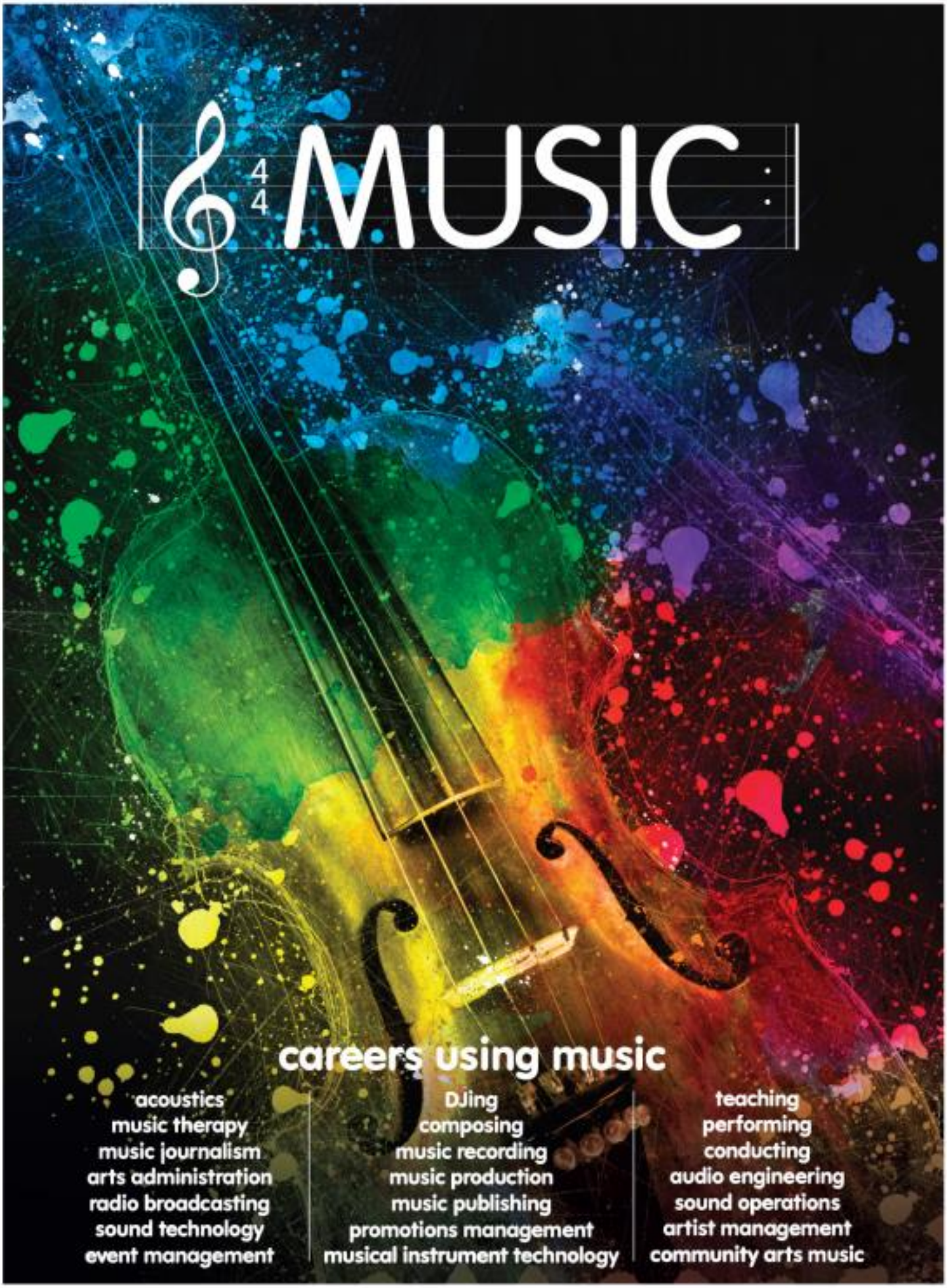
The reading of authentic journalistic extracts and listening to extended language form a large part of the course. Developing proficiency in oral and written language is a high priority, the study of grammar playing an essential role. In order to pass the above Outcomes, you will be assessed in Reading, Listening, Writing and Talking.

COURSE ASSESSMENT	**Externally assessed graded A-C**	**Marks**
PAPER 1 (2 hours):	Reading Comprehension and Translation	(30)
	Directed Writing	(20)
PAPER 2 (30mins):	Listening (monologue and conversation)	(20)
PERFORMANCE (TALKING):	Leaners will take part in a natural conversation with the teacher in the modern language.	(30)

Courses on offer in the Department of Music:

Higher Music

Advanced Higher Music



planit find out more at planitplus.net SQA gateway

MUSIC HIGHER

COURSE DESCRIPTION

Like National 5, the Higher Music Course revolves around practical music activity with the three elements of PERFORMING SKILLS, COMPOSING SKILLS and UNDERSTANDING MUSIC forming the basis for study. The minimum standard for Performing Skills is ABRSM/Trinity Grade 4 or equivalent.

COURSE REQUIREMENTS

Performing Skills
To perform a varied programme of music on two instruments or one instrument and voice. The prepared programme should last a total of 12 minutes with a minimum performance time on each instrument/voice of 4 minutes.

