



**OPTIONS BOOKLET 2026-27**

**S5 & S6**

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## **English Department**

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## **Mathematics Department**

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## **Science Faculty**

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## **Design & Technology Department**

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[Practical Metalwork National 5](#)

[Silversmithing & Jewellery SCQF Level 5](#)

[Construction Skills SCQF Level 5](#)

[Design Engineer & Construct SCQF Level 6](#)

Please click on the subject or department / faculty you are interested in.

## **Humanities Faculty**

[Geography National 5](#)

[Geography Higher](#)

[History National 5](#)

[History Higher](#)

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[Modern Studies National 5](#)

[Modern Studies Higher](#)

[Psychology National 5](#)

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[RMPS National 5](#)

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[Scottish Studies SCQF Level 5 & 6](#)

## **Modern Languages Department**

[French National 5](#)

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Dear Pupil,

Making the right course choices for S5 and S6 is a very important part of your educational progress.

The choices that you make at this time are important to your educational future and your possible career thereafter. It is important 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 an important part of the options process and contains details of each of the courses on offer this year. You should read it carefully and use this information to help guide you in choosing the right subject for you.

The school website also has a range of information to guide you through the options process, including the curriculum structure, timescales for this year's options and further information on college offerings.

<https://www.johnstonehigh.co.uk/parents/2023-2024-options-process/>

Further information can also be found on the SQA website, where you can search for subject specific information.

<https://www.sqa.org.uk/sqa/70972.html>

You should also discuss your course choices with your family, friends and subject teachers as this will give you more opportunities to think through your decisions. You will of course receive advice and support from staff in the school.

All S4 & S5 pupils will have a meeting with their Pastoral Teacher to discuss preferred options and help pupils make their final decision.

Pupils and parents / carers may also find it useful to access the My World of Work website for additional help and guidance.

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

Options choices are really important to your future. Think carefully before you make any decisions and remember if you have any questions please ask for advice.

Mr N Henderson

Depute Head Teacher



**ENGLISH**

## COURSE OUTLINE

The English National 5 course will give you the opportunity to learn how to read detailed texts in order to understand, analyse and evaluate in familiar contexts and develop the skills to listen to detailed language in order to understand, analyse and evaluate in familiar contexts.

In addition, you will learn how to develop and extend talking and writing skills in a wide range of contexts. You will develop the skills needed to create and produce texts in both written and oral forms.

## PUPIL ELIGIBILITY

You must have:

Demonstrated Level 3 or above in S2

Or

Passed National 4 English

## QUALIFICATION BREAKDOWN

English National 5 SCQF Level 5:

Components 1,2 and 3 will be externally marked and will contain:

Component 1: Question paper – Reading for Understanding, Analysis and Evaluation (30%)

Component 2: Question paper – Critical Reading (40%) (Learners will answer at least one question on a Scottish text)

Component 3: Portfolio-writing (30%)

Component 4 will be internally assessed and is mandatory

Component 4: Performance-spoken language (achieved/not achieved)

## COURSE ASSESSMENT

- Portfolio piece (800—1000 words)
- Final Exam

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

Being competent in English is the key to success in many aspects of life and work. Skills in English language and communication are important in many school, college and university courses and essential in many occupations.

You might go on to do:

- Higher English
- Literature and Communication

## COURSE OUTLINE

The Higher English course will provide you with the opportunity to develop and extend reading and listening skills. Learners develop the skills needed to understand, analyse and evaluate a wide range of detailed and complex texts and spoken language in the contexts of literature, language and media.

In addition, you will learn how to develop and extend talking and writing skills in a wide range of contexts. You will develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

## PUPIL ELIGIBILITY

You must have:

- Achieved an A or B pass in English National 5
- If you have N5 at C it is strongly recommended that you study Literature and Communication

## QUALIFICATION BREAKDOWN

Higher English SCQF Level 6:

An examination consisting of two papers:

- Reading for Understanding, Analysis and Evaluation (30%)
- Critical Reading encompassing Scottish Text and critical essay (40%)
- A portfolio, which contains one piece of writing. This is either a discursive or a creative essay (30%)
- Component 4: Performance-spoken language (achieved/not achieved)

## COURSE ASSESSMENT

- Portfolio piece ( 1000—1300)
- Final Exam

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Advanced Higher English
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications
- Employment or training in Teaching, Law or Journalism

## COURSE OUTLINE

The Advanced Higher English provides you with the opportunity to develop complex language skills which are essential for learning, life and work; and to develop their ability to interpret complex literary forms and to produce sophisticated language.

Advanced Higher English fosters an in-depth appreciation, of complex and sophisticated language, and of a wide range of literature and texts in different genres. This enables learners

to access their own cultural heritage and history, as well as the culture and history of others. You will have the opportunity to personalise your study; choices enable you to encounter a wide range of texts in different genres and to produce sophisticated writing in chosen literary forms. Building on the four capacities, Advanced Higher English enables you to communicate, become a critical thinker, develop your cultural awareness, and be creative.

## PUPIL ELIGIBILITY

You must have:

- A pass in Higher English at A or B level
- If you have Higher at C it is strongly recommended that you upgrade at Higher

## QUALIFICATION BREAKDOWN

Advanced Higher English SCVQF Level 7:

- Analysis and Evaluation of Literary Texts
- Textual Analysis of an unseen text
- A portfolio, which contains one piece of writing (no upper limit regarding word count)
- A project–dissertation ( 3000 words)

## COURSE ASSESSMENT

- Portfolio piece
- Final Exam

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

Being competent in English is the key to success in many aspects of life and work. Skills in English language and communication are important in many school, college and university courses and essential in many occupations.

You might go on to do:

- A full time higher education course, such as degree.
- The level you might enter would depend on the level and relevance of your other qualifications
- Employment or training in Teaching, Law or Journalism

## COURSE OUTLINE

The Literature and Communication course will provide you with the opportunity to develop and extend reading and listening skills. Learners develop the skills needed to understand, analyse and evaluate a wide range of detailed and complex texts and spoken language in the contexts of literature, language and media.

In addition, you will learn how to develop and extend talking and writing skills in a wide range of contexts. You will develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

## PUPIL ELIGIBILITY

You must have a C or D at National 5.

## QUALIFICATION BREAKDOWN

- Textual Analysis of an unseen text
- Critical essays in two different genres
- RUAE assessment (x1)
- Listening Assessment
- Talk Assessment

## COURSE ASSESSMENT

- See above.
- This is all internally assessed and so there is no need to do a final exam but all assessments must be passed in order to get the full qualification.

This is the equivalent of a C grade at Higher and is accepted as such by most colleges and universities.

You should check this with them before applying.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

- You might go on to do:
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.
- Employment or apprenticeships.



MATHS

## COURSE OUTLINE

The National 5 Mathematics course aims to build upon skills learned within the curriculum for excellence and extend candidates' mathematical thinking. You will be given the opportunity to develop problem-solving skills with emphasis being placed on developing an appreciation of the power of mathematical language and the efficiency of algorithms in preparation for the Higher course.

## PUPIL ELIGIBILITY

You must have:

Demonstrated Level 4 in S2

Or

Passed National 4 Maths

## QUALIFICATION BREAKDOWN

National 5 Mathematics SCQF Level 5:

- Expressions and Formulae
- Applications
- Relationships

## COURSE ASSESSMENT

- Final Exam:
- Question paper 1 (non-calculator) 40 marks
- Question paper 2 (calculator) 50 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

The skills and knowledge of mathematics gained at National 5 level is useful in many scientific, technological, engineering and mathematical (STEM) contexts.

You might go on to do:

- Higher Mathematics
- Higher Applications of Mathematics
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree
- The level you might enter would depend on the level and relevance of your other qualifications.

## COURSE OUTLINE

The Higher Mathematics course will give you the opportunity to gain confidence in applying mathematical techniques proficiently, manipulating symbolic expressions and communicating with mathematical correctness in the solution of problems. In addition, you will develop an understanding of underlying processes.

They will involve the ability to use these skills within mathematical contexts, such as in solving equations or working with indices, surds and logarithms.

## PUPIL ELIGIBILITY

You must have:

- National 5 Mathematics at A-C level

## QUALIFICATION BREAKDOWN

Higher Mathematics SCQF Level 6:

- Expressions and Functions
- Relationships and Calculus
- Applications

## COURSE ASSESSMENT

- Final Exam:
- Question paper 1 (non-calculator) 55 marks
- Question paper 2 (calculator) 65 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

The skills and knowledge of mathematics gained at National 5 level is useful in many scientific, technological, engineering and mathematical (STEM) contexts.

You might go on to do:

- Higher Applications of Mathematics
- Advanced Higher Mathematics
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree

## COURSE OUTLINE

The Advanced Higher Mathematics course aims to build upon and extend your mathematical skills, knowledge and understanding

in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject. You will have the opportunity to develop a range of mathematical skills and in addition, skills in calculus, algebra and areas such as number theory, complex numbers and matrices.

## PUPIL ELIGIBILITY

You must have:

- Higher Mathematics at A or B level

## QUALIFICATION BREAKDOWN

Advanced Higher Mathematics SCQF Level 6:

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

## COURSE ASSESSMENT

- Final Exam:
- Question paper 1 (non-calculator) 35 marks
- Question paper 2 (calculator) 80 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A full time higher education course, such as a Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.



## COURSE OUTLINE

Mathematics engages learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.

## PUPIL ELIGIBILITY

You must have:

Demonstrated Level 4 in S2

Or

Passed National 4 Applications of Mathematics

## QUALIFICATION BREAKDOWN

National 5 Applications of Mathematics SCQF level 5:

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

## COURSE ASSESSMENT

- Final Exam
- Question paper 1 (non-calculator) 35 marks
- Question paper 2 (calculator) 55 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- National 5 Mathematics
- Higher Applications of Mathematics

## COURSE OUTLINE

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce. The course develops candidates' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts.

Applying mathematics in real-life contexts includes identifying relevant information, formulating a problem in appropriate mathematical or statistical terms, selecting and applying tools correctly, finding solutions, interpreting solutions in the context of a problem, and evaluating the approach taken.

The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas, such as humanities, social sciences, healthcare, and business.

## PUPIL ELIGIBILITY

You must have:

Completed National 5 Applications of Mathematics or National 5 Maths

**AND** minimum National 4 Pass in Administration and Information Technology.

## QUALIFICATION BREAKDOWN

Higher Applications of Mathematics SCQF level 6:

- equip candidates with the mathematical and statistical literacy skills they need for life, work and further study in a wide range of curricular areas
- develop candidates' financial literacy in real-life contexts
- show candidates how they can use appropriate digital technology to manipulate and model mathematical, statistical and financial information
- develop candidates' mathematical reasoning skills so that they can generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions in familiar and unfamiliar situations
- develop candidates' range of mathematical skills so that they can analyse, interpret and present data and numerical information
- provide candidates with the skills to appraise quantitative information critically, considering modelling or statistical assumptions

## COURSE ASSESSMENT

- Final Exam
- Question paper 65 marks
- Project 30 marks

The project is completed internally and submitted to the SQA for external marking.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A degree involving Mathematics
- A College or University course with applications of mathematics as an entry requirement.
- Seek employment in this field

## COURSE OUTLINE

The Personal Finance Awards at SCQF level 4 or 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

## PUPIL ELIGIBILITY

You must it is preferable that you have:-

### Level 4 Personal Finance-

Passed National 3 Applications of Mathematics

### Level 5 Personal Finance-

Passed National 4 Applications of Mathematics or National 4 Mathematics or Level 4 Personal Finance

## QUALIFICATION BREAKDOWN

Personal Finance Award SCQF level 4/5:

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

### Personal Finance Award SCQF level 4

- Money Management
- Principals of Money

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

Personal Finance Award SCQF level 5

### Personal Finance Award SCQF level 5:

- Money Management
- Understanding Money

## COURSE ASSESSMENT

To achieve either award, learners must pass the two end-of-unit e-assessment tests using SOLAR (SQA's e-assessment system)

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH ?

### Level 4 Personal Finance

You might go on to do:

Level 5 Personal Finance.

