

# BANNOCKBURN HIGH SCHOOL

SENIOR PHASE

COURSE CHOICE BOOKLET 2020 / 21



Information for pupils and parents / carers

# The Senior School Curriculum at Bannockburn High School

## Curriculum Pathways at Bannockburn High School

National  
Qualifications from  
National 3 –  
Advanced Higher

National Progression  
Award  
[NPA]

College

Foundation  
Apprenticeship

Our Senior Phase Curriculum will ensure that every learner has a personalised pathway from school into a positive destination. These pathways will be designed to meet the needs and aspirations of individual learners and have been designed to articulate with destinations in Higher and Further Education as well as with local labour market intelligence.

Our pathways through the Senior Phase ensure that each young person leaves school with the highest possible level of qualifications. Our pathways include a broad range of SQA courses and awards from SCQF level 3-7 and are implemented in collaboration with our partners from Forth Valley College, third sector organisations and industry.

We strongly believe that there is a parity of esteem across all of our pathways and we are guided by the desire to ensure that every young person achieves their full potential and that they are fit for a full, active and satisfying life in the world beyond school.

Thank you for working in partnership with us to make your child's progress as successful as possible.

# The Senior School Curriculum at Bannockburn High School

## Curriculum Pathways at Bannockburn High School

National  
Qualifications from  
National 3 –  
Advanced Higher

National Progression  
Award  
[NPA]

College

Foundation  
Apprenticeship

*What will be your pathway to success?*

In S4, S5 and S6, pupils are able to take a combination of courses at SCQF 4 - 7. The courses which are being offered for session 2020/21 are described in this booklet.

Pupils and parents should, however, note that only courses which have sufficient up-take will eventually run.

At Bannockburn High School we offer pupils options including: National Qualifications SCQF Levels 4 - 7, National Progression Awards (Levels 4-6), Higher and Advanced Higher courses and college courses. These are all individual to the learner and help them achieve a positive and sustained destination.

We also offer a number of routes that promote and develop employability skills in our pupils. The courses are available at many levels from SCQF 4 - 7; some will also be delivered in collaboration with local partners. There are also opportunities to learn beyond school e.g. at college.

After reading the information and consulting with our SDS Advisor, you should fill in the Learner Pathway Choice form (to be issued as a *Google Form*). Curriculum Leaders will assist pupils by advising them of the appropriate levels of study for next session. Final choices should then be decided in consultation with parents/carers and PT Pupil Support.

**A review of course choice will take place in August post SQA certification.**

## National Parent Forum

### MYTH BUSTERS!

- *College is for less academic pupils - False!*
- *I need to go straight to university to get a degree - False!*
- *Apprenticeships are only relevant if I want to go into one of the 'trades' - False!*
- *A Foundation Apprenticeship is a low level, basic qualification – False!*
- *Employers only value academic qualifications - False!*

## What is the Senior Phase About?

It is about preparing for the next stage in your education and making you an attractive candidate for employment, training or for further study. You need to remember you have a range of options and school is only one of them.

There are many ways to enter the workplace, get a good job and have a successful career. School gets you to the starting line, you now get to choose the best route for you.

The link below is to the National Parent Forum, Career Education: A World of Possibilities, which is a very useful read.

[https://www.npfs.org.uk/wp-content/uploads/2015/09/NPFS\\_world\\_of\\_possibilities\\_1509\\_E.pdf](https://www.npfs.org.uk/wp-content/uploads/2015/09/NPFS_world_of_possibilities_1509_E.pdf)

The National Parent Forum produces a wide range of documents written in pupil and parent friendly language without jargon.

## Pathways Available In School - New S5 and S6

Pupils selecting level 5/6 courses (National 5/Higher/NPA Level 5/6) should pick **five courses**.

Pupils are strongly advised to pick courses based on what they currently study in S4/5 to allow for progression and to maximise success in attainment and achievement.

Any pupil who wishes to study new courses must seek approval from Mr Millar or PT Pupil Support.

If you decide to return for a Sixth Year, you will be expected to study four / five courses from the courses offered at SCQF Level 4-7. This could be a combination of Advanced Highers, Highers, National 4/5 courses, College, NPAs and Foundation Apprenticeships.

In exceptional cases – for example, when a student wishes to take a particularly demanding group of courses such as an Advanced Higher and three Highers – the school may agree that a student should take only three or four courses.

# THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the Database.

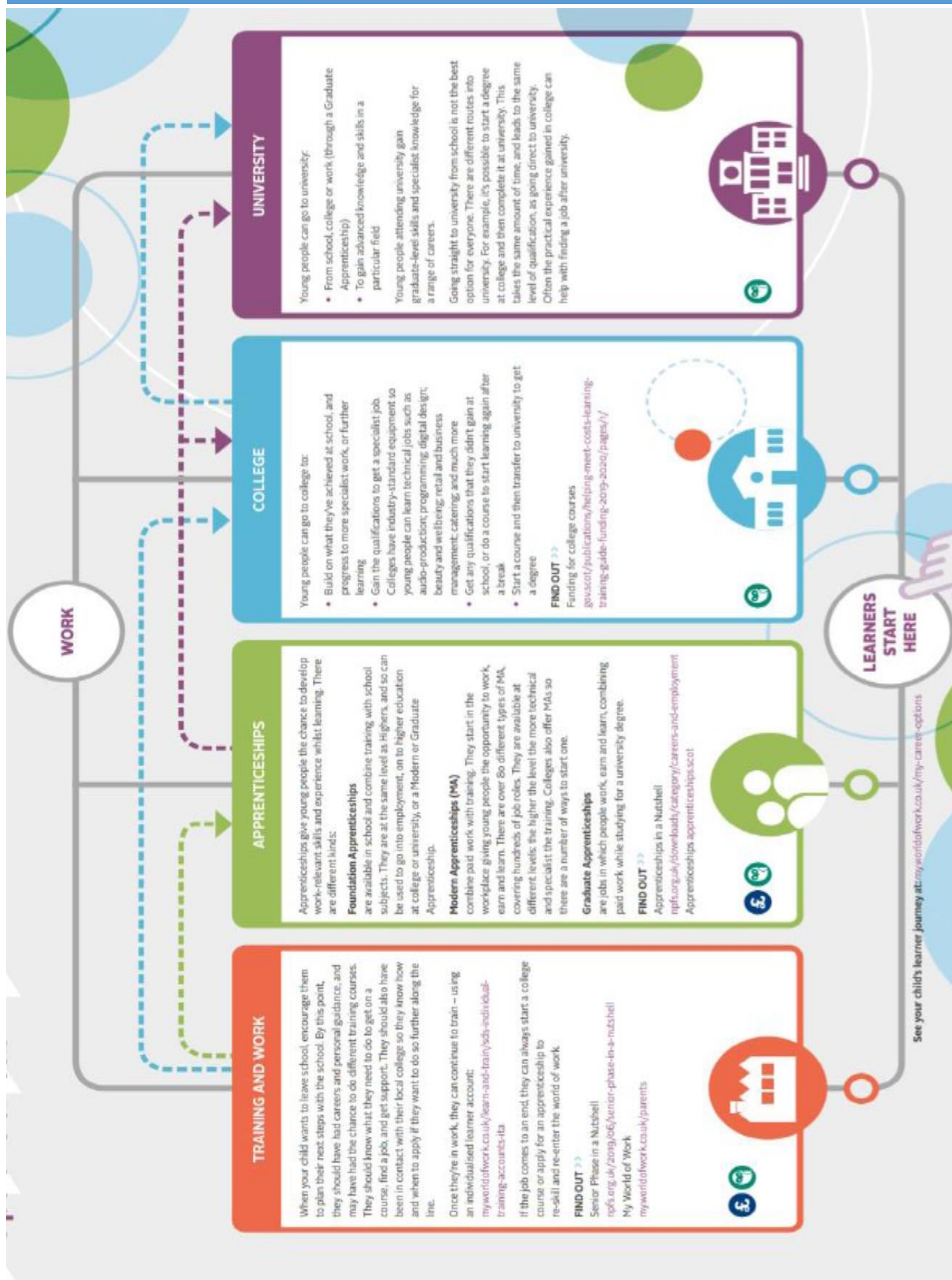


The table below indicates progression pathways for levels and compares different qualifications.

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



This should also be considered throughout the bigger picture of a learners' journey.



# Foundation Apprenticeships

## What can I study at Foundation Apprenticeship level?

Foundation Apprenticeships are work-based learning opportunities for senior-phase secondary school pupils. Lasting two years, pupils typically begin their Foundation Apprenticeship in S5. Young people spend time out of school at the college or with a local employer and complete the Foundation Apprenticeship alongside their other courses like National 5s and Highers. It is a chance to get valuable work experience and gain an industry recognised qualification. It also lets pupils try out a career while they are still at school.

### Who is it for?

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

### What Qualifications will I gain?

On successful completion of the course, you will achieve a Joint Qualification Certificate for the Foundation Apprenticeship in your chosen subject. This is a group Award at SCQF level 6 (equivalent of a Higher) which includes a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ). This qualification is recognised as being equivalent to a Higher by 11 Scottish Universities and can also progress on to a Modern Apprenticeship or further study.