Composing Skills
To create original music through the analysis of composers' work and the creative application of compositional techniques. Candidates will produce a recording and score/performance plan of a piece of original music, demonstrating their understanding and application of appropriate compositional techniques. Additionally, candidates will write a review of their work.

Understanding Music
To develop knowledge and understanding of music styles through the study of music concepts and musical literacy.

COURSE ASSESSMENT:

Performing Skills: Externally assessed by visiting examiner in February / March.

Question Paper (Understanding Music): External written examination of about 1 hour's duration.

Composing Assignment: Submission of Recording, Score and Review to SQA in March.

50% of marks are allocated to Performing Skills, 35% to the Understanding Music paper and 15% to the Composing Assignment.

HOMEWORK

Daily instrumental practice at home. Completion of Composing tasks. Continued Listening relating to Units studied at the time. Participation in School's Extra Curricular Activities.

CAREER INFORMATION

May be used in broadcasting / media-based work. Very useful in Primary Teaching and Nursery Education. Specialist careers include Music Therapy, Music Librarianship / Publishing, Sound Recording / Engineering, Retail Sales. Very useful for a professional musical career.

MUSIC ADVANCED HIGHER

COURSE DESCRIPTION

Like the Higher, the Advanced Higher course revolves around practical music activity with the three elements of PERFORMING SKILLS, COMPOSING SKILLS and UNDERSTANDING MUSIC forming the basis for study.

COURSE REQUIREMENTS

Performing Skills

To perform a varied programme of music on two instruments or one instrument and voice. The prepared programme should last a total of 18 minutes, with a minimum performance time on each instrument/voice of 6 minutes. Each instrument/voice is equally weighted (25% each) for assessment purposes.
Marks will be awarded for, as appropriate:

- melodic accuracy/intonation
- rhythmic accuracy
- maintaining the tempo and flow of the music
- conveying mood and character
- tone
- dynamics

Composing Skills

Candidates compose one piece of music lasting between a minimum of 1 minute and a maximum of 4 minutes and 30 seconds.

Candidates write a review of their composed piece, reflecting on the music and the impact of their creative choices and decisions.

Candidates choose a piece of music by a different composer, and analyse the key features of the music concepts that have been used. Candidates should not analyse their own music in this part of the assignment.

Open book with reasonable assistance allowed.

Understanding Music

To develop knowledge and understanding of music styles through the study of music concepts and musical literacy.

Marks will be awarded for:

- an understanding of the concept content for the Course
- the ability to identify and analyse the use of music concepts and styles in complex contexts
- knowledge and applied use of musical literacy

COURSE ASSESSMENT:

Performing Skills: Externally assessed by visiting examiner in May

Question Paper (Understanding Music): External written examination of about 1 hour's duration.

Composing Assignment: Submission of Recording, Score and Review to SQA in March.

50% of marks are allocated to Performing Skills, 35% to the Understanding Music paper and 15% to the Composing Assignment.

HOMEWORK

Daily instrumental practice at home. Completion of Composing tasks. Continued listening relating to Units studied at the time. Participation in School's Extra Curricular Activities.

CAREER INFORMATION

May be used in broadcasting / media-based work. Very useful in Primary Teaching and Nursery Education. Specialist careers include Music Therapy, Music Librarianship / Publishing, Sound Recording / Engineering, Retail Sales.

Very useful for a professional musical career.

Courses on offer in the Faculty of PE, Dance & Drama:

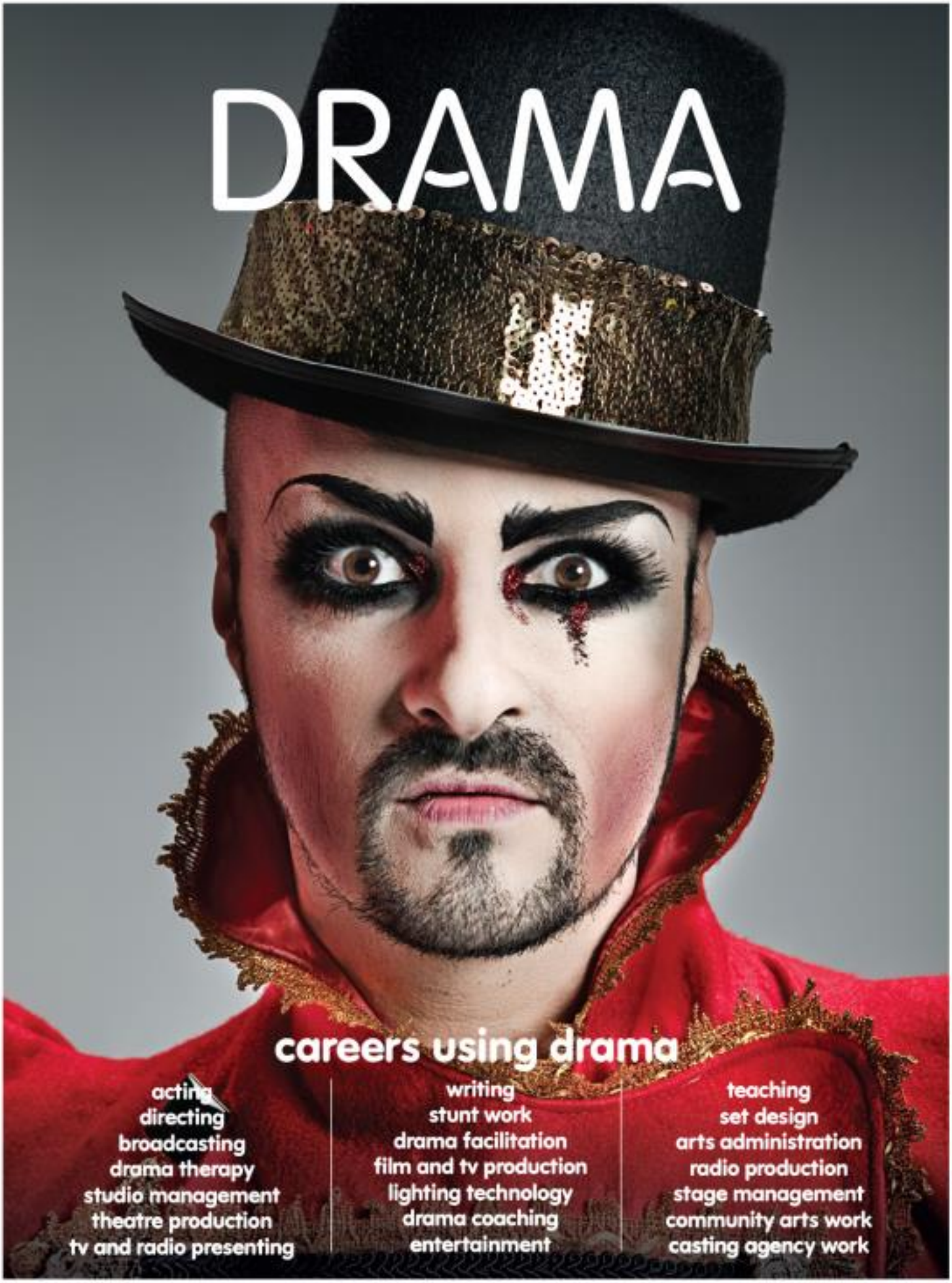
National 5 & Higher Dance

Higher Drama

Level 5 Sports Leaders

Higher PE

Advanced Higher PE



HIGHER DRAMA

ENTRY REQUIREMENT

A pass at National 5

COURSE DESCRIPTION

Higher Drama provides opportunities for learners to develop skills creating and presenting drama. The Course focuses on the development and use of complex drama and production skills.

This Course is practical and experiential.

The aims of the Course are to enable learners to:

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

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

The Course provides opportunities for vertical and lateral progression to National Courses and to other SQA qualifications in drama and related fields.

Drama Skills (Higher)

In this Unit, learners will apply complex drama skills and develop ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli, including text. They will also learn how to portray character in a range of ways and explore form, structure, genre and style when creating and presenting drama.

Learners will develop knowledge and understanding of the social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

Drama: Production Skills (Higher)

In this Unit, learners will explore and apply complex production skills. Learners will learn how to respond to stimuli, including text, to communicate ideas for a production. They will develop ideas and production skills within their chosen production roles.

HOMEWORK

- research and preparation for acting roles
- revision and preparation for unit tests and assessments
- research and preparation for the External Exams and Essays
- written work, which might involve note-taking, completion of questions based on exam questions and practice essay writing.

CAREER INFORMATION

This course is a recognised entry qualification for University, Drama Schools and FE Colleges. It can also be a desired qualification for entrance to law, medical and business faculties.

It leads to interesting and varied career prospects in many different industries and provides valuable life and technical skills which have uses in the expanding and increasingly popular fields of media, television and theatre.

NATIONAL 5 AND HIGHER DANCE

COURSE DESCRIPTION

The Higher Dance course consists of two units:

Technical Skills - Study two dance styles through theory and practical

Choreography - Create a group dance for three or more dancers and analyse and evaluate the choreographic process.

ASSESSMENT

Assessment at Higher consists of three components:

Performance: Assesses two solos performances in contrasting styles and the candidate's ability to apply and combine the technical skills and performance skills. The performance has 70 marks (40% of the overall course award)