### Level 5 Personal Finance

You might go on to do:

National 5 Applications of Mathematics



**ART & DESIGN**

## COURSE OUTLINE

The main purpose of this Course is to provide opportunities for learners to develop their thoughts and ideas before exploring how they can use art and design, media, equipment and materials creatively and expressively. They will develop their problem-solving skills and will be encouraged to explore the creative use of technology when developing and producing art and design work. The Course allows learners develop their practical skills and investigate how artists and designers create and develop their ideas. It also allows learners to develop their knowledge and understanding of art and design practice and develop their critical thinking skills. Reflective skills are also developed through the study of art and design practice which will help to support and inform learners own work. This subject will encourage creative learning through problem solving, independent learning, innovative and collaborative approaches.

## PUPIL ELIGIBILITY

You must have:

- An interest in Art & Design
- Achieved a level 3 in Art & Design in S2

## QUALIFICATION BREAKDOWN

National 5 Art and Design SCQF level 5:

- Expressive Folio (100 marks Externally assessed )
- Design Folio (100 marks Externally assessed)
- Question Paper (External exam- 50 marks)

## ART AND DESIGN: EXPRESSIVE PORTFOLIO

Learners will develop their personal thoughts and ideas in visual form. They will select stimuli and produce analytical drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats when responding to stimuli. The expressive portfolio has three sections.

Section 1 titled 'process' has 40 marks.

Section 2 titled 'skills' has 50 marks.

Section 3 titled 'evaluation' has 10 marks.

## ART AND DESIGN: DESIGN PORTFOLIO

Learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities, and work to resolve design issues and constraints. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats. The design portfolio has three sections.

Section 1 titled 'process' has 40 marks.

Section 2 titled 'skills' has 50 marks.

Section 3 titled 'evaluation' has 10 marks.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher Art & Design SCQF Level 6
- An Art or Design based college course
- Seek Employment within Art or Design
- You will be skilled in creative thinking and complex problem solving, which are sought after skills for today's workforce.

## COURSE OUTLINE

In the course pupils will draw upon their detailed understanding of art and design work and practice as they experiment with using a range of selected art and design materials, techniques and/or technology to develop their own creative ideas. Pupils will develop a range of complex problem-solving skills, and critical understanding of the social, cultural and other external factors on artists' and designers' work and practice.

## PUPIL ELIGIBILITY

You must have:

- Passed National 5 Art & Design at B level or above

## QUALIFICATION BREAKDOWN

Higher Art and Design SCQF level 6:

The course comprises TWO mandatory units.

- Expressive Activity & Critical Studies
- Design Activity & Critical Studies

## EXPRESSIVE ACTIVITIES & CRITICAL STUDIES

Deriving from the appropriate context, pupils will identify, select and interpret sources and stimuli of personal interest. Completed artwork will clearly convey the pupil's ideas, feelings and responses with imagination and assured use of media.

## DESIGN ACTIVITIES & CRITICAL STUDIES

In relation to design issues, problem or need, the pupil will be expected to negotiate and finalise a design brief: with specific requirements, constraints, implications. A design process is followed: investigation and research; consideration of various possible solutions; selecting one to be completed in finished or prototype form. This solution will be evaluated in light of client needs, design issues and the brief. The areas covered include Graphic, Fashion or Textile Expressive / Design Studies. Will analyse the work of artists and designers in relation to their Practical folios. Critical skills and research in to the context of the work will be completed.

**CORE SKILLS** These lie within the Problem-Solving area: • Critical thinking • Planning and Organisation • Reviewing and Evaluating.

## ASSESSMENT

Is continuous over the course and takes place on the completion of a unit with continuous monitoring of performance throughout.

The award at Higher is arrived at in the following ways:

- Design and Expressive folios are submitted to the SQA for Marking.
- A formal written paper examination on critical evaluation and historical studies.
- Design folio: 100 marks
- Expressive folio: 100 marks
- Written exam: 60 marks

The marks arrived at for all three activities go to make up the final award.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Advanced Higher Art & Design SCQF Level 7
- An Art or Design based college course
- Seek Employment within Art or Design
- You will be skilled in creative thinking and complex problem solving which are sought after skills for today's workforce.

## COURSE OUTLINE

The Advanced Higher in Art and Design (Expressive/Design): Expressive Enquiry or Design Enquiry will give learners the opportunity to show that learners can plan and carry out a personal art/design enquiry. Learners will select expressive or design stimuli and produce initial investigative drawings and studies before developing and refining developmental ideas for art/design work for the enquiry. Learners will also analyse their creative choices and decisions and independently evaluate their art work. Learners will learn to find unexpected patterns, by making connections sometimes between quite unrelated things.

Learners will show that learners can research and investigate an art/design area of personal interest. You will plan the investigation, analysing examples of art/design work and practice within a chosen area of art/design. Learners will express substantiated personal judgements about art/design work and the contexts which influenced your work

## PUPIL ELIGIBILITY

You must have:

- Passed Higher Art and Design
- Have a strong interest in pursuing a career in a creative field

## QUALIFICATION BREAKDOWN

Advance Higher Art and Design (Enquiry: Expressive/Design) SCQF Level 7:

- Art and Design: Expressive/Design Enquiry
- Art and Design: Expressive/Design Studies

## EXPRESSIVE or DESIGN ENQUIRY

The portfolio is to assess your ability to integrate and apply practical art skills and in-depth knowledge and understanding of expressive or design art practice across the course. Learners will select one or more examples of your earlier expressive or design investigative and development work from your unit. Learners will use this as a basis for developing and producing pieces of highly resolved expressive art or design outcomes. The portfolio will be produced over an extended period of time. This allows learners the opportunity to develop, reflect on and refine their work before it is presented for external assessment/ marking. The completed practical portfolios are worth 64%, the evaluation is worth 6% and the Expressive/Design Studies is worth 30%. There is no written exam at this level.

## EXPRESSIVE/DESIGN STUDIES

Writing a dissertation with a maximum of 2000 words you will produce a contextual analysis of a selected artwork/piece of design by discussing related contexts and analysing their impact on the features of the artwork/design.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A degree in Art and Design or a related field
- Other National Qualifications
- Employment (including SVQ's)
- You will be skilled in creative thinking and complex problem solving which are sought after skills for today's workforce.

**Please note pupils choose to do either an Expressive or Design folio at Advanced Higher level, not both.**

## COURSE OUTLINE

The qualifications provide an introduction to photography. They are aimed at those who want to explore their interest in photography, increase their understanding and develop their skills in practical photography and in working with photographs.

The units at SCQF level 4 provide a basic level of study. They aim to develop basic skills, knowledge and understanding in photography. Learners learn about creative concepts used by photographers and apply this knowledge and understanding to their own work.

The focus is on developing practical creative skills using simple automatic camera functions. Inspired by the work of photographers, learners plan and carry out their own photoshoots. They develop basic skills in evaluating their photographs and learn how to work with photographic images to make simple enhancements.

The units at SCQF level 5 build on and further develop the basic skills acquired at SCQF level 4. They are also suitable for learners who have not completed NPA Photography (SCQF level 4) but who have already attained a basic level of skill, knowledge and understanding in photography. At this level, learners develop their understanding of creative and technical concepts used by photographers. Learners research the work of photographers. Inspired by their research images, learners plan and carry out their own photoshoots. They develop their evaluation skills by identifying strengths and areas for development in photographs. They learn about and apply techniques to make enhancements to photographic images.

## PUPIL ELIGIBILITY

- Pupils should have an interest in Photography

## QUALIFICATION BREAKDOWN

NPA Photography SCQF Level 4 & 5 units:

- Understanding Photography
- Photographing People
- Photographing Places
- Working with Photographs

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Further study in Art & Design
- Higher Photography
- Vocational course
- Employment in this field

## COURSE OUTLINE

The course aims to develop practical and creativity skills, knowledge, understanding and skills involved in photography. Planning and evaluation skills

Pupils must complete 2 mandatory internally assessed/ SQA verified units, we follow the SQA combined approach (work on both units together):

- Photography: Image Making (Higher)
- Photography: Contextual Imagery (Higher)
- As well as an SQA externally marked Course Assessment Project

## PUPIL ELIGIBILITY

No experience necessary, although a National 5/Higher Art and Design qualification can be beneficial.

- An interest in photography is essential

## QUALIFICATION BREAKDOWN

Higher Photography SCQF Level 6

- UNIT - Contextual Imagery and Image Making (internally assessed)
- Masters of Photography – A research project (different styles/genres); inspiration from 2 relevant photographers.
- Produce 6 final images showcasing understanding of technical ability, compositional awareness, different styles and genres. Present findings in a digital format.

## COURSE ASSESSMENT

Project (100 marks = 100% of SQA grade)

Project worth 100 marks. This is 77% of the overall marks for the course assessment.

- The project has three sections.
- Section 1: planning, research and investigation 20 marks
- Section 2: development and production 70 marks
- Section 3: evaluation 10 marks
- Question paper. 1 hour exam worth 30 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A degree in Photography or a related field
- Other National Qualifications
- Employment in a range of creative industries including Photographer; Wedding / Studio / Fine Art / Fashion / Police / Forensic / Photo Journalist / Magazine / Newspaper, Film / TV camera operator, Cinematographer.

## COURSE OUTLINE

### Please note this is not the Creative Industries course

Creative thinking is at the heart of the innovative process and is an essential skill for everyone in this fourth industrial revolution.

Daydream Believers Creative Thinking qualification has 24 SCQF credits at level 5 & 6. The level 6 also has UCAS tariff points. It is suitable for learners aged 15 and above. The learning and teaching takes place across an academic year in approx. six timetabled hours a week.

## PUPIL ELIGIBILITY

You must have:

- N5 or Higher Art and Design
- NPA or Higher Photography

## QUALIFICATION BREAKDOWN

3 internally assessed and verified units

No external exam

Level 5 and 6 (Same as a N5 and Higher)

24 SCQF points

Graded A-D

Level 6 carries UCAS tariff points (An A grade carried 36 UCAS tariff points)

Critical thinking and problem-solving top the list of skills employers believe will grow in prominence in the next five years. Our resources develop these meta-skills which will enable our learners to succeed in a rapidly changing employment landscape.

Recognised by the following as an entry qualification:

Glasgow School of Art

Edinburgh College of Art

Duncan of Jordanstone College of Art and Design (Dundee)

Edinburgh Napier University

Created in collaboration with Ellen MacArthur Foundation, Studio LR, Acrylicize and Edinburgh

Napier University, learners are encouraged to think differently, break the rules, fail, collaborate and generate creative, innovative solutions and ideas. These resources can support creative thinking across the curriculum and helps to remind ourselves of what makes us uniquely human, creative and brave!

## ASSESSMENT

### 5-Point Framework

Based on a simple creative process, our qualification has 5 broad learning outcomes which 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

The 5 outcomes: **Research, Conceptualise, Fail and Fix, Communicate, Evaluate**

We have developed innovations in assessment to support our challenge-based learning approach. Putting the emphasis on formative feedback allows learners to develop their creative process and learning power. Simple, transparent tools which are proven to cut marking time in half and are applicable across the curriculum, e.g., with STEAM subjects.

## WHY WOULD YOU CHOOSE THIS QUALIFICATION?

If you want to experience creativity from a different angle and want to add another creative qualification for your UCAS application/C.V.

If you enjoy being creative but don't feel you are good at traditional art skills such as drawing and painting.

[More information can be found in the Creative Thinking app which is available in pupils' App Library on Glow](#)



**MUSIC**

## COURSE OUTLINE

The purpose of the National 4 & 5 Music courses is to provide candidates with a broad practical experience of performing, creating and understanding music. The course enables candidates to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning.

## PUPIL ELIGIBILITY

Pupils should have:

- Achieved level 3 in S2 Music
- Shown an interest in music or currently play a musical instrument.

## QUALIFICATION BREAKDOWN

The course aims to enable candidates to:

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

## COURSE ASSESSMENT

Music National 4 (N4)

All Units will be internally assessed based on a range of evidence throughout each unit. Units are all pass or fail

Performing Skills

Composing Skills

Understanding Music

Music National 5:

Final marks are awarded in

- **50% Performing: 8-8.30** minutes on 2 instruments assessed in February-March by an SQA visiting examiner.
- **35% Written Understanding:** this is conducted with the full diet of exams in April-

May.