To find out more about Foundation Apprenticeships see your PT Pupil Support or Mrs Gunning or access the following link

<https://www.forthvalley.ac.uk/ways-to-study/schools/>



### Why Choose this Course?

This course will appeal to those who are interested in administration and practical uses of IT and want to develop their administrative and IT skills further. The course will enable learners to use the acquired administration and IT knowledge, understanding and skills at home, in the wider community and in employment.

### Entry to Course

Entry to the course is at the discretion of the School. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following:

- National 4 Administration and IT
- National 4 Business

### Course Outline

The Course develops skills and the ability to use the following IT applications: word processing, spreadsheets, databases, presentations and desktop publishing; the ability to use technology, including the internet, for electronic communication and investigation; and the ability to organise, manage and communicate information. Learners will also develop the skills, qualities and attributes to organise and support events.

The Course comprises 3 mandatory Units:

- **Administrative Practices**  
This gives a broad introduction to administration in the workplace.
- **IT Solutions for Administrators**  
The purpose of this Unit is to develop learners' skills in IT, problem solving, organising and managing information.
- **Communication in Administration.**  
This unit is designed to enable learners to use IT for gathering and sharing information with others in an administration-related context.

### Assessment

Question Paper - 50 marks

Assignment - 70 marks The Course Assessment will be a practical administration and IT-based assignment where learners will be required to apply their knowledge, understanding and skills in the context of organising and supporting an event.

### Progression:

This course or its units may provide progression to:

- National 5 Administration and IT Grades A and B can progress into Higher Administration and IT (Grade C candidates will be given careful consideration)
- Other qualifications in Administration and IT or related areas

Further study, employment and/or training.

### Why Choose this Course?

This course is designed for those who are interested in the management aspects of administration and advanced uses of IT and who want to develop their administrative and IT skills further.

### Entry to Course

Entry to the course is at the discretion of the department and year head. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following:

- National 5 Administration and IT

### Course Outline

The Course will develop a range of skills including the ability to use a range of functions, some of them complex, of the following IT applications: word processing, spreadsheets, databases, desktop publishing, presentation; the ability to take responsibility for key administrative tasks; and the ability to organise, manage and communicate relatively complex information.

The Course comprises 3 mandatory Units:

- **Administrative Theory and Practice**  
The purpose of this Unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace.
- **IT Solutions for Administrators**  
The purpose of this Unit is to develop learners' skills in IT, some of them advanced, and in organising and managing information in administration-related contexts.
- **Communication in Administration.**  
This unit is designed to enable learners to develop a range of IT skills, some of them advanced, for research and communicating complex information to others. The Unit will also develop learners' knowledge and understanding of how to maintain the security and confidentiality of information.

### Assessment

Question Paper - 50 marks

Assignment - 70 marks

### Progression

This course or its units may provide progression to:

- Other qualifications in Administration and IT or related areas
- Further study, employment and/or training.

## APPLIED SCIENCES AND LAB SKILLS – NATIONAL PROGRESSION AWARD SCQF LEVEL 5

The Course provides a broad experiential introduction to laboratory science. Candidates will explore a variety and range of industries and services and the career opportunities, in science laboratories, in a local, national and global setting.

Candidates will have the opportunity to develop the basic practical skills for working in a laboratory: measuring, weighing and preparing compounds and solutions, and to understand and implement the health and safety requirements for a safe working environment. The specific practical skills related to microbiology, radioactivity, chemical handling and laboratory instrumentation are developed.

Candidates will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses related to a scientific topic. This will also involve reporting of the results, conclusions and evaluations of the investigation. The Course places emphasis throughout all Units on the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace.

### Why Choose this Course?

- widen participation in vocationally-related learning for school candidates
- allow candidates to experience vocationally-related learning
- provide candidates with an introduction to working in a laboratory
- encourage candidates to foster a good work ethic, including time management, a positive attitude and other relevant employability skills and attitudes
- provide opportunities to develop a range of Core Skills through practical experience in a vocational environment
- encourage candidates to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate candidates to achieve their full potential
- facilitate progression to further/higher education and training
- help build candidates' confidence

### Entry

- National 4 Biology, Chemistry, Physics or Science
- National 5 Biology, Chemistry, Physics Grade C or D

### Outline

There are four compulsory units:

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

### Assessment

Assessment is continuous throughout the year. Each unit has a unit assessment and candidates are required to produce written evidence of completion of the units and produce a portfolio.

### Why Choose this Course?

Many pupils who chose to study Advanced Higher do so because they want extra UCAS points for any university application whether they want to do art and design as a career or not. Pupils who want to apply to Art College will use their Advanced Higher work for a Portfolio which is required to be submitted to the Art College in March. Pupils must be aware that they require a substantial amount of art and design work in this folio including drawing.

### Entry Level

Higher Grade A or B

### Course Description

The course provides pupils with the opportunity to major in their chosen area: Expressive Folio with Art Studies or Design Folio with Design Studies

Pupils will build a portfolio of showing their personal ideas, creativity, skills commitment and vision. Pupils will choose a personal topic or theme to study and emphasis will be placed on discovery and experimentation. Pupils will also be required to support their work with a minimum number of sketchbooks.

### Assessment

A folio which includes all course work will be sent to the SQA for assessment in June. Pupils must pass all unit assessments as well as the external assessment.

### Progression

Careers where pupils can put their artistic skills to use include architecture, animation, interior design, furniture design, film making, fashion, graphic design, costume and textile design, ceramics, television, photography.

### Why Choose this Course?

Pupils have an opportunity to be creative, work towards a folio throughout the year (to balance commitments for subjects that may rest more heavily on the weighting of a final exam), and gain UCAS points from Higher Art and Design if they wish to go to University. Higher Art and Design is viewed positively even when not applying to an Art course as it shows a creative, well rounded applicant.

### Entry Level

National 5

### Course Description

In this course, pupils will work on three main areas:

Expressive Art – Drawing using different materials (e.g. Still life or Portraiture)

Design – Creating new designs both in 2D and 3D formats (e.g. Textile or Package Design)

Art and Design Studies – Study of artists and designers work

The course allows pupils to base their art and design work on their own personal interests within the topics listed above.

### Assessment

Question paper: 60 marks

Expressive portfolio: 100 marks

Design portfolio: 100 marks

### Progression

Pupils can go on to study Advanced Higher in S6

A Higher Art and Design qualification can be used as part of an entrance requirement for a number of courses at University and College and also towards the following more specialised professions; teaching art, primary teaching, art gallery and exhibition work, design industry work including fashion, graphics, television, media, furniture, interiors, jewellery, art therapy, sculpture, theatre and costume design, signwriting, printing photography, architecture and window dressing.

### **Levels of Study Available**

National 3

National 4

National 5

### **Course Description**

In this course, pupils will work on three main areas:

Expressive Art – Drawing using different materials (e.g. Still life or Portraiture)

Design – Creating new designs both in 2D and 3D formats (e.g. Textile or Package Design)

Art and Design Studies – Study of artists and designers work

The course allows pupils to base their art and design work on their own personal interests within the topics listed above.

### **Assessment**

National 3/4: pupils must complete a folio of expressive and design work.

National 5: Question Paper- 50 mark

Design Portfolio- 100 marks

Expressive Portfolio- 100 marks

The folio of expressive and design work will be sent to the SQA for assessment around Easter.

### **Progression Route**

Learners can progress from this course to:

Art & Design – Higher

Photography - NPA or Higher



### **Why Choose this Course?**

This course creates opportunities for candidate to produce a holistic portfolio of evidence which may contribute to and support applications to next level courses. It also provides opportunities for individual development of skills and aptitudes which will enhance candidate's employability within art and design sectors.

### **Entry Level**

National 4

### **Course Description**

In this course, pupils will work on three main areas:

- Design Studies: Introduction to Mixed Media
- Art and Design: Printmaking
- Art and Design: Introduction to Illustration

The course allows pupils to base their art and design work on their own personal interests within the topics listed above.

### **Assessment**

Assessment is carried out through project based work within the class and the successful production of a portfolio of work.

### **Progression**

Pupils can go on to study National 5/Higher in S6 or NPA/Higher Photography

### Why Choose this Course?

Advanced Higher Biology is designed for all learners who can respond to a level of challenge especially those considering further study or a career in biology and related disciplines. This course emphasises practical and experiential learning opportunities, with a strong skills-based approach to learning. The Course will allow opportunities for learners to develop biological knowledge and skills that directly relate to real situations.

*\*Please be aware that this course is under review by SQA and changes will be made prior to next session.*

### Entry to Course

- Higher Biology Grade A or B (C candidates will be given careful consideration)
- Candidates should be aware that an N5 course award, grades A-C in Mathematic **and** English would also be beneficial

### Course Outline

There are three units including a compulsory Investigation Write-up. The units are Cells and Proteins, Organisms & Evolution and Investigative Biology.