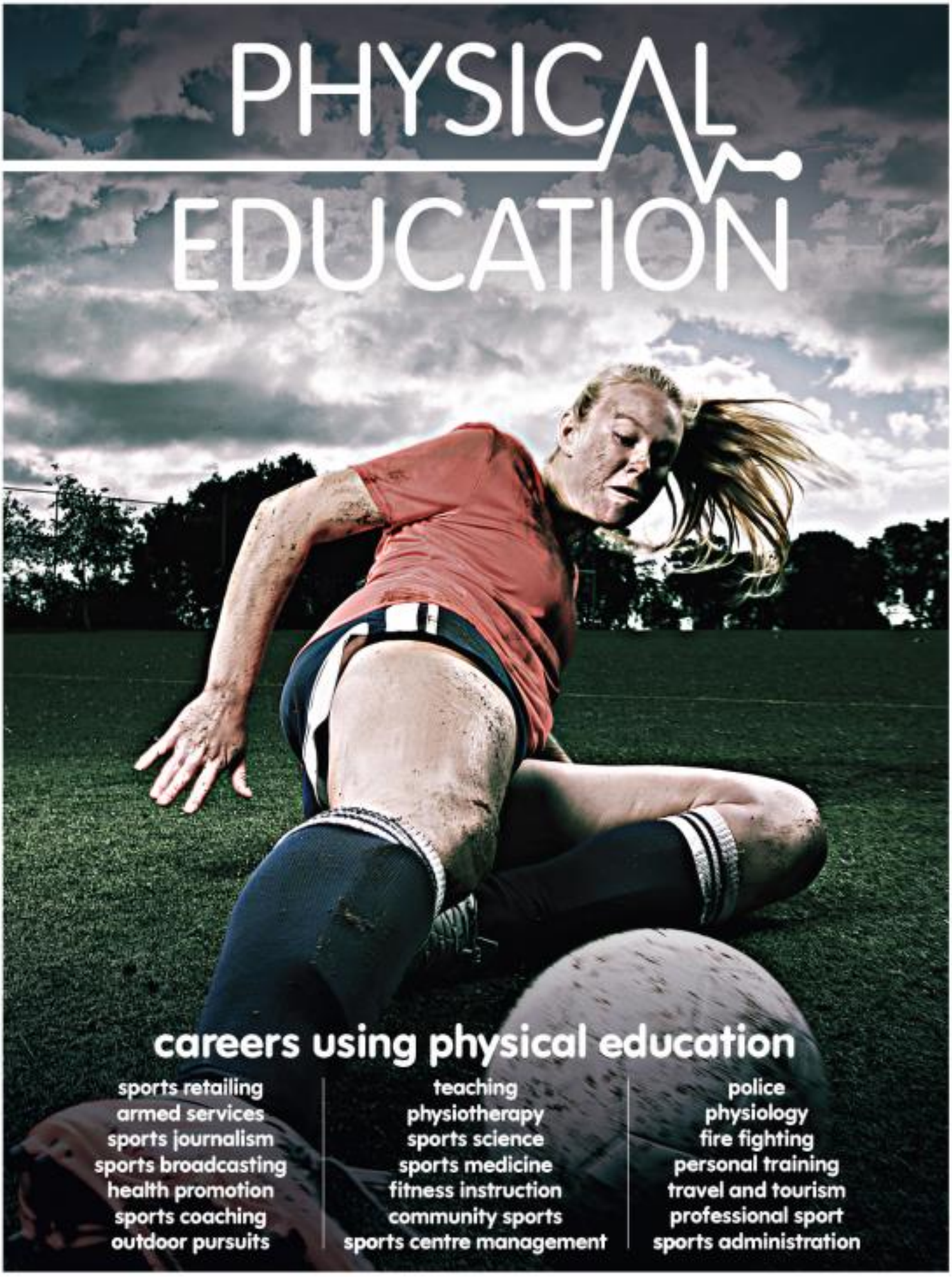
Practical Activity: Assesses the candidate's creation and presentation of choreography for a group of 3 or more dancers, and the application of problem solving, critical thinking, interpretation and reflective practice. There are two sections: Choreography and Choreographic Review. The practical activity has 70 marks (30% of the overall course award).

Question Paper: 2-hour exam which assesses Dance Appreciation in Context and the Evaluation of a Professional Choreography. The question paper has 40 marks (30% of the overall course award).

CAREER INFORMATION

This course is a recognised entry qualification for University, Drama Schools and FE Colleges. It can also be a desired qualification for a wide range of courses.

It leads to interesting and varied career prospects in many different industries and provides valuable life and technical skills which have uses in the expanding and increasingly popular fields of media, television and theatre.



planit find out more at planitplus.net SQA gateway

PHYSICAL EDUCATION HIGHER

The main purpose of the course is to enable learners to develop, demonstrate and evaluate performance. Learners will use evaluation and analysis to develop and apply strategies, techniques and skills that will enable them to build on and enhance their performance.

Each unit of the course enables the learner to develop specific skills, knowledge and understanding, which will be integrated and applied in the course assessment.
Units are statements of standards for assessment and not programmes of learning and teaching.

The Course has two mandatory Units:

Physical Education: Performance Skills (Higher)

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

Physical Education: Factors Impacting on Performance (Higher)

In this Unit, learners will develop their knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Learners will consider how these factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance. They will create personal development plans, modify these and justify decisions relating to future personal development needs.

ASSESSMENT

To achieve the overall course award, you have to sit the final written examination. Courses from National 4 to Higher include assessment of added value. At National 5 and Higher the added value will be assessed in the course assessment.

COURSE AWARD AGGREGATION

Performance = 60% Analysis and Development of Performance = 40%

PHYSICAL EDUCATION ADVANCED HIGHER

The main purpose of the Course is to research and analyse factors which underpin and impact on performance, and use this knowledge to develop their own performance or that of others. To do this effectively, learners will engage in research and undertake independent investigative work, and develop skills of analysis, evaluation, and communication.