- **15% Composition:** The assignment allows candidates to explore and develop musical ideas to create music. It has two parts: Composing one piece of music and Reviewing the creative process of their composition. This is marked by the SQA.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher Music
- A college course in this field.

## COURSE OUTLINE

The course is suitable for candidates with an interest in developing their understanding and skills in music. It allows them to consolidate and reinforce prior skills, knowledge and understanding of music developed through other qualifications or experience. It also provides a pathway for those who want to progress to higher levels of study.

The course takes account of the needs of different candidates and can be contextualised to suit a diverse range of needs, interests and aspirations. There is considerable scope for personalisation and choice through the activities of performing, creating and listening to music, and through opportunities for using music technology to create music.

## PUPIL ELIGIBILITY

Pupils should have:

- Achieved an A or B pass at National 5
- Be able to commit to practise two instruments independently.

## QUALIFICATION BREAKDOWN

Higher Music:

- Performing
- Understanding Music
- Composing Assignment

## COURSE ASSESSMENT

- **50% Performing:** 12 –13minutes on 2 instruments assessed in February-March by an SQA visiting examiner.
- **35% Written Understanding:** this is conducted with the full diet of exams in April-May.
- **15% Composition:** The assignment allows candidates to explore and develop musical ideas to create music. It has two parts: Composing one piece of music and

Reviewing the creative process of their composition. This is marked by the SQA.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Study Music at Advanced Higher level
- A college or university course in this field.

## COURSE OUTLINE

The Advanced Higher Music course allows candidates to develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to self-reflect and explore their creative ideas. Understanding music through listening and analysing enables candidates to build on and extend their knowledge and understanding of music and influences on music. The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning.

## PUPIL ELIGIBILITY

Pupils should:

- A pass in Higher Music at A or B level.
- Be able to commit to practise two instruments independently to a Grade 5 standard.

## QUALIFICATION BREAKDOWN

Advanced Higher Music:

- Performing
- Understanding Music
- Assignment – Composing and Analysing

## COURSE ASSESSMENT

- **50% Performing:** 18-20 minutes on 2 instruments at Grade 5 Level assessed in April– May by an SQA visiting examiner.
- **35% Written Understanding Paper:** This is conducted with the full diet of exams in April-May.
- **15% Assignment:** The assignment allows candidates to explore and develop musical ideas to create music. It has three parts: Composing or arranging one piece of music, reviewing the creative process of their

composition or arrangement and Analysing a chosen piece of music. This is marked by the SQA.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

Music is a highly desirable qualification not only for careers working within the Music Industry; Musician, Music/Instrumental Teacher, Stage Management, Sound/Lighting Engineers, etc. but also extremely desirable for careers working with children e.g. Nursery/Primary Teacher, Social Work, etc.

Music courses teach skills such as preparation, delivery and evaluation, these skills have been highlighted as desirable for future careers in professions such as Law, Medicine or Management.



HEALTH & WELLBEING  
FACULTY

## COURSE OUTLINE

The course, which is practical and experiential in nature, develops a range of cake baking and finishing skills in hospitality-related contexts. It enables candidates to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items. It develops the thinking skills of understanding, analysing and evaluating, and creating. Aspects of numeracy, employability skills, and the ability to work safely and hygienically are similarly developed.

The candidates develop knowledge of methods of cake production and functional properties of ingredients used in the production of a range of cakes and other baked items. The candidates acquire skills in baking a range of cakes and other baked items, demonstrating specialist skills, techniques and processes safely and hygienically.

The candidates further develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes candidates apply specialised skills and creative techniques.

## PUPIL ELIGIBILITY

### Pupils should have:

- An interest in acquiring cake baking and finishing skills
- The ability to demonstrate innovativeness in these areas.
- An interest in the creative, design and artistic aspect of the course is an important consideration.

## QUALIFICATION BREAKDOWN

### Practical Cake Craft SCQF Level 5

- Cake Baking
- Cake Finishing

## COURSE ASSESSMENT

- **Component 1:** Written Paper 25 marks
- **Component 2:** Assignment 30 marks
- **Component 3:** Practical Activity 70 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

### You might go on to do:

- A vocational course at college in this field
- Seek employment in the hospitality sector.

## COURSE OUTLINE

Hospitality will give you an opportunity to develop the skills and qualities, both practical and interpersonal, in order to progress into employment in hospitality job roles. You will carry out a range of food preparation techniques while working in a team, following food hygiene procedures and serving a finished product to customers. In addition, you will learn all of the different components necessary to plan, organise and deliver a real life event.

## PUPIL ELIGIBILITY

### **Pupils should have:**

- An interest in the Hospitality Industry, Professional Cookery and Events
- Be prepared to undertake work experience in this area.

## QUALIFICATION BREAKDOWN

### **Hospitality SCQF Level 5**

Pupils must complete the following mandatory units to gain the full award.

- Developing Skills for Working in Hospitality
- Events
- Developing Skills for Working in the Professional Kitchen
- Front of House Operations
- Work Based Challenge

## COURSE ASSESSMENT

All units are internally assessed on a pass or fail basis. All units must be passed to gain the full award.

- Successful completion of all unit paperwork
- Successful completion of work experience
- Successfully participated in two Events

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

### **You might go on to do:**

- A vocational course at college in this field
- Seek employment in the hospitality sector.

## COURSE OUTLINE

Physical Education gives candidates the opportunity to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. This course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this.

## PUPIL ELIGIBILITY

Pupils should have:

- Achieved level 3 in S2
- Demonstrated the potential to have National 5 PE practical performance level
- Demonstrated a commitment to PE in S1 and S2
- An enthusiasm for sport

## QUALIFICATION BREAKDOWN

- Component 1: Portfolio
- Component 2: Performance

## COURSE ASSESSMENT

Final grading will be on assessment on Performance in two activities and a written Portfolio. Candidates will select activities for performance assessment based on SQA guidelines, school facilities and staff expertise. The Portfolio is completed as an ongoing assessment throughout the year in class time. There is no written exam.

Performance – 50%

Portfolio – 50%

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher Physical Education
- Sports Development
- A college course in a sport-related field

## COURSE OUTLINE

This course gives candidates the opportunity to develop and enhance their movement and performance skills. They develop knowledge and understanding and apply this to the analysis and evaluation of performance in physical activities. Candidates develop their thinking skills through planning, problem solving and analysing performance.

Taking part in physical education acts as a stimulus for personal achievement, enabling candidates to develop confidence, resilience, responsibility and the ability to work co-operatively with others. The course promotes awareness of mental, emotional, social and physical wellbeing.

## PUPIL ELIGIBILITY

Pupils should have:

- Passed National 5 PE at level A or B
- Passed National 5 English at level C
- Demonstrated the potential to have Higher PE practical performance level
- Demonstrated a commitment to PE in S4 / S5
- An enthusiasm for sport

## QUALIFICATION BREAKDOWN

- Component 1: Question Paper
- Component 2: Performance

## COURSE ASSESSMENT

Final grading will be on assessment on Performance in two activities and a Question Paper. Candidates will select activities for performance assessment based on SQA guidelines, school facilities and staff expertise.

The Question Paper is a final written exam lasting 2 hours and 30 minutes.

Performance – 50%

Question Paper – 50%

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- SFA Refereeing (Level 7)
- Sports Development (Level 6)
- A college course in a sport-related field
- A degree in a sport-related field
- Employment

## COURSE OUTLINE

The purpose of this National Progression Award is to prepare candidates for either progression towards further study or employment in various sectors of the sports industry.

Candidates considering this course would be expected to have a strong interest in sport, fitness and/or outdoor activities. Candidates will require good interpersonal skills as they will complete a six week primary school placement and will also work with groups of primary children in other settings.

## PUPIL ELIGIBILITY

Pupils should have:

- Passed National 5 PE
- An interest in sports

## QUALIFICATION BREAKDOWN

Pupils must complete the following mandatory units to gain the full group award.

Unit 1: Activity and Participation Opportunities in the Community

- Placements at local primary schools
- Planning and delivering sessions for younger peers.
- Researching the benefits of physical activity.
- Complete 6hrs coaching, 6hrs refereeing & 6hrs participation in a range of activities.
- Creating community club posters/tables.

Unit 2: Investigating Activity Development Opportunities in an Organisation

- Explore funding options available for physical activity programmes.
- Investigate PVG/Disclosure requirements.
- Organise, plan and run a big school event.
- Report on community clubs available.
- Active schools co-ordinator interview.

## COURSE ASSESSMENT

Both units are internally assessed on a pass or fail basis. Both units must be passed to gain the full award.

The course has a variety of assessment methods including:

- 1000 word essay
- 500 word report
- Placement log book
- Classroom tasks
- Group presentations

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A college course in a sport-related field
- A degree in a sport-related field
- Employment

## COURSE OUTLINE

The Professional Development Award in Scottish Football Association: Refereeing at SCQF level 7 is designed to equip individuals with knowledge and understanding of Scottish Football Association (SFA) refereeing, concentrating on knowledge and understanding of the Laws of the Game of football. It also includes learning about formal controls, misconduct, match reports and fitness standards for referees. This knowledge is drawn together by refereeing a football match.

## PUPIL ELIGIBILITY

Pupils should have:

- Passed National 5 PE
- A keen interest in football

## QUALIFICATION BREAKDOWN

Pupils must complete the following mandatory units to gain the full group award.

### Unit 1: The Laws of the Game

Outcome 1: Identify and interpret the laws of the game

Outcome 2: Demonstrate the practical skills required to implement the laws of the game.

### Unit 2: Practical Refereeing

Outcome 1: Identify and analyse the formal controls and procedures used in a football match

Outcome 2: Produce misconduct and match reports in both formal letter and pro forma styles.

Outcome 3: Achieve the fitness standard required by the Scottish FA.

Outcome 4: Referee a football match using formal controls and procedures as defined in the laws of the game.

## COURSE ASSESSMENT

Each unit is assessed in the following ways:

### Unit 1: The Laws of the Game

- Outcome 1: Online multiple choice assessment. 80% pass mark required.
- Outcome 2: Observational checklist

### Unit 2: Practical Refereeing

- Outcome 1: Video analysis task and observational checklist.
- Outcome 2: Two caution reports on pro forma, two ordering off reports on pro forma, one match incident in formal letter format.
- Outcome 3: Complete the SFA fitness test. Complete a training diary.
- Outcome 4: Referee an 11 aside football match observed by an SFA supervisor.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Paid Refereeing
- A college course in a sport-related field
- A degree in a sport-related field



FACULTY OF  
SCIENCE

## COURSE OUTLINE

N4 and N5 Biology courses aim to develop learners' knowledge and understanding of Biology including applications of Biology and the impact these make in society and the environment. This will enable learners to make their own decisions on issues within a modern society where the body of biological knowledge and its applications and implications are ever developing. Learners must be able to use and understand biological literacy, in everyday contexts, to communicate ideas and issues and to make biologically informed choices.

The courses are also designed to encourage the development of a range of scientific inquiry and investigative skills, scientific analytical thinking, planning and problem solving all in a biological context.

## PUPIL ELIGIBILITY

Pupils should have :

- Achieved Level 3 Science in S2
- Demonstrated an enthusiasm for Science

## QUALIFICATION BREAKDOWN

National 4 & 5 Biology:

Unit 1: Cell Biology

The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering and respiration.

Unit 2: Multicellular Organisms

The key areas covered are: cells, tissues and organs; cell division & stem cells; control and communication; reproduction, variation & inheritance; the need for transport and exchange systems in animals and plants.

Unit 3: Life on Earth

The key areas covered are: biodiversity and the distribution of life; energy in ecosystems; photosynthesis, sampling techniques, measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

## COURSE ASSESSMENT

National 4:

Each unit will be assessed.

Added value unit will be assessed.

Assessments will take place internally and then be verified by the SQA.

Assessments will be pass or fail.

N4 Biology does not have an external exam.

However, learners must pass all assessments to gain a course award.

National 5:

Assignment : Pupils will complete an assignment worth 20% of final exam in school but it will be sent to the SQA for marking.

Examination: N5 Biology has an external exam set and marked by SQA.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher Biology
- A vocational course related to Science
- Health Sector Science

## COURSE OUTLINE

The Higher biology course will develop your interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of biology. This will enable you to become a scientifically literate citizen, able to review the science-based claims you will meet. This course is a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society.