These units will allow the candidates to:

- develop a critical understanding of the role of biology in scientific issues and relevant applications, including the impact these could make on the environment/ society
- extend and apply knowledge, understanding and skills of biology
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures, in a biology context
- extend and apply problem solving skills in a biology context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in biology

### Assessment

- Regular homework and topic tests.
- Unit Assessments
- Scientific Literacy Analysis
- Course Assessment (2 and a half hour exam - 90 marks)
- A scientific report of an experiment
- Investigation (Including Daybook and Experiment - 30 marks)

### Progression

A biology-based HND/degree programme or one from a wide range of related areas, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science and health careers in a biology-based or related area including the health sector, agricultural science, education, environmental services

### Why Choose this Course?

Biology, the study of living organisms, plays a crucial role in our everyday life, and is an increasingly important subject in the modern world. Biology affects everyone, and biologists work to find solutions to many of the world's problems. Advances in technology have made human biology more exciting and relevant than ever.

The Higher Human Biology course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues. Candidates are able to develop their communication, collaborative working and leadership skills, and are able to apply critical thinking in new and unfamiliar contexts to solve problems.

### Entry to Course

National 5 Biology Grades A and B can progress into Higher Biology.

Please note that Grade C candidates will be given careful consideration but may not be eligible for entry to the course.

### Course outline:

#### Unit 1 - Human cells

The key areas covered are: ♦ division and differentiation in human cells ♦ structure and replication of DNA ♦ gene expression ♦ mutations ♦ human genomics ♦ metabolic pathways ♦ cellular respiration ♦ energy systems in muscle cells

#### Unit 2 - Physiology and health

The key areas covered are: ♦ gamete production and fertilisation ♦ hormonal control of reproduction ♦ the biology of controlling fertility ♦ antenatal and postnatal screening ♦ the structure and function of arteries, capillaries and veins ♦ the structure and function of the heart ♦ pathology of cardiovascular disease (CVD) ♦ blood glucose levels and obesity

#### Unit 3 - Neurobiology and immunology

The key areas covered are: ♦ divisions of the nervous system and neural pathways ♦ the cerebral cortex ♦ memory ♦ the cells of the nervous system and neurotransmitters at synapses ♦ non-specific body defences ♦ specific cellular defences against pathogens ♦ immunisation ♦ clinical trials of vaccines and drugs

### Assessment

Paper 1 (multiple choice) – 25 marks

Paper 2 Knowledge and Problem solving) – 95 marks

Assignment – 25 marks (scaled to 30 marks)

### Progression

Higher Biology Grades A and B can progress into Advanced Higher Biology, if available.

### Why Choose this Course?

Biology is the scientific study of life: as such it encompasses the investigation of living organisms and life processes from the molecular, through cells and individual organisms to populations and whole communities of animals and plants.

The course provides opportunities for learners to develop skills, knowledge and understanding of biology issues and aims to develop learners' interest and enthusiasm for biology by using a variety of approaches, with an emphasis on practical activities.

### Entry to Course

Successful completion of a National 4 or 5 course in any of the Science subjects.

Careful consideration will be given to those pupils who have not studied a Science subject since S2.

### Course Outline

The following units are explored:

Cell Biology & Multicellular Organisms Life  
on Earth

### Assessment

Question Paper- 100 marks

Assignment- 20 marks

### Progression

National 5 Biology Grades A and B can progress into Higher Biology. (Grade C candidates will be given careful consideration.)

### Why Choose this Course?

The study of Business Management is suitable for all learners interested in entering the world of business, whether as a manager, employee or self-employed person as it gives learners knowledge of the business environment. Through studying Business Management learners will be better informed about business and able to make an effective contribution to society as consumers, employees, employers or self-employed people. Learners will be prepared for everyday life, the world of work or further study of business. It develops and depends understanding of business and highlights a range of business-based career opportunities that are available within all business sectors.

In addition learners will develop skills of numeracy, literacy, enterprise, employability, ICT and citizenship.

### Entry to Course

National 5 Business Management; National 5 literacy unit; National 5 numeracy unit.

### Course outline

The course has 3 mandatory units and a Course Assessment. The units are:

- **Understanding Business**  
Understanding the ways in which large organisations in the private, public and third sectors operate.
- **Management of People and Finance**  
Learning about the issues facing large organisations in the management of people and finance, including leadership, motivation and finance.
- **Management of Marketing and Operations**  
Developing an understanding of the importance to large organisations of having effective marketing and operations systems and the importance of satisfying customers' needs.

### Assessment

Question Paper- 90 marks

Assignment- 30 marks

### Progression

This course or its units may provide progression to:

- Other SQA qualifications in Business Management or related areas
- Further study, employment and/or training.

### Why Choose this Course?

The Business Management course is suitable for all learners interested in entering the world of business – whether as a manager, employee or self-employed person – as it gives learners knowledge of the business environment. In addition the Course aims to develop a greater understanding of how people contribute to business success. Learners will therefore be better informed about business and able to make an effective contribution to society as consumers, employees, employers or self-employed people.

### Entry to Course

National 4 Business Management

National 4 Administration and IT

### Course Outline

The course has 3 mandatory units and a Course Assessment. The units are:

- **Understanding Business**  
Learners are introduced to the business environment and the main activities associated with businesses and other organisations.
- **Management of People and Finance**  
Learning about the internal issues relating to the management of people and finance. Learners will carry out activities relating to Human Resource Management and the basic concepts of preparing and interpreting financial information
- **Management of Marketing and Operations**  
Developing an understanding of the importance to large organisations of having effective marketing and operations systems and the importance of satisfying customers' needs by producing goods and services to an appropriate standard of quality.

### Assessment

Question Paper – 90 marks

Assignment- 30 marks

### Progression

- National 5 Business Management Grades A and B can progress into Higher Business Management (Grade C candidates will be given careful consideration)
- Other SQA qualifications in Business Management or related areas
- Further study, employment and/or training.



### **Why Choose this Course?**

The National Progression Award in Business with Information Technology at SCQF level 5 has been designed to provide you with the fundamental knowledge required for success in current and future employment in the business and information technology sector or for progression onto further academic qualifications.

### **Entry to Course**

This course is suitable for beginners to the subject as well as those looking to advance knowledge from N4 level in Business or Administration and IT.

### **Course Outline**

The award will provide you with fundamental knowledge and skills relating to the study of business and information technology. It allows for progression to other business, administration and/or IT related programmes in both the further and higher education sector, as well as providing progression within or into employment.

The course provides a mixture of theory based Business Management Units and ICT skills development.

### **Assessment**

You will have to study one mandatory Unit in Business and undertake a further three Units to achieve the NPA; two of these Units will be ICT based and the third one a specialist business Unit.

### **Progression**

- Other SQA qualifications in Business Management or related areas
- SCQF level 6 Award

### **Why Choose this Course?**

The National Progression Award in Business with Information Technology at SCQF level 6 has been designed to provide you with the fundamental knowledge required for success in current and future employment in the business and information technology sector or for progression onto further academic qualifications.

### **Entry to Course**

This course is suitable for those who have achieved the NPA level 5 award, as well as those looking to advance knowledge from N5 level in Business or Administration and IT.

### **Course Outline**

The award will provide you with fundamental knowledge and skills relating to the study of business and information technology. It allows for progression to other business, administration and/or IT related programmes in both the further and higher education sector, as well as providing progression within or into employment.

The course provides a mixture of theory based Business Management Units and ICT skills development.

### **Assessment**

You will have to study one mandatory Unit in Business and undertake a further three Units to achieve the NPA; two of these Units will be ICT based and the third one a specialist business Unit.

### **Progression**

- Other SQA qualifications in Business Management or related areas
- Further study, employment and/or training.

### Why Choose this Course?

Behind the scenes, Chemists are working on all sorts of projects to keep us all supplied with food and products we need. They could be creating fertilisers to help crops grow, formulating new types of ice-creams, developing shower gels or even designing high performance rechargeable batteries for your phone.

The Higher Chemistry course equips you with the knowledge to understand what these chemicals do and begins to equip you with the concepts and skills required to develop new products and work out how they can be manufactured to maximize profit.

The course will consist of:

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and open ended investigations); whole class, small group or one to one discussions, direct interactive teaching
- Collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- Embedding literacy skills: selecting and assessing information, presenting findings, evaluating, debating, listening, reading, writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables, accuracy, interpreting and assessing data, using technologies
- Researching skills and developing scientific report writing

### Entry to Course

National 5 Chemistry Grades A and B can progress into Higher Chemistry. (Grade C candidates will be given careful consideration.)

### Course Outline

*Unit 1 Chemical Changes and Structure:* This unit looks at understanding the factors that affect the rate of a chemical reaction, considering the properties of elements and compounds and studying the underlying patterns of these properties. This leads on to consider the bonds that are formed when elements combine and how this influences intermolecular bonding of compounds. We then examine the properties of compounds and relate this to their bonding.

*Unit 2 Nature's Chemistry:* Organic chemistry is the study of carbon compounds. In this unit, the chemistry of carbon compounds in the food and drink we consume, the soaps we use to clean, and the products we use to protect our skin are studied.