During the Course, learners will also understand how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance.

The Course has two mandatory Units.

Physical Education: Performance Skills (Advanced Higher)

In this Unit, learners will develop their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities. They will learn how to problem solve and make effective decisions, while adapting these skills and techniques in challenging performance contexts.

Learners will develop consistency in the precision, control and fluency of movement; and their body management, particularly spatial awareness, will be enhanced through the study of this Unit. They will also learn how to react to the mental, emotional, social and physical demands of their personal performance, as they apply compositional, technical and tactical awareness within challenging performance contexts. The Unit offers considerable opportunity for personalisation of physical activity.

Physical Education: Factors Impacting on Performance (Advanced Higher)

In this Unit, learners will develop their independent research, analytical, and evaluative skills by investigating a range of factors which have an impact on performance in physical activities. Learners will investigate and consider how mental, emotional, social and physical factors can positively and/or negatively affect performance.

As learners deepen their knowledge and understanding of factors which underpin performance development, their awareness of these factors is consolidated through independent research. Learners will reflect on performance development plans and evaluate the effect of the factors from their research. The Unit offers opportunities for personalisation within a range of contexts

ASSESSMENT

The course assessment consists of **two** components **totalling 100 marks**:

Component 1: project (70 marks)

Component 2: performance (30 marks).

For **Component 1** you will research, investigate, analyse and evaluate a topic which impacts either on your own performance, or the performance of another person, team or group.

For **Component 2** you will be asked to carry out a single, high-level performance in one physical activity in a challenging, demanding and/or competitive context.

The project will be externally marked by the Scottish Qualifications Authority (SQA).

The performance will be set by SQA and marked internally by your teacher or lecturer in line with SQA marking instructions.

The grade awarded is based on the total marks achieved across course assessment.

The course assessment is graded A-D.

What can I go on to next?

Further study, training or employment in: Sport, Teaching and Classroom Support, Uniformed and Security Services to name but a few!