## PUPIL ELIGIBILITY

Pupils should have :

- Passed National 5 Biology at A or B Level.
- An enthusiasm for Biology and Science.

## QUALIFICATION BREAKDOWN

### DNA and the genome

The key areas covered are:

- structure of DNA
- replication of DNA
- gene expression
- cellular differentiation
- the structure of the genome
- mutations
- evolution
- genomic sequencing

### Metabolism and survival

The key areas covered are:

- metabolic pathways
- cellular respiration
- metabolic rate
- metabolism in conformers and regulators
- metabolism and adverse conditions
- environmental control of metabolism
- genetic control of metabolism

## Sustainability and interdependence

The key areas covered are:

- food supply, plant growth and productivity
- plant and animal breeding
- crop protection
- animal welfare
- symbiosis
- social behaviour
- components of biodiversity
- threats to biodiversity

## COURSE ASSESSMENT

Higher Biology SCQF level 6:

- Assignment—20 marks
- Examination: Paper 1—25 marks
- Examination: Paper 2—95 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Advanced Higher Biology
- Entry to employment, training and further or higher education

## COURSE OUTLINE

The course develops a systems approach to the study of biological science. It allows candidates to integrate their learning, and to appreciate the global dimension of life on Earth and the importance of understanding biological issues in society.

The course encourages candidates to become scientifically literate citizens, who are able to make rational decisions based on scientific evidence and information. It gives them further experience in independent investigative work. Candidates improve their scientific literacy by designing and carrying out their own investigation, analysing and evaluating scientific publications and media reports, and producing scientific reports and communications. Opportunities to generate new ideas when planning and designing investigations and experiments also develops candidates' creativity.

## PUPIL ELIGIBILITY

Pupils should have:

- Passed Higher Biology at A or B level
- A passion for Biology and Science

## QUALIFICATION BREAKDOWN

### Cells and proteins

The key areas covered are:

- laboratory techniques for biologists
- proteins
- membrane proteins
- communication and signalling
- protein control of cell division

### Organisms and evolution

The key areas covered are:

- field techniques for biologists
- evolution
- variation and sexual reproduction
- sex and behaviour
- parasitism

## Investigative biology

The key areas covered are:

- scientific principles and process
- experimentation
- reporting and critical evaluation of biological research

## COURSE ASSESSMENT

Component 1: question paper - 100 marks

Component 2: project - 30 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A Higher National Diploma (HND) or degree in biology or a related area, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science, or health
- A career in a biology-based discipline or a related area, such as health sector, agricultural science, or education, environmental services
- Further study, employment and/or training

## COURSE OUTLINE

The aims of the N4 and N5 courses are to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. 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 who are able to review the science-based claims they will meet.

Learning and teaching within a class will be organised to allow a range of learners' needs to be met. A wide variety of resources and approaches to learning will be used to support each child's learning. These will include practical activities and investigations, use of ICT, and group working.

The courses give opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations. The key skills of scientific inquiry and investigation are integrated and developed throughout the course.

## PUPIL ELIGIBILITY

Pupils should have :

- Achieved Level 3 Science in S2
- Demonstrated an enthusiasm for Science

## QUALIFICATION BREAKDOWN

### Unit 1: Chemical Changes and Structure

In this Unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate the rates of reaction and the chemistry of neutralisation reactions. The connection between atoms, bonding and chemical properties of materials is investigated, and pupils will learn how to write chemical formulae and perform mole calculations.

### Unit 2: Nature's Chemistry

The Earth has a rich supply of natural resources which are used by all of us. In this Unit, learners will investigate the physical and chemical properties of many carbon based compounds. They will explore their chemical reactions and their

uses in everyday consumer products. Learners will investigate the energy produced on burning different fuels.

### Unit 3: Chemistry in Society

In this Unit, learners will develop skills and carry out practical investigations related to the chemistry of materials. Learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture many industrially important chemicals.

## COURSE ASSESSMENT

National 4:

Each unit will be assessed.

Added value unit will be assessed.

Assessments will take place internally and then be verified by the SQA.

Assessments will be pass or fail.

N4 Chemistry does not have an external exam. However, learners must pass all assessments to gain a course award.

National 5:

Assignment : Pupils will complete an assignment worth 20% of final exam in school but it will be sent to the SQA for marking. - 100 marks

Examination: N5 Chemistry has an external exam set and marked by SQA. - 20 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher Biology
- A vocational course related to Science
- Health Sector Science

## COURSE OUTLINE

This course allows candidates to acquire a deeper understanding of the central concepts of chemistry. Chemists play a vital role in the production of everyday commodities. Chemistry research and development are essential for the introduction of new products. The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health or manufacturing industries. Experimental and investigative approaches develop knowledge and understanding of chemical concepts, with knowledge of chemical apparatus and techniques being a key course component. Due to the interdisciplinary nature of the sciences, candidates may benefit from studying chemistry along with other science subjects and mathematics, as this may enhance their skills, knowledge and understanding.

## PUPIL ELIGIBILITY

Pupils should have:

- Passed National 5 Chemistry at A or B level
- An enthusiasm for Chemistry and Science.

## QUALIFICATION BREAKDOWN

### Chemical changes and structure

The topics covered are:

- periodicity
- structure and bonding
- oxidising and reducing agents

### Nature's chemistry

The topics covered are:

- systematic carbon chemistry
- alcohols
- carboxylic acids
- esters
- fats and oils
- soaps

- detergents and emulsions
- proteins
- oxidation of food
- fragrances

skin care

### Chemistry in society

The topics covered are:

- getting the most from reactants
- controlling the rate
- chemical energy
- equilibria chemical analysis

### Researching chemistry

The topics covered are:

- common chemical apparatus
- general practical techniques
- reporting experimental work

## COURSE ASSESSMENT

Higher Chemistry SCQF level 6:

- Question paper 1 - 25 marks
- Question paper 2 - 95 marks
- Assignment - 20 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Advanced Higher Chemistry
- Entry to employment, training and further or higher education

## COURSE OUTLINE

The course builds on the knowledge and skills developed by candidates in the Higher Chemistry course and continues to develop their curiosity, interest and enthusiasm for chemistry in a range of contexts. Skills of scientific inquiry and investigation are developed throughout the course.

The course offers opportunities for collaborative and independent learning set within familiar and unfamiliar contexts, and seeks to illustrate and emphasise situations where the principles of chemistry are used and applied in everyday life.

Candidates develop important skills relating to chemistry, including developing scientific and analytical thinking skills and making reasoned evaluations.

## PUPIL ELIGIBILITY

Pupils should have:

- Passed Higher Chemistry at A or B level
- A passion for Chemistry and Science

## QUALIFICATION BREAKDOWN

### Inorganic chemistry

The topics covered are:

- electromagnetic radiation and atomic spectra
- atomic orbitals, electronic configurations and the periodic table
- transition metals

### Physical chemistry

The topics covered are:

- chemical equilibrium
- reaction feasibility
- kinetics

### Organic chemistry and instrumental analysis

The topics covered are:

- molecular orbitals
- synthesis

- stereo chemistry
- experimental determination of structure
- pharmaceutical chemistry

### Researching chemistry

The topics covered are:

- common chemical apparatus
- skills involved in experimental work
- stoichiometric calculations
- gravimetric analysis
- volumetric analysis
- practical skills and techniques

## COURSE ASSESSMENT

Component 1: question paper - 110 marks

Component 2: project - 25 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A Higher National Diploma (HND), or degree in Chemistry or a related area, such as medicine, law, dentistry, veterinary medicine, engineering, environmental and health sciences
- A career in a Chemistry-based discipline or related area such as renewable energy development, engineering, technology, pharmaceuticals, environmental monitoring, forensics, research and development, oil and gas exploration, management, civil service and education, or in a wide range of other areas
- Further study, employment and/or training

## COURSE OUTLINE

N4 and N5 Physics provide a wonderful opportunity to develop each learner's interest and enthusiasm for physics. Through learning in physics, learners develop their interest in and understanding of the world. They will engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills developed by physics are needed across all sectors of society.

Successful learners in physics think creatively to analyse and solve problems. Physics can produce responsible citizens, through studying the impact it makes on their lives, on the environment, and on society.

The courses are also designed to encourage the development of a range of scientific inquiry and investigative skills, scientific analytical thinking, planning and problem solving all in a physics context.

## PUPIL ELIGIBILITY

Pupils should have :

- Achieved Level 3 Science in S2
- Demonstrated an enthusiasm for Science

## QUALIFICATION BREAKDOWN

Unit 1: Electricity and Energy

In this Unit, learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of electricity and energy. The Unit covers key areas such as energy conservation, generation of electricity, electrical power, electromagnetism, practical electrical and electronic circuits, gas laws and the kinetic model. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Unit 2: Waves and Radiation

In this Unit, learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of waves and radiation. The Unit covers key areas such as wave characteristics, sound, electromagnetic spectrum

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

Unit 3: Dynamics and Space

In this Unit, learners develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of dynamics and space. The Unit covers key areas such as speed and acceleration, relationships between forces, motion and energy, satellites and cosmology. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

## COURSE ASSESSMENT

### National 4:

Each unit will be assessed.

Added value unit will be assessed.

Assessments will take place internally and then be verified by the SQA.

Assessments will be pass or fail.

N4 Physics does not have an external exam. However, learners must pass all assessments to gain a course award.

### National 5:

Assignment : Pupils will complete an assignment worth 20% of final exam in school but it will be sent to the SQA for marking.— 20 marks

Examination: N5 Physics has an external exam set and marked by SQA.—135 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher Physics
- A vocational course related to Science
- Health Sector Science

## COURSE OUTLINE

The Higher Physics course allows candidates to understand and investigate the world in an engaging and enjoyable way. It develops candidates' ability to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions. This can lead to candidates developing an informed and ethical view of complex issues. Candidates develop skills in communication, collaborative working and leadership, and apply critical thinking in new and unfamiliar contexts to solve problems.

The course uses an experimental and investigative approach to develop knowledge and understanding of concepts in physics.

Due to the interdisciplinary nature of the sciences, candidates may benefit from studying physics along with other subjects from the sciences, technologies, and mathematics curriculum areas, as this may enhance their skills, knowledge and understanding.

## PUPIL ELIGIBILITY

Pupils should have:

- Passed National 5 Physics at A or B level
- An enthusiasm for Chemistry and Science.

## QUALIFICATION BREAKDOWN

### Our dynamic Universe

The topics covered are:

- motion — equations and graphs
- forces, energy and power
- collisions, explosions, and impulse
- gravitation
- special relativity
- the expanding Universe

### Particles and waves

The topics covered are:

- forces on charged particles
- the Standard Model
- nuclear reactions
- inverse square law
- wave-particle duality
- interference
- spectra
- refraction of light

### Electricity

The topics covered are:

- monitoring and measuring AC
- current, potential difference, power, and resistance
- electrical sources and internal resistance
- capacitors
- semiconductors and p-n junctions

## COURSE ASSESSMENT

Higher Physics SCQF level 6:

- Question paper 1 - 25 marks
- Question paper 2 - 130 marks
- Assignment - 20 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Advanced Higher Chemistry
- Entry to employment, training and further or higher education

## COURSE OUTLINE

The course develops the skills, knowledge and understanding necessary to analyse and solve problems in familiar and unfamiliar contexts. It offers opportunities for collaborative and independent learning set within familiar and unfamiliar contexts. It also seeks to illustrate and emphasise situations where the principles of physics are used and applied, thus promoting the candidates' awareness that physics involves interaction between theory and practice. The course allows candidates an opportunity to engage in some independent research.

Candidates are encouraged to make critical and evaluative comment, and to accept that physics is a developing subject.

The study of Advanced Higher Physics should also foster an interest in current developments in, and applications of, physics.