*Unit 3 Chemistry in Society:* The goal of the global chemistry industry is to design chemical reactions to make products so that waste is minimal and maximum profit is generated. In this unit skills in calculations will be developed and applied to chemical reactions, and by understanding equilibrium, enthalpy, percentage yield and atom economy Chemists can alter a reaction process to maximize profit.

*Unit 4 Researching Chemistry:* In this half unit skills in chemical research will be developed to carry out research and investigate the chemistry behind issues currently in the media. This research is then used to write the Assignment.

### Assessment

2 Question Papers- 120 marks, Assignment- 20 marks

### Progression

Higher Chemistry Grades A and B can progress into Advanced Higher Chemistry, if available.

### Why Choose this Course?

Chemistry is an incredibly fascinating field of study. Because it is so fundamental to our world, chemistry plays a role in everyone's lives and touches almost every aspect of our existence in some way. Chemistry is essential for meeting our basic needs of food, clothing, shelter, health, energy, and clean air, water, and soil. Chemical technologies enrich our quality of life in numerous ways by providing new solutions to problems in health, materials, and energy usage. Thus, studying chemistry is useful in preparing us for the real world.

The course will consist of:

- Active, collaborative and independent learning
- A blend of classroom approaches: practical tasks (experiments and open ended investigations); whole class, small group or one to one discussions, direct interactive teaching
- Opportunities for personalisation and choice
- Collaborative learning: partnerships with learners in other curriculum areas; links with businesses, employers, organisations
- Applying learning to new situations
- Embedding literacy skills: selecting and assessing information, presenting findings, evaluating, debating, listening, reading, writing
- Embedding numeracy skills: recording and displaying data in graphs/ tables, accuracy, interpreting and assessing data, using technologies.
- Researching skills and developing scientific report writing.

### Entry to Course

Successful completion of a National 4 or 5 course in any of the Science subjects.

Careful consideration will be given to those pupils who have not studied a Science subject since S2.

### Course Outline

#### *Unit 1 Chemical Changes and Structure*

This unit covers rates of reaction, atomic theory, chemical formulae, structure and properties of bonding, the mole and acids and bases.

#### *Unit 2 Nature's Chemistry*

This unit covers hydrocarbons, homologous series, consumer products, combustion and enthalpy.

#### *Unit 3 Chemistry in Society*

This unit covers metals, properties of plastics, fertilisers, nuclear chemistry and chemical analysis.

### Assessment

Question Paper- 100 marks

Assignment- 20 marks

### Progression

National 5 Chemistry Grades A and B can progress into Higher Chemistry. (Grade C candidates will be given careful consideration.)

### Why Choose this Course?

The most important aspect of computer science is problem solving, an essential skill for life. Some of the top reasons to study computing are:

1. Computing is part of everything we do!
2. Expertise in computing enables you to solve complex, challenging problems.
3. Computing enables you to make a positive difference in the world.
4. Computing offers many types of lucrative careers.
5. Computing jobs are here to stay, regardless of where you are located.
6. Computing offers great opportunities for true creativity and innovativeness.
7. Future opportunities in computing are without boundaries.

### Entry to Course

National Five Computing Science or relevant units

### Course Outline:

- Software design and development - Candidates develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development. They do this by using appropriate modular software development environments. Candidates develop modular programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these programs work. They use their knowledge of data types and constructs to create efficient programs to solve advanced problems.
- Computer systems - Candidates develop their understanding of how data and instructions are stored in binary form and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that can protect computer systems.
- Database design and development - Candidates develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using a minimum of three linked tables and implemented in SQL. Candidates apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.
- Web design and development - Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Candidates apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

### Assessment

Question Paper- 110 marks, Assignment - 50 marks

### Progression

- Other SQA qualifications in Computing Science or related areas
- Further study, employment and/or training.

### Why Choose this Course?

The most important aspect of computer science is problem solving, an essential skill for life. Some of the top reasons to study computing are:

1. Computing is part of everything we do!
2. Expertise in computing enables you to solve complex, challenging problems.
3. Computing enables you to make a positive difference in the world.
4. Computing offers many types of lucrative careers.
5. Computing jobs are here to stay, regardless of where you are located.
6. Computing offers great opportunities for true creativity and innovativeness.
7. Future opportunities in computing are without boundaries.

### Entry to Course

National Four Computing Science or relevant units

### Course Outline:

- Software design and development - Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.
- Computer systems - Candidates develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.
- Database design and development - Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.
- Web design and development - Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and JavaScript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

### Assessment

Question Paper- 100 marks, Assignment- 50 marks

### Progression

Higher Computing is offered to those with Computing at National 5 or an equivalent qualification.



### Why Choose this Course?

The computer games industry remains strong in Scotland and the rest of the UK and has become a multi-billion pound industry of simulation, machine learning, and artificial intelligence. Far more than a pastime, video games have become a social way of life for people of all ages.

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

### Entry to Course:

No previous learning required to undertake SCQF level 4 or 5, but basic computer knowledge and skills as well as an enthusiasm to learn are beneficial.

Level 5 NPA or Higher Computing Science required for SCQF Level 6.

### Course Outlines:

This qualification covers core areas such as design, media assets and development. Coding is also an important part of this qualification. The award will improve learners computational thinking skills.

### Progression:

SCQF Level 6 Computer Games Development

### Entry to Course

Available to all students with an interest in this area.

### Course Outline

A key focus of the Course is to provide candidates with the opportunity to work with others to plan, develop, implement and evaluate a creative project such as:

- musical show
- art exhibition/display
- production of school year book
- production of music CD
- website or blog
- fashion show
- community project.

This is a Skills for Work course which aims to:

- raise candidates' awareness of the creative industries in the UK and the opportunities within sectors in terms of job roles and career options
- develop specific and generic skills and attitudes which will enhance candidates' employability within a sector
- develop practical skills
- develop presentation skills
- develop a positive and responsible attitude to work
- develop communication skills
- develop teamwork skills
- encourage skills in setting personal goals, reviewing and evaluating individual strengths and areas for improvement
- build candidates' confidence
- raise candidates' awareness of health and safety issues in a working environment
- prepare candidates for further learning opportunities, study and training opportunities in the creative industries
- encourage candidates to consider a career in the creative industries

### Assessment

Assessment is through a range of practical activities, candidate folios and self-evaluation, planning and review. There are four units which make up the course:

- Creative Industries: An introduction
- Creative Industries: Skills Development
- Creative Industries: The Creative Process
- Creative Industries: Creative Project

### Progression

The course or its units may provide progression to:

- Training employment in the Creative Industries
- Further/ Higher Education

### Why Choose this Course?

Pupils studying **Design & Manufacture** will focus on design challenges where creativity and innovation is encouraged. Emphasis will be placed on developing skills in conceptual thinking, 3D visualisation, prototyping, materials and manufacturing processes, developing solutions from initial concepts to finished products, evaluating existing products.

### Entry to Course

A-C grade at National 5 Design & Manufacture. S6 students who have passed Higher Art & Design or Higher Graphic Communication will also be eligible.

### Course Outline

The course provides a broad practical introduction to design, commercial materials and manufacturing processes. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. Learners will have to consider the various factors that impact on a product's design. This will include the life cycle of a product from its inception through design, manufacture and use, disposal or re-use. The course is mostly theory based with some practical modelling elements used when generating a folio.

### Assessment

Question paper- 80 marks

Assignment- 90 marks

### Progression

National 4 – National 5 - Higher

### Why Choose this Course?

The **Design and Manufacture** course allows candidates to develop knowledge and skills enabling them to appreciate, contribute and adapt to the diverse opportunities offered in manufacturing industries. Candidates develop creative and practical skills by designing and making solutions to real problems. In addition, they gain an understanding of the impact of design and manufacture on everyday life

### Entry to Course

N4 Design & Manufacture.

A-C Grade at National 5 Practical Woodworking.

### Course Outline

The course encourages candidates to take a broad view of design and manufacture, through making decisions and taking responsibility for their own actions, generating and developing ideas, applying knowledge, and justifying decisions. These transferrable skills place candidates in a strong position regardless of the career path they choose.

The aims of the Course are to enable learners to:

- skills in the design and manufacturing of models, prototypes, and products.
- knowledge and understanding of manufacturing processes and materials.
- an understanding of the impact of design and manufacturing technologies on our environment and society.

### Assessment

Question paper- 80 marks

Assignment- 55 marks

Practical Model- 45 marks

### Progression

An A-C pass will allow the candidate to gain entry to Higher Design & Manufacture

### Why Choose this Course?

The study of English at Advanced Higher level gives learners the experience of advanced studies in literature and independent study. Learners will study a number of prescribed texts in drama, poetry and prose. Learners who pursue study at this level will encounter considerable academic and personal challenges. Those who achieve passes at this level will have demonstrated knowledge and skills of a high order and also considerable ability in thinking and working independently.