Courses on offer in the Faculty of Business & Computing

Higher Administration & IT

Higher Business Management

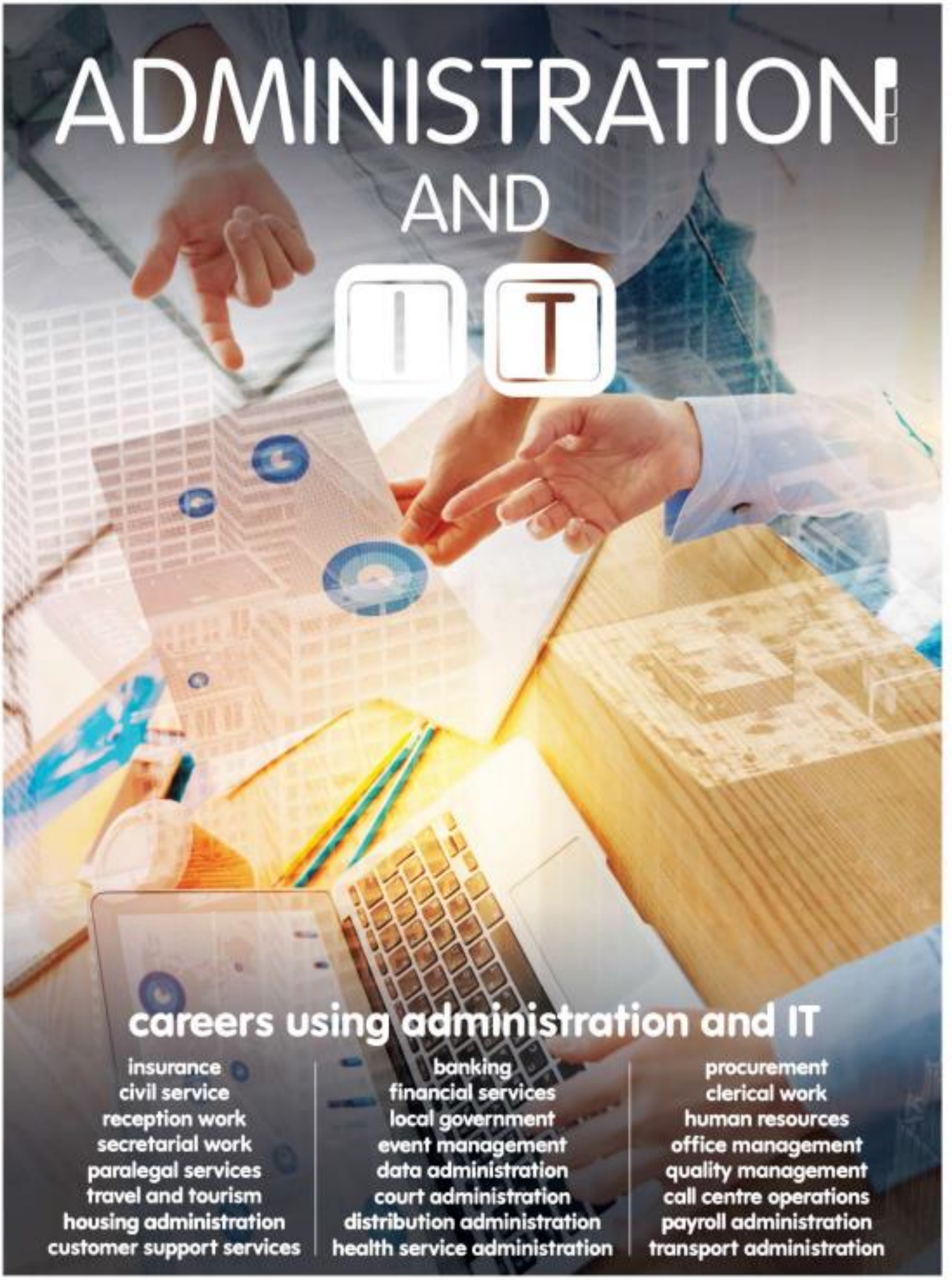
Higher Computing Science

Advanced Higher Computing Science

Higher Cyber Security (NPA)

Level 5 and 6 Computer Games (NPA)

Higher Economics



planit find out more at planitplus.net SQA gateway

HIGHER ADMINISTRATION AND IT

COURSE DESCRIPTION

This course leads on from the National 5 course in Administration and IT. The key purpose of this Course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions. The Course is a blend of applied, experiential learning and related theory and uses real-life contexts, which makes it relevant to the world of work. Its uniqueness lies in enabling learners to work towards industry standards in IT in an administration-related context.

The skills developed in the Higher Administration and IT course are not only required for a career in administrative roles however are also beneficial for students who go on to further and higher education as students learn how to create word processed reports and use spreadsheets to analyse findings of research.

The course is divided into three units:

- Administrative Theory and Practice
- IT Solutions for Administrators
- Communication in Administration

ASSESSMENT

The course is assessed externally. The practical external assessment is completed in school before the Spring holiday. Assessment will take place on the dates specified by the department.

The external assessment is in two parts:
An examination paper counting for 42% of the final grade
An assignment counting for 58% of the final grade

HOMEWORK

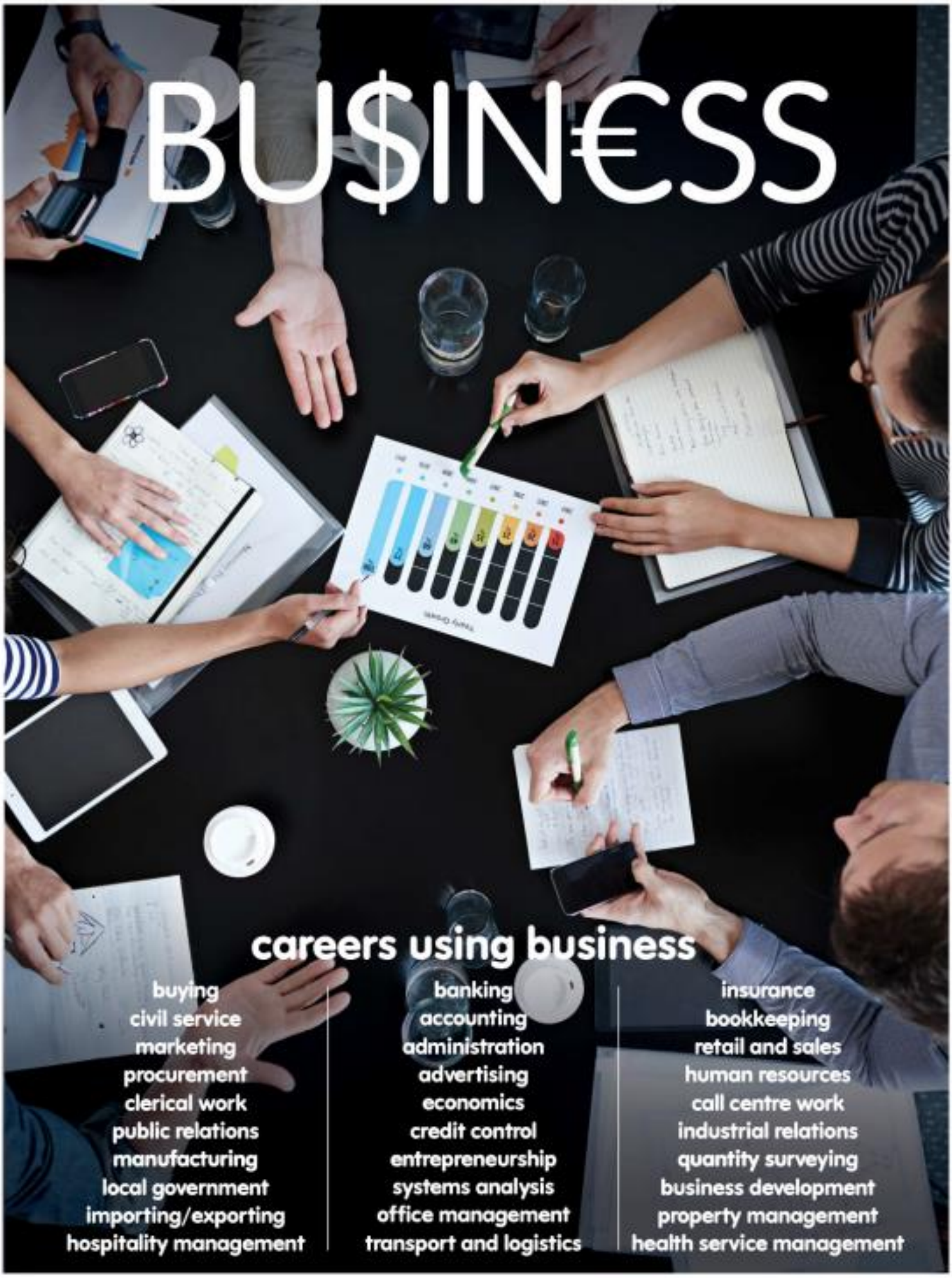
Homework will be ongoing throughout the course and is essential in order to complete the course units.