## PUPIL ELIGIBILITY

Pupils should have:

- Passed Higher Physics at A or B level
- A passion for Physics and Science

## QUALIFICATION BREAKDOWN

### Rotational motion and astrophysics

The topics covered are:

- kinematic relationships
- angular motion
- rotational dynamics
- gravitation
- general relativity
- stellar physics

### Quanta and waves

The topics covered are:

- introduction to quantum theory
- particles from space

- simple harmonic motion
- waves
- interference
- polarisation

### Electromagnetism

The topics covered are:

- fields
- circuits
- electromagnetic radiation

### Units, prefixes and uncertainties

The topics covered are:

- units, prefixes and scientific notation
- uncertainties
- data analysis
- evaluation and significance of experimental uncertainties

## COURSE ASSESSMENT

Component 1: question paper - 155 marks

Component 2: project - 30 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A Higher National Diploma (HND) or degree in physics or a related area, such as engineering, electronics, computing, design, architecture, or medicine
- A career in a physics-based discipline or a related area, such as renewable energy, oil and gas exploration, construction, transport, or telecommunications
- Further study, employment and/or training

## COURSE OUTLINE

The course gives learners a broad experiential introduction to clinical and non-clinical roles in the health sector, and the teamworking and fundamental practical skills involved. Learners produce a CV and take part in a mock interview. They investigate different job roles available in the health sector, taking part in supervised role plays and considering health and safety, and risk. They look at how technology and pharmaceuticals are used in diagnosis and treatment. They learn how the cardiovascular system works and practise taking measurements and providing basic practical life support. Learners look at health and lifestyle issues, and how they could apply and provide help and advice in a health sector role.

The course gives learners the opportunity to develop employability skills and attitudes valued by employers in the health sector and beyond. Learners review employability skills and seek feedback from their peers and teaching staff as appropriate. They evaluate their own strengths and weaknesses, personal skills, qualifications and experience against career options.

## PUPIL ELIGIBILITY

Pupils should have:

- An interest in this sector

## QUALIFICATION BREAKDOWN

National 5 Health Sector SCQF level 5:

Health Sector: Working in Health Sector Settings (National 5)

Health Sector: Employability Skills in the Health Sector (National 5)

Health Sector: Medical Devices and Pharmaceuticals (National 5)

Health Sector: Improving Health and Well-being (National 5)

Health Sector: Physiology of the Cardiovascular System (National 5)

## COURSE ASSESSMENT

- To achieve the award of National 5 Health Sector: Skills for Work, learners must achieve all the required units (above).
- Skills for Work courses are not graded. They are assessed on a pass/fail basis within centres.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- other qualifications in the health sector or related areas
- further study, employment and/or training



# COMPUTING & BUSINESS EDUCATION

## COURSE OUTLINE

Administration and IT cuts across all sectors of the economy and offers wide-ranging employment opportunities.

The National 5 Administration and IT course provides candidates with experience of real-life administration tasks and engaging practical activities highly relevant to the world of work. There is an emphasis on the development of valuable meta skills and the application of these skills.

Candidates following the course become aware of the use of technology within the workplace, as they complete organisational tasks.

## PUPIL ELIGIBILITY

Pupils should have:

Achieved level 3 in S2 in this curricular area.

## QUALIFICATION BREAKDOWN

National 5 Administration and IT:

- skills in using spreadsheets, databases, word-processing, desktop publishing and presentations
- skills in using technology for electronic communication and investigation
- skills in organising and supporting events
- problem-solving skills in administrative contexts
- theory of the tasks (duties) and knowledge associated with the administrative support function in an organisation

## COURSE ASSESSMENT

- Component 1: question paper 50
- Component 2: assignment 70

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher Administration & IT
- A vocational course in this field
- Seek employment

## COURSE OUTLINE

Administration and IT skills cut across all sectors of the economy and offer wide-ranging employment opportunities.

This course provides candidates with experience of authentic senior administration tasks and engaging practical activities relevant to the world of work. It encourages candidates to organise their work effectively, be aware of current legislation and the importance of customer care.

## PUPIL ELIGIBILITY

No experience

## QUALIFICATION BREAKDOWN

Higher Administration & IT

- using a range of advanced functions of the following software applications — word processing, spreadsheets, databases and presentation software — in both familiar and unfamiliar contexts
- organising, managing and communicating complex information to a range of audiences
- solving problems in an administrative context
- understanding of the importance of administration in the workplace
- knowledge and understanding of effective teams, and time and task management
- knowledge and understanding of key legislation affecting administration and its implications for organisations
- knowledge and understanding of the impact of digital technology on working practices
- knowledge and understanding of the features of good customer care and the benefits of good, and consequences of poor, customer care
- knowledge and understanding of procedures for organising and supporting meetings and events
- using technology for electronic communication in both familiar and unfamiliar contexts

## COURSE ASSESSMENT

- Component 1: question paper 50 marks
- Component 2: assignment 70 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A degree in Administration & IT
- A vocational course in this field
- Seek employment

## COURSE OUTLINE

The course introduces learners to the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.

## PUPIL ELIGIBILITY

Pupils should have:

Achieved level 3 in S2 in this curricular area.

## QUALIFICATION BREAKDOWN

Areas of Study

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

## COURSE ASSESSMENT

All units are internally assessed against the requirements shown in the Unit Specification. This process will be verified by SQA.

An external assessment will take place. Learners will be assessed through a combination of a Business Management question paper and a business-related assignment.

## COURSE ASSESSMENT

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

Component 1 — Question Paper 90 marks

Component 2 — Assignment 30 marks

Total 120 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher Business Management
- A vocational course in this field

## COURSE OUTLINE

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role.

This course provides learners with the skills, knowledge and understanding needed to understand contemporary business.

## PUPIL ELIGIBILITY

Pupils should have:

Achieved a pass at National 5 Business management

## QUALIFICATION BREAKDOWN

Areas of Study

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

## COURSE ASSESSMENT

The course is assessed through the Course, the End-of-Course and the Assessment of Learning. The grade is determined on the basis of the total mark for all Course assessments together.

The Course is assessed through the Course, the End-of-Course and the Assessment of Learning. The grade is determined on the basis of the total mark for all Course assessments together.

Total 120 marks  
Component 1 — Question Paper 90 marks

Component 2 — Assignment 30 marks

Total 120 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A degree in a Business Management related course
- Seek employment in this field
- Graduate Apprenticeships
- Own your own Business

## COURSE OUTLINE

Computing Science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry.

## PUPIL ELIGIBILITY

Pupils should have

- Achieved level 3 in S2
- Demonstrated an enthusiasm for computing

## QUALIFICATION BREAKDOWN

Areas of Study

- Software Design and Development
- Website Design and Development
- Database Design and Development

## COURSE ASSESSMENT

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

Component 1 — Question Paper 80 marks

Component 2 — Coursework 40 marks

Total 120 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher Computing Science
- A vocational course in this field

## COURSE OUTLINE

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication. At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry

## PUPIL ELIGIBILITY

Achieved an A to C pass at National 5 Computing

## QUALIFICATION BREAKDOWN

Areas of Study

- Software Design and Development
- Website Design and Development
- Database Design and Development

## COURSE ASSESSMENT

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

Component 1 — Question Paper 80 marks

Component 2 — Coursework 40 marks

Total 120 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Advanced Higher Computing Science
- A degree or vocational course in this field
- Employment in computing or similar field

## COURSE OUTLINE

The course provides a broad and challenging exploration of computing technologies, focusing on developing advanced programming and research skills. Candidates learn to apply a rigorous approach to the design and development process.

The course enables candidates to:

- ◆ understand and apply computational-thinking skills across a range of computing contexts
- ◆ extend and apply knowledge and understanding of advanced concepts and processes in computing science
- ◆ apply skills and knowledge in analysis, design, development, implementation, testing, and evaluation to a range of digital solutions with increasingly complex aspects
- ◆ apply creative problem-solving skills across a range of contexts
- ◆ develop autonomous learning, investigative, and research skills
- ◆ communicate advanced computing concepts clearly and concisely, using appropriate terminology
- ◆ develop an informed understanding of the

## PUPIL ELIGIBILITY

Achieved an A to B pass at Higher Computing

## QUALIFICATION BREAKDOWN

Areas of Study

- Software Design and Development
- Website Design and Development
- Database Design and Development
- Integration

## COURSE ASSESSMENT

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

Component 1 — Question Paper 55 marks

Component 2 — Project 80 marks

Total 120 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A range of computing-related Higher National Diplomas (HNDs)
- Degrees in computing science or related disciplines
- Careers in computing, IT and/or related areas
- Further study, employment and/or training

## COURSE OUTLINE

Learners will develop an understanding of the needs of a retailer and an appreciation of the importance of customers. They also gain important employability skills and positive attitudes relevant to both the workplace and learning environments.

Areas covered include maintaining, storing and replenishing stock, satisfying customer needs, planning and implementing a retail event.

Skills for Work courses are designed to provide learners with opportunities to develop Core Skills and skills for learning, skills for life and skills for work. The main focus of Skills for Work courses is to develop the skills and instil the attitudes required for employability.

## PUPIL ELIGIBILITY

Pupils should have:

Demonstrated an enthusiasm for this subject area

## QUALIFICATION BREAKDOWN

Retailing National 5 Skills for Work

- Retailing: Working in Retailing (National 5)
- Retailing: Maintaining, Storing and Replenishing Stock (National 5)
- Satisfying Customer Needs (National 5)
- Retailing: Planning and Implementing a Retail Event (National 5)

## COURSE ASSESSMENT

All units as noted above should need to be passed to achieve the full National 5 award.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A vocational course in this field
- Seek employment



**DESIGN & TECHNOLOGY**

## COURSE OUTLINE

The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and prototypes of products.

It is suitable for learners with an interest in product design and manufacture in particular. It is suitable for those wanting to progress onto higher levels of study in the subject.

## PUPIL ELIGIBILITY

You must have:

Demonstrated Level 3 or above in S2

Or

Passed National 4 Design & Manufacture

## QUALIFICATION BREAKDOWN

National 5:

- Design Unit

This Unit covers the product design process from brief to resolved design proposals, including a specification. You will develop skills in initiating, developing, articulating and communicating simple design proposals. You will also develop an appreciation of the design/make/test process and the importance of evaluating and resolving work on an ongoing basis. The unit will help you to develop an appreciation of design concepts and the various factors that influence the design of products.

- Materials and Manufacturing

This Unit covers the product design process from design proposals to prototype or product. You will manufacture your own design ideas and develop practical skills that are invaluable in the design/make/test process. You will gain an appreciation of the properties and uses of materials, as well as simple manufacturing processes and techniques.

## COURSE ASSESSMENT

- Component 1 – A design folio, with a topic set by the SQA (55 marks)
- Component 2 – A practical model, manufactured in school (45 marks)
- Component 3 – 1hr 45min exam paper (80 marks)

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Study Higher Design and Manufacture
- A further education course in the Design or Engineering fields

Some possible careers for pupils who have a particular interest in Design and Manufacture would be:

- Architecture
- Industrial Design
- Carpentry and Joinery
- Engineering
- Furniture Design
- Product Design
- Jewellery Design
- Model Making etc.

## COURSE OUTLINE

The course provides a broad experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

The course provides opportunities for learners to develop an understanding of the properties and uses of materials and manufacturing processes with some applied practical skills. It does so in a way that allows learners to inform and refine their own design proposals. It offers them opportunities to explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light.

The course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. It helps the learner appreciate the importance to a product of form, function, and performance. It helps them develop strategies for the evaluation of these attributes and to refine and resolve their designs accordingly.

## PUPIL ELIGIBILITY

You should have:

- Passed National 5 Design & Manufacture with a level A or B

A keen interest and Higher Art & Design/English

## QUALIFICATION BREAKDOWN

- Design and Manufacture: Design (Higher)

In this Unit, evidence will be provided by the development, production, evaluation and justification of design proposals, including a specification, in response to a brief which covers a range of key design factors. Knowledge and understanding will also be assessed.

- Design and Manufacture: Materials and Manufacturing (Higher)

In this Unit, evidence will be provided to demonstrate knowledge and understanding of commercial manufacturing techniques supported by the production and evaluation of a prototype. This will be done in response to a brief which covers a range of key requirements.

## COURSE ASSESSMENT

Component 1 — Assignment completed in class, 90 marks

Component 2 — 2hr 15min Question Paper, 80 marks

Total marks 170 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A further education course in the Design or engineering fields

Some possible careers for pupils who have a particular interest in Design and Manufacture would be:

- Architecture
- Industrial Design
- Carpentry and Joinery
- Engineering
- Furniture Design
- Product Design
- Jewellery Design
- Model Making etc.

## COURSE OUTLINE

Learners will develop skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require relevant visual impact and graphics that transmit information.