*\*Please be aware that this course is under review by SQA and changes will be made prior to next session.*

### Entry to Course

Higher Grade A or B **Course**

### Outline

There are two mandatory units: Specialist Study: Dissertation and Portfolio: Writing as well a final exam. This consists of Textual Analysis and Literary Study.

### Assessment

The course assessment is made up of three components and two internal units.

#### Component 1: External Examination

This lasts for three hours and is divided into two sections: Textual Analysis and Literary Study. Learners will:

- write a critical response to an unseen piece of drama, prose or poetry
- write a critical essay on previously studied texts

#### Component 2: Specialist Study: Dissertation

Learners will submit to SQA for assessment a dissertation on their chosen literary texts. This will have been authenticated as having been produced in a manner that satisfies the evidence requirements of the Unit.

#### Component 3: Portfolio: Writing

Learners will produce any two essays from the following options:

- Short story
- Poetry
- Drama
- Informative
- Persuasive
- Argumentative
- Reflective

### Internal Assessment

Learners will complete two units: Analysis and Evaluation, which is overtaken as part of the Dissertation, and Creation and Production, which is overtaken as part of the Writing: Portfolio work. These are both assessed internally.

### Progression

Students who complete the Advanced Higher English course may choose to continue their studies at university.

### Why Choose this Course?

English qualifications enable learners to listen, talk, read and write appropriately for different purposes, audiences and contexts. English Courses provide learners with the opportunity to analyse and evaluate texts in the contexts of literature, language and media to develop an understanding of the complexities of language and to develop analytical thinking and understanding of the impact of language.

English is an essential aspect of many career paths and most jobs require an English and Literacy qualification as an essential component. Core English and Literacy skills in Reading, Writing, Talking and Listening are embedded in every aspect of the course. In addition, many university courses require students to study beyond National 5 level.

**Entry to Course** National 5 C

### Course Outline

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to: listen and talk, read and write, as appropriate to purpose, audience and context; to understand and evaluate texts, including Scottish texts, as appropriate to purpose, audience and context; and to apply knowledge and understanding of language.

To gain the course award, the learner must pass the compulsory Unit as well as the Course Assessment.

The compulsory units is:

- Performance - Spoken Language

The purpose of this Unit is to provide learners with the opportunity to participate in spoken activities.

### Assessment

**Component 1 Paper 1: Reading for Understanding, Analysis and Evaluation:** All questions will be mandatory. This paper has 30 marks. Two non-fiction texts will be presented. Questions on the texts will demonstrate the skills of understanding, analysis and evaluation.

**Component 2 Paper 2 - Critical Reading:** This paper has two Sections. In each Section, one question will be chosen from a range of questions. In each Section, learners must cover a different genre. Section A - Critical Essay Learners will answer one question from a range of questions covering the genres of drama, prose, poetry, film and TV drama, and language. Learners will provide an extended written response, based on a previously studied text 20 marks Section B – Scottish Texts Learners will answer one question from a range of questions on drama, prose and poetry, based on a list of prescribed Scottish texts.

**Component 3- Portfolio:** Learners will produce a portfolio, comprising two pieces of writing; one creative and the other persuasive. The purpose of the portfolio is to assess learners' writing skills in different genres, and for a range of purposes and audiences. The assessment will be internally generated and externally assessed. 30 marks

**Component 4- Spoken Language:** This component will be internally assessed as a talk task and will be awarded 'achieved' or not 'achieved'.

**Progression:** Pupils achieving an A or B at Higher will have the option to study Advanced Higher English.

**Why Choose this Course?**

English qualifications enable learners to listen, talk, read and write appropriately for different purposes, audiences and contexts. English Courses provide learners with the opportunity to analyse and evaluate texts in the contexts of literature, language and media to develop an understanding of the complexities of language and to develop analytical thinking and understanding of the impact of language.

English is an essential aspect of many career paths and most jobs require an English and Literacy qualification as an essential component. Core English and Literacy skills in Reading, Writing, Talking and Listening are embedded in every aspect of the course. In addition, many college courses require entrants to have studied English to National 5 level.

**Entry to Course:** National 4

**Course Outline**

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to: listen and talk, read and write, as appropriate to purpose, audience and context; to understand and evaluate texts, including Scottish texts, as appropriate to purpose, audience and context; and to apply knowledge and understanding of language.

To gain the course award, the learner must pass the compulsory Unit as well as the Course Assessment.

The compulsory units is:

- Performance - Spoken Language

The purpose of this Unit is to provide learners with the opportunity to participate in spoken activities.

**Assessment**

**Component 1 Paper 1: Reading for Understanding, Analysis and Evaluation:** All questions will be mandatory. This paper has 30 marks. Two non - fiction texts will be presented. Questions on the texts will demonstrate the skills of understanding, analysis and evaluation.

**Component 2 Paper 2 - Critical Reading:** This paper has two Sections. In each Section, one question will be chosen from a range of questions. In each Section, learners must cover a different genre. Section A - Critical Essay Learners will answer one question from a range of questions covering the genres of drama, prose, poetry, film and TV drama, and language. Learners will provide an extended written response, based on a previously studied text 20 marks Section B – Scottish Texts Learners will answer one question from a range of questions on drama, prose and poetry, based on a list of prescribed Scottish texts.

**Component 3 – Portfolio:** Learners will produce a portfolio, comprising two pieces of writing; one creative and the other persuasive. The purpose of the portfolio is to assess learners' writing skills in different genres, and for a range of purposes and audiences. The assessment will be internally generated and externally assessed. 30 marks

**Component 4- Spoken Language:** This component will be internally assessed as a talk task and will be awarded 'achieved' or not 'achieved'.

**Progression**

Pupils achieving a pass at C or above will have the opportunity to study Higher English.



### Why Choose this Course?

The main aim of the course is to provide pupils with the skills required to become a football referee. Throughout the course, pupils will be mentored and supported in their development. The pupils may also be given the opportunity to take part in the Scottish FA refereeing coaching qualification as part of the course. The course will consist of both practical and classroom sessions.

Please note – this is not just playing football, there is theory attached to sessions. Pupils must have an interest in refereeing.

This course will be joined with the practical unit in performance skills at either Higher/Advanced Higher PE.

### Course Outline

- Pupils will be able to referee a game of football correctly and safely, following the laws of the game.
- Pupils will be able to speak clearly and concisely to a group of young people and explain/demonstrate the rules of football.
- Pupils will be able to work with and support players/teams to play football in the correct way.
- Pupils will be able to identify areas of weakness and areas for improvement as a referee.
- Pupils will be able to accept feedback and use it to improve their performance.
- Pupils will achieve a level 7 SCQF in Scottish FA: Laws of the Game and either Level 6 or 7 at Performance Skills PE.

This Course provides pupils with the opportunity to develop a number of skills and qualities all of which are transferable across learning, life and the World of Work.

### What are Foundation Apprenticeships?

Foundation Apprenticeships:

- Are 2 year courses that will be delivered during S5 & S6 and require commitment for the full 2 years.
- Involve a vocationally focused award at SCQF level 6 (same level as Higher) studied in college and a work-based qualification based on competence in the workplace.
- Attendance will be on a Monday and Wednesday afternoon for the two years (mix of college and work placement – plus there may be an additional day work placement for assessment in year 2 (S6)).
- Provide pupils with part of a Modern Apprenticeship which should make them more attractive to employers.
- Are aimed at pupils with a genuine interest in starting a career in the industry concerned.
- Would most likely suit pupils who are confidently predicted to achieve one or two Highers (capable of achieving SCQF Level 6). The courses are not intended for pupils aiming to go directly to university.

The vocational areas we are able to offer Foundation Apprenticeships are:

• FA in Accountancy - 1 Year Option	Level 6
• FA in Accountancy - 2 Year Option	Level 6
• FA in Business Skills - 1 Year Option	Level 6
• FA in Business Skills - 2 Year Option	Level 6
• FA in Civil Engineering - 1 Year Option	Level 6
• FA in Civil Engineering - 2 Year Option	Level 6
• FA in Construction - 1 Year Option	Level 5
• FA in Engineering - 2 Year Option	Level 5
• FA in Hardware & System Support - 2 Year Option	Level 6
• FA in Hospitality - 1 Year Option	Level 5
• FA in Media - 1 Year Option	Level 6
• FA in Media - 2 Year Option	Level 6
• FA in Scientific Technologies - 2 Year Option	Level 6
• FA in Social Services, Children & Young People - 1 Year Option	Level 6
• FA in Social Services, Children & Young People - 2 Year Option	Level 6
• FA in Social Services & Healthcare - 2 Year Option	Level 6
• FA in Software Development - 2 Year Option	Level 6

For details on each vocational area please refer to [www.forthvalley.ac.uk/ways-to-study/foundation-apprenticeships/](http://www.forthvalley.ac.uk/ways-to-study/foundation-apprenticeships/)

- ☐ You will have to through a selection process for the courses i.e. application form and interview.