CAREER INFORMATION

Higher Administration and IT is designed for those who are interested in the management aspects of administration and advanced uses of IT and who want to develop their administrative and IT skills further. Learners who have completed the Course will be able to utilise the acquired administration- and IT-related knowledge, understanding and skills at home, in the wider community and, ultimately, in employment. The Course opens up a range of progression routes — both vertical and lateral — to further and higher education. It may also lead to employment and/or training in various industries.

ENTRY REQUIREMENTS

An A or B pass at National 5 Administration and IT or A or B passes in similar subjects.



BUSINESS MANAGEMENT HIGHER

COURSE DESCRIPTION

This course leads on from the National 5 course in Business Management. The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining 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 course is divided into three units:

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

ASSESSMENT

The course is assessed externally. Assessment will take place on the dates specified by the department.

The external assessment is in two parts:

An examination paper counting for 75% of the final grade
An assignment counting for 25% of the final grade

HOMEWORK

Homework will be ongoing throughout the course and is essential in order to complete the course units.

CAREER INFORMATION

Business Management aims to provide a foundation for future education and training. The range of skills students will develop on the course should enable them to cope with the requirements of today's changing employment market. Many pupils who have studied Business Management have went to study college and university courses in a range of Business courses including Marketing, Finance and Human Resources. The course is recognised as an entry qualification to further and higher education courses and although not a requirement would be of benefit for any career.

ENTRY REQUIREMENTS

An A or B pass at National 5 Business Management or a pass in similar subjects, including National 5 English at A or B.

planit find out more at planitplus.net SQA gateway

COMPUTING SCIENCE HIGHER

Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. The Course will cover a core of advanced concepts which underpin the study of computing science, and explore the role and impact of contemporary computing technologies.

COURSE DESCRIPTION

The course has 4 topics.

Software design and development
You will develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using Visual Basic. This will develop your programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. You will be expected to analyse problems, and design, implement, test and evaluate their solutions.

Computer systems
You will develop an understanding of how data and instructions are stored in binary form and advanced computer architecture. You will 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
You will develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows you to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL.

Web design and development
You will develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows you to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript.

ASSESSMENT

Assessment for certification is in two parts. There is a written examination which counts for 73% of the final mark and a practical examination task which counts for the remaining 27%.

ENTRANCE REQUIREMENTS for Higher

A pass at A or B in National 5 Computing Science

COMPUTING SCIENCE ADVANCED HIGHER

COURSE DESCRIPTION

The course has 4 main topics deepening the understanding, knowledge and skills from Higher.

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

In particular, the course will look at applications which cover all of these areas in a practical context.

Independent learning is a crucial aspect of this course, given the unique nature of the project. Pupils must demonstrate time management, planning and resource management alongside their computing and

ASSESSMENT

Assessment for certification is in two parts. There is a written examination which counts for 50% of the final mark and the project counts for 50%.

The project is a large-scale implementation of a software solution of the learners' own design and creation. They must identify the problem they are solving, and design and implement a solution to it. This is done over the course of the year and has a significant time investment attached to it.

ENTRANCE REQUIREMENTS

A pass in Higher Computing at A or B grade

COURSES AVAILABLE FOR SUCCESSFUL CANDIDATES

Advanced Higher Computing leads directly onto first or second year Computing Science courses in Higher Education.

CYBER SECURITY – HIGHER – NPA

COURSE DESCRIPTION

The National Progression Award (NPA) in Cyber Security provides foundation knowledge and skills in Data Security, Digital Forensics and Ethical Hacking, providing a skills pipeline into the Cyber Security Industry.

This award is designed to raise awareness of Cyber Security and fill the current skills gap in this field. It will encourage learners to improve their cyber hygiene and resilience and enable them to identify security vulnerabilities safely, legally and ethically. These qualifications are the first school-based national qualifications to be developed and will prepare learners for further studies and future employment in this area.

The course has three units

- **Data Security**
    - Analysing approaches to data security by organisations
    - Technologies and Strategies used to protect data
    - Creating a security strategy for a small business
- **Digital Forensics**
    - Investigating the digital forensics process and associated job roles
    - Applying complex techniques and tools to acquire and preserve data
    - Evaluating digital evidence and conducting a digital forensics examination
- **Ethical Hacking**
-
    - Analyse current trends in cybercrime
    - Evaluate contemporary legislation relating to cybercrime
    - Perform a complex penetration test on a computer system in a controlled environment

ASSESSMENT

Pupils will be assessed on a portfolio of their best work built up over the course. There will be theory and practical assessments. There is no final external examination.