## PUPIL ELIGIBILITY

You must have:

Demonstrated Level 3 or above in S2

Or

Passed National 4 Graphic Communication

## QUALIFICATION BREAKDOWN

- 2D Graphic Communication

This unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

- 3D and Pictorial Graphic Communication

This unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

In both units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.

## COURSE ASSESSMENT

- Component 1  
2 Hour SQA exam paper (80 marks)
- Component 2  
Timed 8 Hour Assignment (40 marks)

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Study Higher Graphic Communication
- This qualification is also of use for pupils wanting to go on to study Design, Architecture or Engineering courses at College or University

Some possible careers for pupils who have a particular interest in Graphic Communication would be:

- Architecture
- Advertising
- Animation
- Engineering
- Graphic Design
- Interior Design
- Textile Design
- Multimedia Design etc.

## COURSE OUTLINE

The Higher Graphic Communication course will give you the opportunity to develop skills in graphic communication techniques, including the use of equipment, graphics,

materials and software, creativity in the production of graphic communications to produce visual impact. You will gain skills in evaluating the effectiveness of graphics in communicating and an understanding of the impact of graphic communication technologies on our environment and society.

## PUPIL ELIGIBILITY

You must have:

Passed Graphic Communication at National 5 level

Or

A keen interest and Higher Art & Design/English

## QUALIFICATION BREAKDOWN

Higher Graphic Communication SCQF Level 6:

- 2D Graphic Communication Unit

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. You will create, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. You will also develop your skills in some less familiar or new contexts.

- 3D and Pictorial Graphic Communication Unit

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication world. You will create, develop and communicate ideas using 3D graphic techniques and will develop 3D spatial awareness.

## COURSE ASSESSMENT

- Component 1  
2 Hour 30min SQA exam paper (90 marks)

- Component 2  
Timed 8 Hour Assignment (50 marks)

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Further study of Graphic Communication at Advanced Higher level
- This qualification is also of use for pupils wanting to go on to study Design, Architecture or Engineering courses.

Some possible careers for pupils who have a particular interest in Graphic Communication would be:

- Architecture
- Advertising
- Animation
- Engineering
- Graphic Design
- Interior Design
- Textile Design
- Multimedia Design etc.

## COURSE OUTLINE

Course Outline The Advanced Higher Graphic Communication course will allow you to gain an understanding, which directly supports graphic designing and communication activities in the various contexts of technical activities. It will enable you to experience graphic communication in technical detail through exploring the purposes, applications and audience requirements.

You will have an opportunity to develop an interest in the broad commercial and visual media use of graphics which might include presentation work, magazines, newspapers, informational manuals, static promotional work, website page layout, graphic design, advertising and point of sale, digital media, games, animation, expressive arts, electronic-based learning and advertising. Graphic design work will be iterative, with an expectation of review, evaluation, amendment and presentation, and with a deep understanding of the needs of the intended audience.

## PUPIL ELIGIBILITY

You must have:

- Higher Graphic Communication

## QUALIFICATION BREAKDOWN

Advanced Higher Graphic Communication  
SCQF Level 7:

- Technical Graphics
- Commercial and Visual Media Graphics

## COURSE ASSESSMENT

- Component 1

Course project (90 marks)

You will undertake an independent project where you will identify and select your own problem and will aim to solve it utilising skills in graphic communication. You will select either a technical

graphics or visual media approach. The final project will showcase what you can do and will provide you with an extensive portfolio that can be utilised when applying for jobs or university/college courses.

- Component 2

2 Hour 30min SQA exam paper (90 marks)

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A qualification in Advanced Higher Graphic Communication can prepare pupils well for further education as it develops independent learning.
- This qualification is also of use for pupils wanting to go on to study Design, Architecture or Engineering courses.

Some possible careers for pupils who have a particular interest in Graphic Communication would be:

- Architecture
- Advertising
- Animation
- Engineering
- Graphic Design
- Interior Design
- Textile Design
- Multimedia Design etc.

## COURSE OUTLINE

The National 5 Practical Metalworking course provides opportunities for candidates to gain a range of theoretical and practical metalworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety. Throughout this course, candidates develop skills, knowledge and understanding of: metalworking techniques- including centre lathe turning, welding and forge work measuring and marking out metal sections and sheet materials safe working practices in workshop environments practical creativity and problem-solving skills sustainability issues in a practical metalworking context

## PUPIL ELIGIBILITY

You should have:

- Passed National Qualification in Practical Woodworking, Design & Manufacture or an equivalent National 4/5

## QUALIFICATION BREAKDOWN

National 5 Practical Metalwork SCQF Level 5:

- Bench Skills
- Machine Processes
- Fabrication & Thermal Joining

## COURSE ASSESSMENT

- Question Paper – 60 marks (scaled mark 30%)  
1 hour
- Practical Activity – 70 marks (scaled mark 70%)  
Completed in class time

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Further study at range of colleges and universities, Skills for Work and sector specific SQA Qualifications. Courses could include: any kind of engineering, plastering, energy & gas, stone masonry, construction, build environment, architecture and joinery
- A Modern Apprenticeship as a vehicle technician, tool maker, plumbing, carpentry, CNC machinist, welder, railway maintenance technician blacksmith, sheet metal worker, fabricator and car mechanics

Transferable Skills developed in this course could also support success in the following areas: Building and Civil Engineering

- Structural Engineer
- Surveyor
- Clerk of Works
- Architectural Technician
- Glazier
- Civil Engineering Technician
- Construction Plant Mechanic
- Plasterer etc.

## COURSE OUTLINE

This National Progression Award in Silversmithing & Jewellery course will provide you with the opportunity to develop a comprehensive range of practical skills in Jewellery Manufacture. You will learn a range of skills in relation to the design, hand manufacture and increasingly use of CAD for the production and servicing of jewellery items.

The course is very practical, and will be based fully in the metal workshop. You will be encouraged to develop your own creative ideas and will be taught how to translate these ideas into finished, 3D pieces of jewellery. You will have the opportunity to design and manufacture a range of Jewellery items using copper, brass and aluminium.

The course will cover areas such as: metal forming, piercing, soldering, surface decoration and design work. There is a strong ethos of ethical making and sustainability, which will be embedded into your learning.

## PUPIL ELIGIBILITY

No essential experience necessary, although relevant experience of another Design & Technology subject or an Art & Design subject would be useful.

## QUALIFICATION BREAKDOWN

Jewellery Basic Techniques 1 SCQF Level 5 units:

- Manufacturing Techniques: An Introduction
- Marking Out
- Piercing

Depending on ability and rate of work Learners have the opportunity to gain an additional SCQF level 5 qualification in Jewellery Basic Techniques 2 along side Basic Techniques 1.

Jewellery Basic Techniques 2 SCQF Level 5 units:

- Soldering
- Working with Wire
- Polishing

## COURSE ASSESSMENT

Units pass or fail—all units must be passed to achieve the full group award.

If all units in both courses are completed and passed learners will gain two SCQF Level 5 Course Passes.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A college course in this field
- An apprenticeship or seek employment in this field such as: Jewellery designer, Jewellery maker, Artist, Silversmith, Watch marker, Fashion designer

Transferable skills gained may also be useful for careers that require an attention to detail, fine motor skills, creativity or practical ability such as:

- Model maker
- Blacksmith
- Animator
- Orthodontist
- Dentist
- Graphic Designer
- Medical Illustrator
- Electrician
- Plumber
- Set Designer etc.

## COURSE OUTLINE

The NPA in Construction Skills at SCQF level 5 introduces learners to craft techniques in the construction industry, and the opportunity to combine these with practical skills in the built environment.

It develops knowledge and understanding of a range of construction disciplines and focuses on skills and the application of learning that is essential for careers in the sector.

This NPA provides a wide choice in sector areas such as carpentry and joinery, painting and decorating, brickwork, plasterwork, roof tiling and stonemasonry.

## PUPIL ELIGIBILITY

You should have:

- Relevant experience of another Design & Technology subject
- An interest in a career in construction or similar trade.

## QUALIFICATION BREAKDOWN

Construction Skills SCQF Level 5 units:

- Painting and Decorating
- Roofing
- Carpentry and Joinery

## COURSE ASSESSMENT

Units pass or fail—all units must be passed to achieve the full group award.

- Painting and Decorating—Practical Task and Closed Book Written Assessment (33 marks)
- Roofing —Practical Task and Closed Book Written Assessment (23 marks)
- Carpentry and Joinery —Practical Task, Working Drawing and Closed Book Written Assessment (33 marks)

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A college course in this field
- An apprenticeship or employment in this field or related fields such as: Joiner, Construction worker/manager, Roofer, Shopfitter, Furniture Maker, Painter and Decorator

Transferable Skills developed in this course could also support success in the following areas: Building and Civil Engineering

- Structural Engineer
- Surveyor
- Clerk of Works
- Architectural Technician
- Glazier
- Civil Engineering Technician
- Construction Plant Mechanic
- Plasterer etc.

## COURSE OUTLINE

The 'Design Engineer Construct' ('DEC') Learning Programme, offers a unique opportunity to develop the knowledge and skills fundamental to successful engagement in the professional aspects of architecture, engineering and construction.

The DEC programme aims to increase learners knowledge of professional practice in the digital Built Environment through project based learning with a focus on a Community Design Project.

It empowers learners to take ownership of their own project and follow modern digital industry processes to develop, design, deliver and evaluate a fit for purpose, functional building. Not only advancing their skills and qualifications in this field but preparing them for the world of work through real life project based working.

## FIND OUT MORE HERE:

<https://designengineerconstruct.com/qualifications/>

## PUPIL ELIGIBILITY

It is recommended that pupils who are taking the course have achieved a Level 5 pass at C or above in both English and Maths. Although relevant experience of another Design & Technology subject is not required this will be useful as would an Art & Design/Science subject.

## QUALIFICATION BREAKDOWN

Learning in this course reflects a range of built environment professions. Students engage in a year-long process of designing a sustainable building project, from initial inception through to technical design. Students will undertake learning in four units.

1. Defining a construction project: Learners carry out research to understand the needs of a client, formulate their own design brief and create a project plan.
2. Developing a construction project: Learners will develop their built environment project from initial concept to detailed technical design using BIM modelling software.
3. Delivering a construction project: Throughout the course learners will monitor progress against their own project timelines and expectations, identify problems and take appropriate action.
4. Evaluating a construction project: Learners will use data and evidence generated throughout their project to explain how well final outcomes meet original

intentions of their design brief.

## COURSE ASSESSMENT

The overall course award for Design Engineer Construct SCQF 6 is made up of:

### Portfolio

The portfolio assignment is worth 50% of the course award. It assesses practical ability in developing and delivering the project.

### Written Exam

The written exam is worth 50% of the course award. The exam assesses students' knowledge and understanding of course content.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

DEC leads into several career pathways including:

- Architecture
- Digital Built Environment
- Construction Industries
- Civil, Mechanical and Structural Engineering
- Interior Design
- Town Planning
- Quantity Surveying
- Facilities Management
- Engineering for Sustainability
- Site management
- Landscape Design and Conservation industries.

You might go on to do:

- A college course in these fields
- An apprenticeship or seek employment in this field such as: Engineering, Architecture, Quantity Surveying, Building and Civil Engineering etc.



HUMANITIES

## COURSE OUTLINE

This 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. Through the study of Geography and the acquisition of techniques of geographical analysis, learners develop an understanding of aspects of the contemporary world of concern to all citizens. Their confidence grows as they begin to understand more about their sense of identity and learn about different countries and cultures.

Learners will build up a framework of geographical knowledge and understanding with which to understand and respond to global issues which can help them develop a sense of responsible citizenship. Through the skills and content of this Course, learners will develop an increased understanding of the environment, sustainability and the impact of global issues.

## PUPIL ELIGIBILITY

You must have:

- Achieved a level 3 in Social Subjects in S2
- Have an interest in Geography

## QUALIFICATION BREAKDOWN

Geography National 5:

Unit 1: Geography: Physical Environments

- Weather
- Glaciation & Human Interaction
- Coasts

Unit 2: Geography: Human Environments

- Population
- Urban
- Rural

Unit 3: Geography: Global Issues

- Climate Change
- Development & Health

## COURSE ASSESSMENT

Assignment (20%)

The assignment component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper. The other marks will be awarded for the demonstration of knowledge and understanding. This is written in class, under exam conditions, in 1 hour.