### Other College Courses

#### Stirling Campus

<a href="#">NPA Events</a>	<a href="#">Level 6</a>
<a href="#">NPA Sound Production</a>	<a href="#">Level 6</a>
<a href="#">NPA Travel and Tourism</a>	<a href="#">Level 6</a>
<a href="#">Higher Psychology</a>	<a href="#">Level 6</a>
<a href="#">Skills for Work - Creative Industries</a>	<a href="#">Level 5</a>
<a href="#">Skills for Work - Early Education and Childcare</a>	<a href="#">Level 5</a>
<a href="#">Make-up Artistry</a>	<a href="#">Level 4</a>

**Alloa Campus**

<a href="#">Higher Psychology</a>	Level 6
<a href="#">Skills for Work - Early Education and Childcare</a>	Level 5
<a href="#">Skills for Work - Engineering Skills</a>	Level 5
<a href="#">Make-up Artistry</a>	Level 4

**Falkirk Campus**

<a href="#">HNC Computing (over 2 years)</a>	Level 7
<a href="#">HNC Police Studies (over 2 years)</a>	Level 7
<a href="#">HNC Biological Sciences (over 2 years)</a>	Level 7
<a href="#">HNC Sports Coaching and Development</a>	Level 7
<a href="#">NPA Cyber Security</a>	Level 5
<a href="#">NPA Exercise and Fitness Leadership</a>	Level 6
<a href="#">NPA Sports and Fitness Individual Sports</a>	Level 5
<a href="#">Higher Psychology</a>	Level 6
<a href="#">Skills for Work - Creative Industries</a>	Level 5
<a href="#">Skills for Work - Early Education and Childcare</a>	Level 5
<a href="#">Skills for Work- Engineering</a>	Level 5
<a href="#">City &amp; Guilds Introduction to Hair and Beauty</a>	Level 4

### Why Choose this Course?

The Higher Geography Course develops a range of geographical skills and techniques. Learners gain a detailed understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales.

### Entry to Course

Grade A-C at National 5 Geography (or equivalent subject.) Pupils should be prepared to do independent study to reinforce their learning as well as regular homework and revision.

### Course Outline

#### Unit 1: Physical Environments

This deals with a range of themes related to the landscape and atmosphere. These include lithosphere, hydrosphere, biosphere and atmosphere.

#### Unit 2: Human Environments

This deals with a range of themes related to the human environment. These include rural, urban and population. In both units a range of geographical skills and map interpretation are covered.

#### Unit 3: Global Issues

Global climate change - this considers the causes, effects and management of climate change.

Development and health - this considers differences in development between developing countries as well as an emphasis on health and malaria in developing countries.

### Assessment

Question paper 1: 100 marks

Question paper 2: 60 marks

Assignment: 30 marks

### Progression

Advanced Higher Geography

Higher Geography is recognised and accepted as a Science subject for entrance to University or College and permits entrance to a wide range of careers.

### **Why Choose this Course?**

The National 5 Geography Course develops a range of geographical skills and techniques. Learners gain a detailed understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales.

### **Entry to Course**

Completion of S3 Geography or N4 Geography

Pupils should be prepared to do independent study to reinforce their learning as well as regular homework and revision.

### **Course Outline**

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

This includes weather, rivers and upland limestone landscapes and their management.

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

This includes rural, urban and population.

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

Environmental Hazards - this considers the causes, effects and management of natural hazards such as earthquakes, volcanoes and tropical storms.

Natural Regions - this considers the causes and effects of management of environmental issues in rainforests and the tundra.

### **Assessment**

Question Paper- 80 marks

Assignment- 20 marks

### **Progression**

Higher Geography

### Why Choose this Course?

The course provides opportunities for learners to gain skills in reading, interpreting, and creating graphic communications.

Coursework is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

### Entry to Course

A-C grade at National 5 Graphic Communication. S6 students who have passed Higher Art & Design will also be eligible.

### Course Outline

Pupils studying Graphic Communication will focus on design activities which are set around a Technical, Engineering or Desktop Publishing theme developing work in the form of a portfolio.

Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences. Emphasis will be placed on developing skills in creative graphic layouts, planning promotional items with visual impact, constructing 2D & 3D Models, illustration and presentation techniques.

### Assessment

Question Paper- 90 marks

Assignment- 50 marks

### Progression:

National 4 – National 5 - Higher

### Why Choose this Course?

The Advanced Higher History Course allows learners to acquire depth in their knowledge and understanding of historical themes, and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

The Course makes a distinctive contribution to the curriculum by engaging in the issues which arise from significant historical events and developments. The depth of study enables learners to engage fully in historical debate and thereby develop a deeper appreciation of the forces which have shaped historical developments.

*\*Please be aware that this course is under review by SQA and changes will be made prior to next session.*

### Entry to Course

Pupils wishing to study Advanced Higher History must have achieved an A or B in Higher History. Pupils should be prepared to do independent study and research to reinforce their learning, as well as regular homework and revision.

### Course Outline

#### Field of study 7 — Germany: from Democracy to Dictatorship, 1918-39

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

#### Summary

The creation of the Weimar Republic: military defeat; the November Revolution and the Treaty of Versailles; social and political instability; economic crisis and hyper-inflation.

A period of relative stability: currency reform and the Dawes plan; social welfare provision; the Stresemann era in foreign affairs.

The collapse of the Weimar Republic: economic depression and mass unemployment; the weakening of democracy; Brüning to Schleicher; the rise of Nazism; Hitler and the Nazi takeover of power.

The transformation of post-Weimar society: Nazi consolidation of power in Germany; Nazi social and racial policies; Nazi economic and foreign policies; resistance and opposition.

#### Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The Course Assessment consists of two components – component 1 - question paper (90 marks) and component 2 – project/dissertation (50 marks).

Progression:

This Course or its Units may provide progression to:

- Degree courses in social subjects and social sciences or related areas

- A diverse range of careers

For many learners, a key transition point will be to further or higher education, for example to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes. Examples of further and higher education programmes that learners might progress to include History or other Social Subjects/Social Sciences.

Advanced Higher Courses provide good preparation for learners progressing to further and higher education because they require learners to work with a degree of independence.



### Why Choose this Course?

The Higher History Course allows learners to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. Options cover topics from the medieval, early modern and later modern periods, and include elements of political, social, economic and cultural history.

### Entry to Course:

Pupils wishing to study Higher History must have achieved National 5 History (A-C) or the equivalent in another Social Subject.

Pupils should be prepared to do independent study and research to reinforce their learning, as well as regular homework and revision.

### Course Description

Period of Study: Later Modern History

The course is divided into three 40 hour units: **Historical Study – British History – (essay based)**

#### 1. Britain 1851-1951

Pupils will learn reasons for the growth in democracy, assess how democratic Britain was, explore reasons for the introduction of the Liberal Welfare Reforms and assess their effectiveness and finally pupils will evaluate the effectiveness of the reforms introduced by post-war Labour Government and the creation of the Welfare State.

#### Historical Study – European and World (essay based)

#### 2. Russia 1881-1921

Pupils will learn how the Tsar maintained control, causes of the 1905 revolution, strategies used to regain control, reasons for the February 1917 revolution, the period of dual-authority and the reasons of the October Revolution. Finally pupils will explore the reasons for the Bolshevik victory in the Russian Civil War.

#### Historical Study – Scottish History (sources based)

#### 3. Migration and Empire: 1830-1939

Pupils will learn about the impact immigrants have had on Scotland the Empire. Pupils will focus in detail on the impacts emigrant Scots had on the Empire, especially in Canada, Australia, New Zealand and India.

### Assessment

Question paper 1 - 44 marks

Question paper 2 - 36 marks

Assignment - 30 marks

### Progression

Advanced Higher History

Higher History is widely accepted as an entry qualification for Further Education or University because of its emphasis on literacy research and organisational skills. Higher History is considered a valuable asset in a wide variety of professions where such qualities are felt to be important.

### Why Choose this Course?

The purpose of the course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world. Through an understanding of the concept of continuity, they can better appreciate change and its significance, both in their own times and in the past.

### Entry to Course

Completion of History in S3 or N4 History

### Course Outline

Learners will study political, social, economic and cultural history as part of these three topics:

- Scottish History – Migration and Empire
- British History – Making of Modern Britain
- European and World History – Red Flag - Russia

### Assessment

Question Paper- 80 marks

Assignment- 20 marks

### Progression

Higher History

The Course provides a broad experiential introduction to laboratory science. Candidates will explore a variety and range of industries and services and the career opportunities, in science laboratories, in a local, national and global setting.

Candidates will have the opportunity to develop the basic practical skills for working in a laboratory: measuring, weighing and preparing compounds and solutions, and to understand and implement the health and safety requirements for a safe working environment. The specific practical skills related to microbiology, radioactivity, chemical handling and laboratory instrumentation are developed.

Candidates will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses related to a scientific topic. This will also involve reporting of the results, conclusions and evaluations of the investigation. The Course places emphasis throughout all Units on the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace.