HOMEWORK

Pupils will have to carry out preparatory research and planning.

ENTRANCE REQUIREMENTS

There are no specific entrance requirements. Pupils will be placed at the appropriate level taking into account previous experience and qualifications.

CAREER INFORMATION

There is a current skills shortage in the field of Cyber Security to defend against cyber-attacks. This qualification has stemmed from the need to address the growing rise in preventable cybercrime and encourage young people to embark on cyber security courses at university, resulting in more graduates with skills to fill the considerable number of vacant, highly-paid positions in this field.

COMPUTER GAMES DEVELOPMENT - NPA – Level 4 / Level 5 / Level 6

COURSE DESCRIPTION

The National Progression Award (NPA) in Computer Games Development takes pupils through the process of designing, creating and marketing a computer game. The course is entirely practical, meaning pupils will spend almost all of their time using computers.

Pupils investigate contemporary gaming technologies and current systems. Pupils will learn to work with graphics and sound media assets in order to utilise these elements in a game. Pupils will develop skills in games programming using scratch and apply these to their own design to implement an interactive, functional computer game which they will then promote through a variety of marketing strategies.

The course has three units

- **Computer Games Design**
- **Media Assets**
- **Computer Games Development**

Within these, you will cover a range of topics relating to the games industry.

- investigate the computing gaming industry/genres/hardware/trends and emerging technologies
- gain an understanding of underlying concepts and the fundamental principles involved in digital gaming planning and design
- gain the knowledge and skills required in the creation of media assets and games development
- work with others to test a game and give constructive feedback
- collaborate with others in an enterprise activity to promote/market a game

ASSESSMENT

Pupils will be assessed on a portfolio of their best work built up over the course.

There is no final external examination.

HOMEWORK

Pupils will have to carry out preparatory research and planning.

ENTRANCE REQUIREMENTS

There are no specific entrance requirements. Pupils will be placed at the appropriate level taking into account previous experience and qualifications.

CAREER INFORMATION

The computer games industry is growing in Scotland. These qualifications serve to promote a rewarding career in this industry and prepare young people with the practical skills they will find useful in pursuing college or university courses related to computer games.

HIGHER ECONOMICS – OPEN TO S6 CANDIDATES ONLY

Why study Economics?

Economics is about choice and its impact. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and businesses.

Studying Economics will help you understand and make use of economic information. You will learn to analyse, interpret, predict and explain the actions of individuals, businesses and governments to various economic situations. You will develop an appreciation of how markets and governments work and how the decisions taken in these economic contexts affect our daily lives.

Economics is therefore a useful subject for many students, particularly if you are interested in a career in business or finance, central or local government.

What will I study?

The course consists of three areas of study.

Economics of the market

You will develop your understanding of how to analyse the basic economic problem, and examine and analyse how demand and supply drives resource allocation and economic production.

UK economic activity

You will develop your understanding of how to analyse government income and expenditure, and evaluate the role of the public and private sectors in the economy. You will develop the ability to assess the policies and other methods used by the UK government to achieve its economic aims.

Global economic activity

You will develop your understanding of how to analyse the global nature of economics, and explore global trade and its importance to the UK economy. You will examine economic features and impacts of developing countries, emerging economies, global institutions and the EU.

Assessment

The course assessment has **two** components **totalling 110 marks**:

Component 1: question paper – worth 90 marks (consisting of two sections: section 1 worth 30 marks, and section 2 worth 60 marks)

Component 2: assignment – worth 30 marks.

For the assignment component, you will choose a topic to research and produce an economics report based on an analysis of your research findings, detailing appropriate conclusions and/or recommendations.

Both the question paper and the assignment are set and externally marked by the Scottish Qualifications Authority (SQA).

The grade awarded is based on the total marks achieved across course assessment.

The course assessment is graded A-D.

Entry Requirements:

This crash Higher course is available to S6 students only.

You will require a minimum of grade B or C in Higher English from S5 and a minimum of grade A or B in National 5 Mathematics.

Useful Websites for Families and Students

https://www.myworldofwork.co.uk/

My World of Work is an all age service, designed to help build your career management skills and discover what careers match your skills, interests, education and experience. By creating an account pupils can explore their interests and strengths using the online tools. All learners at Hyndland Secondary School should already have an account for this website.

https://www.planitplus.net/

Planit has a number of interactive tools to help you with this. There is also a Career Match quiz that helps you to think about your interests and identifies relevant careers, which is ideal if you're not sure what you want to do yet. You can also explore information on different industries, specific jobs and what kinds of courses are available to help you get into a career. Planit can even help you to create your first CV.

https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/learners-talk-about-their-subject-choices/

Education Scotland has a dedicated section to support families and learners with the senior phase options process. There are a number of videos on learner pathways which can support families as they undertake the course choice process.

https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/highers-in-a-nutshell/

The National Parent Forum of Scotland has produced helpful 'in a nutshell' course descriptors of each subject for families. This may prove helpful when researching subjects.