External Exam (80%)

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. This exam is out of 80 and candidates are given 2hours 20mins to complete,

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Study Higher Geography
- Study another Social Subject

## COURSE OUTLINE

The purpose of Higher Geography is to develop your understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

The contexts for study are local, national, international and global. Geography draws on the social and natural sciences so it is at heart an interdisciplinary subject and has links with many other subjects. The study of Geography fosters positive life-long attitudes about environmental stewardship, sustainability and global citizenship.

## PUPIL ELIGIBILITY

You must have:

- Passed National 5 Geography at A-C level or another Social Subject at a similar level

## QUALIFICATION BREAKDOWN

Higher Geography SCQF level 6:

- Geography: Physical Environments  
- Biosphere, Lithosphere, Hydrosphere & Atmosphere
- Geography: Human Environments  
-Urban, Rural & Population
- Geography: Global Issues  
-Climate Change, Development and Health & Application of Geographical Skills

## COURSE ASSESSMENT

- Final Exam—Paper 1 - Human and Physical Environments – 100 marks – 1 hour 50 mins
- Final Exam—Paper 2 – Global Issues and Application of Geographical Skills— 60 marks – 1 hour 10 mins
- Assignment – 30 marks – 1 hour 30 mins

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Further study of a social subject at higher level or Advanced Higher Geography
- Further studies in the fields of Energy and Utilities, Agriculture, Education, Science Research, Public Sector or Consulting.

## COURSE OUTLINE

The purpose of History is for learners to develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. This 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.

This Course contributes to learners' understanding of the society in which they live and work by helping them to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today.

## PUPIL ELIGIBILITY

You must have:

- Achieved level 3 in S2 in Social Subjects

## QUALIFICATION BREAKDOWN

National 5 History SCQF level 5:

- Unit 1: Historical Study: Scottish
- Unit 2: Historical Study: British
- Unit 3: Historical Study: European and World

## COURSE ASSESSMENT

- Assignment—20 marks
- External Examination Paper—80 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Study Higher History
- Study another Social Subject
- A vocational course in this field

## COURSE OUTLINE

The Higher History course will open up the world of the past providing you with an insights into your history, of society and the wider world in which you live. By examining the past, you can better understand your own community, country and the wider world. You will gain knowledge and understanding of the past through the study of Scottish, British, European and world contexts.

## PUPIL ELIGIBILITY

You must have:

- Passed National 5 History with an A-C pass or another Social Subject at a similar level

## QUALIFICATION BREAKDOWN

Higher History SCQF level 6:

- Historical Study: British
- Historical Study: European and World
- Historical Study: Scottish

## COURSE ASSESSMENT

- Final Exam: Paper One – 44 marks
- Final Exam: Paper Two – 36 marks
- Assignment – 30 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Advanced Higher History SCQF Level 7
- Further study of another social subject

## COURSE OUTLINE

The Advanced Higher History course is designed to add to the breadth and depth of your knowledge and understanding of historical concepts through study of chosen contexts. It also aims to develop your skills in evaluating events and sources and of investigating issues. It will provide the opportunity to integrate these skills in an extended piece of individual research.

## PUPIL ELIGIBILITY

You must have:

- Higher pass in History at A or B level
- Higher English at B or above

## QUALIFICATION BREAKDOWN

Advanced Higher History SCQF level 7:

- Historical Study
- Researching Historical Issues

## COURSE ASSESSMENT

- 3 Hour Final Exam – 90 marks
- 4,000 words Project Dissertation – 50 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Further study of Social Subjects at University
- A qualification in advanced higher history is excellent preparation for further education at college or university due to the independent nature of the course

## COURSE OUTLINE

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

## PUPIL ELIGIBILITY

You must have:

- Achieved a level 3 in Social Subjects in S2
- Have an interest in social and political issues

## QUALIFICATION BREAKDOWN

National 5 Modern Studies:

Unit 1: Democracy in Scotland and the United Kingdom

Unit 2: Social Issues in the United Kingdom

Course unit: Crime and the Law

Unit 3: International Issues

## COURSE ASSESSMENT

Assignment— 20 marks

Final Exam – 80 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Study Higher Modern Studies
- Further study of a social subject at Higher level

## COURSE OUTLINE

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

By studying the Higher course it is hoped that you will improve your ability to understand, through research, discussion and debate, many contemporary issues within the UK and the wider world. The course requires candidates to study issues from within the UK and the wider world.

## PUPIL ELIGIBILITY

You must have:

- Passed National 5 Modern Studies at A-C level
- Passed another Social Subject at a similar level.

## QUALIFICATION BREAKDOWN

Higher Modern Studies SCQF Level 6:

- Democracy in the UK
- Social Issues in the UK
- International Issues

## COURSE ASSESSMENT

- Final Exam—Paper 1, 52 marks -
- Final Exam— Paper 2, 28 marks

- Assignment, 30 marks -

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Study another Social Subject at Higher level
- A degree in Social Sciences or Politics
- A vocational course in this field

## COURSE OUTLINE

That National 5 Psychology course develops candidates' knowledge and understanding of psychological explanations for individual and social behaviour. Studying psychology enables them to find out some of the ways that thoughts and the environment can affect how we feel and behave.

Candidates use appropriate psychological concepts, theories, research methods and evidence to investigate and explain human behaviour in a range of contexts. Psychological knowledge of individual and social behaviour can support candidates in personal and professional relationships and enable them to understand some of the factors that influence behaviour.

## PUPIL ELIGIBILITY

You must have:

- Demonstrated an interest in this field
- Achieved or working towards a National 5 literacy qualification

## QUALIFICATION BREAKDOWN

National 5 Psychology:

### Research

This introduces candidates to the research process, research methods and ethics used in psychology. Candidates develop knowledge and understanding of factors to consider when planning and carrying out psychological research. They also develop numerical skills and an understanding of psychological terminology.

### Individual behaviour

This enables candidates to use psychology to explain individual behaviour. They investigate topics and learn how these topics can be explained using psychological theories. They also consider the strengths and weaknesses of different theories investigated.

### Social behaviour

This explains how interaction with others shapes

social behaviour. Candidates investigate social psychological topics and use relevant concepts and research evidence to explain how the thoughts, feelings and behaviours of individuals are developed through interaction within the social environment. Candidates use psychological knowledge and understanding to explain examples of everyday behaviour.

## COURSE ASSESSMENT

- Component 1: question paper 70 marks
- Component 2: assignment 30 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Study Higher Psychology
- A vocational course in this field

## COURSE OUTLINE

This course develops candidates' ability to analyse psychological explanations for individual and social behaviour. Psychology provides candidates with opportunities to find out about some of the ways that thoughts and emotions can affect how we feel and behave.

Candidates use appropriate psychological concepts, theories, research methods and evidence to investigate and analyse internal and external influences on human behaviour in a range of contexts. Psychological knowledge of individual and social behaviour can support candidates in personal and professional relationships, and can enable them to understand some of the factors that influence behaviour.

As candidates develop research skills in psychology, they learn about the ethical implications of research.

## PUPIL ELIGIBILITY

You must have:

- Passed National 5 Psychology with an A or B pass

## QUALIFICATION BREAKDOWN

Higher :

Individual behaviour

Candidates analyse individual behaviour, investigate topics and learn how these topics can be explained using psychological theories and research evidence. Candidates evaluate and apply theories to show an understanding of individual human behaviour.

Social behaviour

Candidates analyse how interaction with others shapes social behaviour. They investigate psychological explanations for social behaviour, and use research evidence to analyse how the thoughts, feelings and behaviours of individuals are influenced by their social environment. Candidates apply psychological knowledge and understanding to explain examples of everyday social behaviour.

Research

Candidates understand and apply the research process

and research methods used in psychology. They develop the skills required to conduct and evaluate psychological research. Candidates also develop numerical skills and an understanding of psychological terminology.

## COURSE ASSESSMENT

Component 1: question paper 60 marks

Component 2: assignment 40 marks

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A degree in Psychology
- A vocational course in this field

## COURSE OUTLINE

The National 5 RMPS course seeks to:

1. Develop in pupils an in-depth knowledge of the key beliefs and practices of Sikhism, and an understanding of the relevance of these beliefs and practices in today's society;
2. Develop in pupils an understanding of a variety of ethical theories, and the higher order thinking skills required to apply these to contemporary issues concerning religion, medicine and the human body;
3. Develop pupils' understanding of religious and philosophical arguments for the existence of God, and challenges to these.

## PUPIL ELIGIBILITY

You must have:

- An interest in RMPS or other Social Subjects

## QUALIFICATION BREAKDOWN

Higher Modern Studies SCQF Level 6:

Unit 1 – World Religion:

Unit 2 – Morality and Belief:

Unit 3 – Religious and Philosophical Questions:

## COURSE ASSESSMENT

Questions Paper (80 marks)

Pupils will be answer questions on each of the units studied.

Assignment (20 marks)

The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a religious, moral or philosophical topic or issue.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Study RMPS Higher
- Study another Social Subject at Higher level

## COURSE OUTLINE

Higher RMPS is a one year course for students wishing to further explore religious, moral and philosophical ideas. The Higher RMPS course teaches a range of content and skills that are highly relevant in the ever-changing multicultural society in which we live.

Higher RMPS is a growing subject in Scotland and is recognised by universities as an excellent entrance qualification.

As part of the higher course you will examine religious ideas and practices, moral issues and dilemmas and some of life's big questions. You will have the opportunity to engage in lively, stimulating and challenging discussion on a range of RMPS topics.

## PUPIL ELIGIBILITY

You must have:

- An A-C pass at N5 RMPS
- Or the equivalent in another Social Subject
- An A-C pass in N5 English

## QUALIFICATION BREAKDOWN

Higher Religious, Moral and Philosophical Studies  
SCQF level 6:

- Two question papers cover the following topics:
- World Religion
- Morality and Belief
- Religious & Philosophical Questions

## COURSE ASSESSMENT

- The assignment gives you the opportunity to investigate a religious, moral or philosophical question in greater depth.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher courses at college or university degree courses in Philosophy, Law, Medicine, Journalism, Literature, Media and Social Sciences.

## COURSE OUTLINE

The course enables candidates to deepen their understanding of significant ethical, theological and philosophical themes, and of society's religious and social diversity.

Candidates:

- develop in-depth knowledge and understanding of arguments and responses to a range of religious, moral and philosophical issues arising from the philosophy of religion, medical ethics and religious experience
- analyse and evaluate perspectives, arguments and evidence
- carry out self-directed independent research into a religious, moral or philosophical question or issue
- develop accuracy and attention to detail when carrying out independent research

## PUPIL ELIGIBILITY

You must have:

- An A-C pass at Higher RMPS
- Or the equivalent in another Social Subject
- An A-C pass in Higher English
- 

## QUALIFICATION BREAKDOWN

Advanced Higher Religious, Moral and Philosophical Studies SCQF level 7:

- Two question papers cover the following topics:
- World Religion
- Morality and Belief
- Religious & Philosophical Questions

## COURSE ASSESSMENT

- The question paper has 90 marks out of a total of 140 marks for the course assessment. The question paper allows candidates to demonstrate their depth of knowledge and understanding and apply their skills
- The dissertation has 50 marks out of a total of 140 marks for the course assessment. Candidates carry out independent research and apply their skills, knowledge and understanding within the context of a dissertation on a religious, moral or philosophical question or issue.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher courses at college or university degree courses in Philosophy, Law, Medicine, Journalism, Literature, Media and Social Sciences.



## COURSE OUTLINE

The purpose of this Award is to allow learners to broaden their knowledge of Scotland whilst developing and applying the skills, knowledge and understanding relevant to their chosen subject areas. Learners will have a choice of Units, from a range of subject areas, which they can study in a Scottish context.