### Why Choose this Course?

- widen participation in vocationally-related learning for school candidates
- allow candidates to experience vocationally-related learning
- provide candidates with an introduction to working in a laboratory
- encourage candidates to foster a good work ethic, including time management, a positive attitude and other relevant employability skills and attitudes
- provide opportunities to develop a range of Core Skills through practical experience in a vocational environment
- encourage candidates to take charge of their own learning and development
- provide a range of teaching, learning and assessment styles to motivate candidates to achieve their full potential
- facilitate progression to further/higher education and training
- help build candidates' confidence

### Entry

- National 4 Biology, Chemistry, Physics or Science
- National 5 Biology, Chemistry, Physics Grade C or D

### Outline

There are four compulsory units:

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

### Assessment

Assessment is continuous throughout the year. Each unit has a unit assessment and candidates are required to produce written evidence of completion of the units and produce a portfolio.

## SCIENTIFIC TECHNOLOGIES – NATIONAL PROGRESSION AWARD SCQF LEVEL 6

The Course builds on the knowledge and experience gained from SCQF Level 5 Laboratory Science.

Candidates will have the opportunity to enhance their practical skills for working in a laboratory: measuring, weighing, and preparing compounds and solutions, and to understand and implement the health and safety requirements for a safe working environment. They also delve deeper into chemical processes and techniques as well as the maths behind the science.

Candidates will work independently to produce an investigative report, collecting data using the techniques they have developed. This will also involve reporting of the results, conclusions, and evaluations of the investigation. The Course places emphasis throughout all Units on the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace.

### Why Choose this Course?

- widen participation in vocationally-related learning for school candidates
- allow candidates to experience vocationally-related learning
- prepare you for an appropriate level of employment in science areas such as; biological, biotechnology, chemical, environmental, food and drink, medical, oil and gas, pharmaceutical and renewable energy industries.
- develop a range of contemporary vocational skills relating to the use, support and development of systems appropriate to employment at laboratory assistant or laboratory technician level.
- prepare you for progression to further studies in science related disciplines.
- provide you with a wide range of practical laboratory skills to further enhance job prospects through the practical content of the course.
- provide you with a working knowledge of safety and security procedures in a laboratory setting.

### Entry

- SCQF Level 5 Skills for Work Laboratory Science
- Entry from other sciences will be considered on an individual basis
- Available for **S6 pupils only**

### Outline

There are four compulsory units:

- Laboratory Safety
- Mathematics for Science 2
- Fundamental Chemistry: An Introduction
- Experimental Procedures: Science

### Assessment

Assessment is continuous throughout the year. Each unit has a unit assessment and candidates are required to produce written evidence of completion of the units and produce a portfolio.

**Entry to Course** Higher A/B

### Course Outline

The course is very intensive and extends Higher Maths work to university level Mathematics. This course provides a huge benefit for those pursuing Maths/Sciences degree courses.

The course samples the following topics:

#### *Methods in Algebra and Calculus*

- Algebra
- Differentiation
- Integration
- Further Differentiation
- Further Integration
- Further – Differential Equations

#### *Geometry, Proofs and systems of Equations*

- Complex Numbers
- System of Linear Equations
- Vectors
- Matrix Algebra
- Mathematical Proof

#### *Applications of Algebra and Calculus*

- Further – Series & Sequences
- Sequences and series
- Elementary Number Theory
- Properties of Functions

*\*Please be aware that this course is under review by SQA and changes will be made prior to next session.*

### Assessment

To obtain an Advanced Higher, all three unit assessments and the final external exam must be passed. The external exam has one Paper (3 hours)

### Progression

University courses – Mathematics, Engineering, Finance, Sciences, Computing and many more.

### Why Choose this course?

- **It makes you smarter.** You cannot become a star within your job or excel in your profession unless you can think smart and critically - maths will help you do that.
- **You will make more money.** You can go on to get an education that will get you a well-paid job in cool companies that need brains .... perhaps not immediately, but definitely if you look at averages and calculate it over a lifetime.
- **Have a less stressful time at college and university.** You can look at a chart or a formula, and understand how things relate to each other. Maths is a language, shorter and more effective than other languages. If you know maths, you can work smarter, not harder.
- **You live in a global world.** You are competing for interesting jobs against people from the whole world. Get knowledge that makes you viable all over the world, not just in the UK.
- **Your world is constantly changing.** New technology is always being released. If you learn maths, you know how and why things work.
- **It is interesting!** If you do the work and stick it out, you will find that maths is fun, exciting, and intellectually elegant.

*Choose Higher Maths so you do not have to, for the rest of your life, talk about how maths is "hard". Choose maths so you do not have to joke away your inability to do simple calculations or lack of understanding of what you are doing. You have permission to be smart!*

### Entry to Course

National 5 grades A or B

### Course Outline

Higher is made up of three units, each of which has an assessment which must be passed. The length of each unit varies, roughly lasting between 10 to 12 weeks. Contents are listed below.

### Applications

Recurrence Relations  
Straight Line theory

Differentiation

Integration

Circle theory

### Expressions and Functions

Trigonometry

Functions

Vectors

Wave Function

Exponentials and Logarithmic Functions

## **Relationships and Calculus**

Polynomials & Quadratic Theory

Further Calculus

## **Assessment**

Question Paper 1: Non-calculator- 70 marks

Question Paper 2: 80 marks

## **Progression**

Advanced Higher Maths. A wide range of degree course mathematics, sciences and other disciplines.  
Engineering

### Why Choose this Course?

The National 5 Mathematics Course enables learners to select and apply Mathematical techniques in a variety of Mathematical and real-life situations. Learners interpret, communicate and manage information in Mathematical form.

A pass at National 5 Maths opens up avenues for employment and Further Education. It makes young people more accessible for interviews and increases the likelihood of gaining a job, apprenticeship or place at University.

**Entry to Course:** National 5 units or Mathematical Skills course.

The course extends the work of National 4. It is very Algebraic and there is a marked increase in the level of difficulty from National 4.

### Course outline:

National 5 is made up of three units. Each of the units last from 10 to 12 weeks and includes revision and assessment.

The content of each unit is shown below:

### Unit 1 – Expressions and Formulae

Surds and Indices

Expanding brackets, factorising and completing the square  
Algebraic fractions

Properties of the circle, arcs and sectors  
Volumes of solids

### Unit 2 - Relationships

Straight Line equations

Quadratic graphs and their equations  
Angles about a Circle and regular polygons  
Similar shapes, areas and volumes

Solving trigonometric equations

Applying trigonometric skills to graphs and identities



### **Unit 3 - Applications**

Trigonometry relating to non-right-angled triangles

The use of Vectors in Maths

Fractions and percentages Statistical skills to analysing data

### **Assessment**

Question Paper 1- 50 marks

Question Paper 2- 60 marks

### **Progression**

Higher Maths (but only with a grade A or B)

### Entry level:

National 4 Maths

### Course outline:

This course has been specifically designed to support learners progressing from National 5 Maths. The course teaches key elements of the National 5 course that National 4 pupils will not have had experience with.

This course is perfect for pupils that would like to expand their Maths knowledge from National 4, even if they are unsure if they would like to complete National 5.

The course consists of three units (no final exam):

Numeracy (Level 5) – Numeracy skills at SCQF Level 5 including algebra skills, percentage, time, Ratio and more.

Mathematical Craft 1 – Application of algebra, area & volume, data analysis, Pythagoras theorem and trigonometry \*\*

Mathematical Craft 2 – Application of further algebra, further trigonometry, proportion and statistics \*\*

\*\* The course is assessed using Engineering context as a practical application, but this course is suitable for any N4 candidate wishing to progress towards N5.

### Progression:

National 5 Mathematics

### Why Choose this Course?

This course enables pupils to analyse and create media content and to think critically about the media and its role in everyday life. They develop an appreciation of media content in a cultural context, and in the context of the media industry. Through analysing and creating media content, pupils develop skills that enable them to engage more fully in society and in learning.

The course provides candidates with the opportunity to develop knowledge of media contexts, roles and the key aspects of media literacy: categories, language, representation, narrative, audience, institutions and society. Pupils encounter different types of content in different media. The course enables candidates to communicate, to be critical thinkers, develop cultural awareness, and to be creative.

### Who is the Course for

This course is for candidates who are interested in film, television, advertising, the press and/or other media, and in creating their own media content. It combines theory with practice which enables candidates to be analytical and creative, and provides opportunities for personalisation and choice.

The course is designed for candidates who are ready to develop their skills of analysis and production at Higher level. They are likely to have gained an award in National 5 Media and/or National 5 English. The course provides a pathway for candidates who aim to go on to study media and/or film in a higher or further education context.

It also provides opportunities for vertical and lateral progression to National Courses, and to other qualifications such as National Progression Awards, National Certificates, Higher Nationals in Media, and other related fields. The range of skills developed in the course prepares candidates for future learning in other subjects, vocational training, and employment.

### Course Assessment

Question paper 1: Analysis of media content

Question paper 2: The role of media

Assignment

### Why Choose this Course?

Learning a new language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning.