## PUPIL ELIGIBILITY

You must have:

- An interest in Scotland
- For National 5 Achieved a National 4 or equivalent in a Social subject
- For Higher Achieved a National 5 or equivalent in a Social subject

## QUALIFICATION BREAKDOWN

All Units in the Award are at SCQF level 5 and learners must complete a total of four Units. All learners must complete the mandatory Scottish Studies: Scotland in Focus (SCQF level 5) Unit. They will also complete three Units from at least two of the following groups:

Group 1 Language and Literature

Group 2 Society and Environment

Group 3 Arts and Culture

Group 4 Business, Industry and Employment

There are a number of subject areas within each of these groups. Learners can select only one Unit from any individual subject area within a group. These must be delivered and assessed in a Scottish context. Further guidance on the use of Scottish contexts will be given in the Award Support Notes.

## COURSE ASSESSMENT

Pupils must pass all required outcomes to be awarded the full group award for this subject.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A Higher Scottish Studies
- Another Social Subject
- A vocational course in this field



MODERN LANGUAGES

## COURSE OUTLINE

The main aim of the National 4 and National 5 course in French is to develop proficiency in the skills of talking, listening, reading and writing in French. Learning is based on four themes: Society, Learning, Employability and Culture. The study of these themes allows pupils to build on their existing knowledge of the language, develop the ability to understand detailed written and spoken language, and communicate successfully with others on a wide range of topics related to everyday life.

Pupils also have the opportunity to explore aspects of the cultures of countries where French is spoken. A wide variety of textual, audio-visual and ICT resources are used to provide an enjoyable, relevant course which encourages learners to understand the value of their foreign language skills for learning, life and work.

## PUPIL ELIGIBILITY

You should have:

- Achieved Level 3 in Modern Languages in S2
- An interest in French language and culture

## QUALIFICATION BREAKDOWN

National 4 & 5 French:

Understanding language

Students will learn to understand written and spoken French containing detailed language and a broad range of vocabulary and grammatical features. Learners will show their understanding by answering questions, comparing features of texts, and discussing the content of items they have listened to or read.

Using language

Students will develop their skills in talking and writing in French. They will take part in conversations, write short passages, make brief oral presentations, and prepare documents in various formats such as emails and brochures. They will learn to use detailed language and will significantly expand their range of vocabulary as

well as their grammatical understanding of the French language.

## COURSE ASSESSMENT

National 4:

Reading comprehension assessment  
Listening comprehension assessment, using a variety of media

Talking e.g. presentation, conversation

Writing e.g. about personal views etc.

Added value unit

Learners will plan and research a topic based on contexts studied in class. They will answer written questions about the topic and have a short conversation about it in French.

Both units of work (Understanding Language and Using Language) and the Added Value must be completed to gain a National 4 pass

National 5 :

Assignment - Writing

Students will complete a written assignment of 120 -200 words in French, using detailed language, based on one of the following themes: society, learning or culture.

External Exam

Performance: Talking –a spoken presentation and conversation in French

Two formal examination papers:

1. Reading Comprehension and Writing
2. Listening.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher French
- Another Modern Language at a suitable level
- Modern Languages for Life and Work Award at the same or a higher level

## COURSE OUTLINE

This course provides the opportunity to further develop talking, listening, reading and writing skills. A variety of topics are studied based on four contexts: society, learning, employability and culture. French will be used in class as much as possible with the aim of improving their talking skills. Authentic videos, texts and listening materials will be used. Pupils will develop an in-depth understanding of how French works to enable them to use their knowledge to say and write what they want in French. Successful completion of the Higher French course will provide pupils with a good level of language competence.

## PUPIL ELIGIBILITY

You must have:

- Passed National 5 French at grade A to C
- A keen enthusiasm for French Culture

## QUALIFICATION BREAKDOWN

Higher French SCQF level 6:

- Understanding Language—Listening & Reading
- Using Language—Talking & Writing

## COURSE ASSESSMENT

- Internal assessment of talking will take place in February / March.
- Externally marked writing assignment assessment will take place before end of February.
- External assessment of reading, listening, and writing will take place in May/June.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Advanced Higher French
- A degree in Modern Languages specialising in French
- A Higher in another Modern Language
- Modern Languages for Life and Work Award at a suitable SCQF level

## COURSE OUTLINE

The main aim of the National 4 and National 5 course in Spanish is to develop proficiency in the skills of talking, listening, reading and writing in Spanish. Learning is based on four themes: Society, Learning, Employability and Culture. The study of these themes allows pupils to build on their existing knowledge of the language, develop the ability to understand detailed written and spoken language, and communicate successfully with others on a wide range of topics related to everyday life.

Pupils also have the opportunity to explore aspects of the cultures of countries where Spanish is spoken. A wide variety of textual, audio-visual and ICT resources are used to provide an enjoyable, relevant course which encourages learners to understand the value of their foreign language skills for learning, life and work.

## PUPIL ELIGIBILITY

You should have:

- Achieved Level 3 in Modern Languages in S2
- An interest in Spanish language and culture

## QUALIFICATION BREAKDOWN

National 4 & 5 Spanish:

Understanding language

Students will learn to understand written and spoken Spanish containing detailed language and a broad range of vocabulary and grammatical features. Learners will show their understanding by answering questions, comparing features of texts, and discussing the content of items they have listened to or read.

Using language

Students will develop their skills in talking and writing in Spanish. They will take part in conversations, write short passages, make brief oral presentations, and prepare documents in various formats such as emails and brochures. They will learn to use detailed language and will significantly expand their range of vocabulary as

well as their grammatical understanding of the Spanish language.

## COURSE ASSESSMENT

National 4:

Reading comprehension assessment  
Listening comprehension assessment, using a variety of media

Talking e.g. presentation, conversation

Writing e.g. about personal views etc.

Added value unit

Learners will plan and research a topic based on contexts studied in class. They will answer written questions about the topic and have a short conversation about it in Spanish.

Both units of work (Understanding Language and Using Language) and the Added Value must be completed to gain a National 4 pass

National 5 :

Assignment - Writing

Students will complete a written assignment of 120 -200 words in Spanish, using detailed language, based on one of the following themes: society, learning or culture.

External Exam

Performance: Talking –a spoken presentation and conversation in Spanish.

Two formal examination papers:

1. Reading Comprehension and Writing
2. Listening.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher Spanish
- Another Modern Language at a suitable level
- Modern Languages for Life and Work Award at the same or a higher level

## COURSE OUTLINE

This course provides the opportunity to further develop talking, listening, reading and writing skills. A variety of topics are studied based on four contexts: society, learning, employability and culture. Spanish will be used in class as much as possible with the aim of improving their talking skills. Authentic videos, texts and listening materials will be used. Pupils will develop an in-depth understanding of how Spanish works to enable them to use their knowledge to say and write what they want in Spanish. Successful completion of the Higher Spanish course will provide pupils with a good level of language competence.

## PUPIL ELIGIBILITY

You must have:

- Passed National 5 Spanish at grade A to C
- A keen enthusiasm for Spanish Culture

## QUALIFICATION BREAKDOWN

Higher Spanish SCQF level 6:

- Understanding Language—Listening & Reading
- Using Language—Talking & Writing

## COURSE ASSESSMENT

- Internal assessment of talking will take place in February / March.
- Externally marked writing assignment assessment will take place before end of February.
- External assessment of reading, listening, and writing will take place in May/June.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Advanced Higher Spanish
- A degree in Modern Languages specialising in Spanish
- A Higher in another Modern Language
- Modern Languages for Life and Work Award at a suitable SCQF level

## COURSE OUTLINE

The main aim of the National 4 and National 5 course in German is to develop proficiency in the skills of talking, listening, reading and writing in German. Learning is based on four themes: Society, Learning, Employability and Culture. The study of these themes allows pupils to build on their existing knowledge of the language, develop the ability to understand detailed written and spoken language, and communicate successfully with others on a wide range of topics related to everyday life.

Pupils also have the opportunity to explore aspects of the cultures of countries where German is spoken. A wide variety of textual, audio-visual and ICT resources are used to provide an enjoyable, relevant course which encourages learners to understand the value of their foreign language skills for learning, life and work.

## PUPIL ELIGIBILITY

You should have:

- Achieved Level 3 in Modern Languages in S2
- An interest in German language and culture

## QUALIFICATION BREAKDOWN

National 4 & 5 German:

Understanding language

Students will learn to understand written and spoken German containing detailed language and a broad range of vocabulary and grammatical features. Learners will show their understanding by answering questions, comparing features of texts, and discussing the content of items they have listened to or read.

Using language

Students will develop their skills in talking and writing in German. They will take part in conversations, write short passages, make brief oral presentations, and prepare documents in various formats such as emails and brochures. They will learn to use detailed language and will significantly expand their range of vocabulary as

well as their grammatical understanding of the German language.

## COURSE ASSESSMENT

National 4:

Reading comprehension assessment  
Listening comprehension assessment, using a variety of media

Talking e.g. presentation, conversation

Writing e.g. about personal views etc.

Added value unit

Learners will plan and research a topic based on contexts studied in class. They will answer written questions about the topic and have a short conversation about it in German.

Both units of work (Understanding Language and Using Language) and the Added Value must be completed to gain a National 4 pass

National 5 :

Assignment - Writing

Students will complete a written assignment of 120 -200 words in German, using detailed language, based on one of the following themes: society, learning or culture.

External Exam

Performance: Talking – a spoken presentation and conversation in German.

Two formal examination papers:

1. Reading Comprehension and Writing
2. Listening.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Higher German
- Another Modern Language at a suitable level
- Modern Languages for Life and Work Award at the same or a higher level

## COURSE OUTLINE

This course provides the opportunity to further develop talking, listening, reading and writing skills. A variety of topics are studied based on four contexts: society, learning, employability and culture. German will be used in class as much as possible with the aim of improving their talking skills. Authentic videos, texts and listening materials will be used. Pupils will develop an in-depth understanding of how German works to enable them to use their knowledge to say and write what they want in German. Successful completion of the Higher German course will provide pupils with a good level of language competence.

## PUPIL ELIGIBILITY

You must have:

- Passed National 5 German at grade A to C
- A keen enthusiasm for German Culture

## QUALIFICATION BREAKDOWN

Higher Spanish SCQF level 6:

- Understanding Language—Listening & Reading
- Using Language—Talking & Writing

## COURSE ASSESSMENT

- Internal assessment of talking will take place in February / March.
- Externally marked writing assignment assessment will take place before end of February.
- External assessment of reading, listening, and writing will take place in May/June.

## WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Advanced Higher German
- A degree in Modern Languages specialising in German
- A Higher in another Modern Language
- Modern Languages for Life and Work Award at a suitable SCQF level

## OUTLINE

Skills Classes which are timetabled for six periods a week. These classes are designed to enhance pupils experience of S6. Details of each Skills class can be found below.

## IN SCHOOL VOLENTEERING

- Pupils will volunteer their time to enhance the learning experience of pupils within the BGE phase.
- Pupils will play an active part in the classroom by supporting classroom teachers
- Pupils will focus on subjects they enjoy and have previous experience of.
- This class can count towards the SQA Saltire Volunteering Award Level 5

Please note that pupils are required to negotiate with teaching staff the periods and classes they will be volunteering in.

## PRIVATE STUDY

- This time should be used to study for certificate qualifications which pupils are studying in S6.
- Pupils will be provided with a suitable space within the school study

## WORK EXPERIENCE

- This class allows pupils to develop the skills required for employment.
- Pupils are required to find, with school support, a suitable work experience placement
- The placement should fit around the allocated Work Experience timetabled classes.

## OUTLINE

In S5 and S6 pupils are required to select 1 elective class. These classes are delivered across 2 periods a week and will provide opportunities for your child enrich their time in S5 and S6.

## LEISURE PHYSICAL EDUCATION

Pupils will experience a range of Physical education activities based on their likes.

**Please note pupils will be required to bring a suitable PE kit.**

## NPA DRAWING SKILLS (SCQF Lvl 5)

Pupils will develop their drawing and illustration skills using a variety of medium.

## BRITISH SIGN LANGUAGE (SCQF Lvl 4)

Pupils will develop basic communication skills using British Sign Language

## CONVERSATIONAL LANGUAGES

Pupils will become more confident in using languages in a relaxed setting.

## Powering Futures STEM - (6 SCQF Credit points)

Powering Futures equips students with real-world sustainability skills, career opportunities, and industry connections, preparing them for a prosperous economy while enhancing schools' impact, innovation, and engagement with future-focused learning.

## VOLENTTEERING

Pupils will use their skills and experience to volunteer either in school or in the local community and gain valuable Saltire volunteering awards