This Course provides learners with the opportunity to:

- develop advanced skills in listening and talking, reading and writing, which are essential for learning, work and life
- use a range of different media effectively for learning and communication
- further develop an understanding of how language works, and use language to communicate ideas and information in the contexts of society, learning, employability and culture
- use creative and critical thinking as well as other higher-order language skills to synthesise ideas and arguments
- develop skills in literary appreciation
- further enhance their enjoyment and understanding of their own and other cultures
- explore the interconnected nature of languages
- develop independent learning skills including research and analytical skills

*\*Please be aware that this course is under review by SQA and changes will be made prior to next session.*

**Entry to Course:** Higher C Pass

### Course Outline

The course consists of 3 units, which are taught concurrently.

- Understanding Language – provides the opportunity to develop and extend reading and listening skills in the contexts of society, learning, employability and culture.
- Using Language – provides the opportunity to develop and extend talking and writing skills in the contexts of society, learning, employability and culture.
- Specialist Study – provides the opportunity to develop and extend planning, research and analytical skills in order to undertake a specialist study based on literature or media or language in work.
- Specialist Study – provides the opportunity to develop and extend planning, research and analytical skills in order to undertake a specialist study based on literature or media or language in work.

### Assessment

To gain the award of the Course, the learner must pass all 3 of the Units as well as the Course assessment. All Units are internally assessed

They will be assessed on a pass/fail basis within centres.

### Progression

Progression from Advanced Higher Modern Languages includes opportunities for vertical and lateral progression to:

- further education
- higher education
- careers in business, diplomatic service, education, interpreting, law, media, tourism and translating, telecommunications, sales and many more besides

### Why Choose this Course?

Learning a language other than English enables learners to make connections with different people and their cultures and to be a global citizen. The ability to use language lies at the centre of thinking and learning.

In addition, you find out about other people and cultures; knowing a language makes you more employable; they lead you into other subjects; you make new friends; you learn about yourself and your own country; it gives you more confidence; great for holidays; gives you communication skills and it is fun!

### Entry Level

A pass at National 5

### Course Outline

The course consists of two units, which are taught concurrently and cover the topics of Society, Learning, Employability and Culture.

There are 2 units which are internally assessed as with National 5.

1. Understanding Language (Reading & Listening)
2. Using Language (Talking & Writing).

The course offers learners opportunities to develop and extend a wide range of skills:

- read, listen, talk and write in a modern language
- understand and use a modern language
- develop the language skills of translation
- apply knowledge and understanding of a modern language

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

### Assessment

Question Paper 1: Reading - 30 marks Directed Writing- 20 marks

Question paper 2: Listening – 20 marks

Assignment-writing: 20 marks

Performance-talking: 30 marks

### Progression

Employers and universities regard a qualification at Higher level in Modern Languages as extremely desirable as it provides candidates with the opportunity to develop strong communication skills which are required in every walk of life no matter which career path you choose to pursue.

### Why Choose this Course?

Learning a language other than English enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning.

You also find out about other people and cultures; knowing a language makes you more employable; they lead you into other subjects; you make new friends; you learn about yourself and your own country; it gives you more confidence; great for holidays; gives you communication skills and it is fun!

### Entry Level

A keen interest in learning how to use French, Spanish or German in a realistic setting is essential. Pass at National 4 is helpful but not essential. Success and knowledge gained from study of a language in S1/S2 would be beneficial.

### Course Description

The purpose of the course is to develop the skills of reading, listening, talking and writing in order to understand and use French, Spanish and/or German in familiar contexts. You will engage in these skills through the topics of Society, Culture, Learning and Employability.

During the course you will be given the opportunity to:

- enhance their communication skills through the consistent development of the skills of listening, talking, pronunciation, reading, and writing
- develop a knowledge of the structure of the foreign language and how it relates to their own
- raise their awareness of other cultures and international citizenship
- develop generic skills, such as working with others, research skills, skills in presenting information, and IT skills

### Assessment

Question Paper 1- Reading and Writing- 30 marks

Question Paper 2- Listening- 20 marks

Assignment 1- Talk- 30 marks

Assignment 2- Writing- 20 marks

### Progression

A variety of other Modern Languages Units, Courses and Awards at the next level are available. Success at N5 will lead to Higher. Further study of a language at college or university is an option. They also offer a positive addition to any CV as employers regard a qualification in a language as an asset no matter which career you pursue.

### Why Choose this Course?

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. This purpose will be achieved through successful study of the Course Units which focus on the democratic political system in Scotland and the UK, social issues in the UK and international issues.

Through the Modern Studies Course, learners will undertake a coherent study of contemporary society with concepts and themes being revisited and built upon across Units. It will develop the skills to help learners interpret and participate in the social and political processes they will encounter now and in the future.

Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of politics, sociology and economics and where appropriate, of associated ideas drawn from other social subjects. It thereby adopts a multi-disciplinary approach.

**Entry to Course:** National 5 Modern Studies at grades A-C or equivalent in another social subject.

Pupils should be prepared to do independent study to reinforce their learning as well as regular homework and revision.

**Unit 1: Democracy in the UK:** Pupils will study the United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union. They will voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.

**Unit 2: Social Issues in the United Kingdom:** Pupils will study Social Inequality in the UK - Evidence of social inequality in the United Kingdom and the theories and causes of social inequality. They will also look at the impact of social inequality on specific groups in society with regard to income, employment, education, housing and health. They will further consider the responses to tackle such inequalities.

**Unit 3: International Issue:** Pupils will study a World Power – South Africa. Pupils will study the role of the South African Government and the inequalities that lie within that as well as focussing on the social and economic issue that have impacted the public. As a World Power, South Africa has international influence on culture as well as relations. Pupils will be able to explore these issues, impacts and the responses that the Government has had to these.

### Assessment

Question paper 1 - 52 marks, Question paper 2 - 28 marks, Assignment - 30 marks

The question papers will examine both knowledge and understanding of the three units as well as application of skills

There will also be an added value assignment, worth 30 marks, which will build on the skills acquired at National 5. Pupils will identify a Modern Studies topic or issue about which there are alternative views. They will research this topic or issue and present their findings in the style of a report.

### Progression

Higher Modern Studies is widely accepted as an entry qualification for Further Education or University. Employers regard Modern Studies as a broad based subject that provides the candidate with valuable skills, and contemporary knowledge of social, political, economic and international issues relevant in the world today. Pupils may also progress to study Advanced Higher Modern Studies in S6.



### Why Choose this Course?

The purpose of Modern Studies is to develop learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and International contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. Learners will also develop their skills with regard to the evaluation, analysis and interpretation of sources.

### Entry to Course

Completion of Modern Studies in S3 or N4 Modern Studies

### Course Outline

#### Unit 1: Democracy in Scotland

Pupils will study the Scottish Parliament and how it came to exist; what powers it holds and the role it plays within Scotland. Pupils will explore voting systems and their impact; the role of councillors and the ways in which citizens are informed about, participate in, and influence the political process.

#### Unit 2: Social Issues in the United Kingdom – Crime and the Law

Pupils will explore the legal system that is used throughout the United Kingdom, focussing specifically on types of crime, their consequences and what is being done to reduce crime as a whole. Pupils will evaluate and compare custodial and non-custodial sentencing across the UK and make informed decisions regarding which is more effective.

#### Unit 3: International Issues –World Issues (Terrorism)

Pupils will be given the opportunity to explore the current international issue of Terrorism, what the Government has done to reduce the risk of it and what impact it has had on our day to day lives. During this topic they will have time to develop their knowledge of types of terrorism, theories of terrorism and also the consequences of terrorism internationally.

### Assessment

Question Paper- 80 marks

Assignment- 20 marks

### Progression

Higher Modern Studies

### Entry Level

A or B in Higher Music

### Course Details

In this course you will perform on 2 instruments, compose music and listen to a wide variety of musical styles.

Performing Skills - Perform on two instruments, minimum grade five standard, to total 18 minutes with at least 6 minutes on each instrument.

Composing Skills - Compose music with evidence of originality, creativity, planning and good use of compositional techniques such as the deployment of selected concepts.

Understanding Music - Listen to music which is relevant to the course work based on a conceptual approach with theory related work.

The emphasis on practical musical activity across the three elements will allow for the development of aural perception, musical imagination, sensitivity and discrimination.

### Assessment

Performing Skills - Both instruments will be assessed in a live performance, where the prepared programme will be performed in full to a visiting examiner. Each instrument is weighted as 25% of the final grade.

Assignment – The assignment is a mandatory course assessment component. 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 analysing a chosen piece of music. The assignment is worth 15% of the overall grade.

Question Paper – This will be assessed as part of the SQA exam diet, and is worth 35% of the final grade.

### Progression

Advanced Higher Music is regarded by University faculties and central institutions as an entrance qualification to study Music.

It is beneficial to those pursuing a career in Nursery, Primary, Secondary Education, Arts Courses in Further Education and the wider world of the Music Industry.

### Entry Level

A-C at National 5

Some Musical Experience

### Course Outline

The course consists of 3 elements -

Performing Skills – Perform on two instruments, minimum grade four standard, to total 12 minutes with at least 4 minutes on each instrument.

Composing Skills - Compose music with evidence of originality, creativity, planning and good use of compositional techniques such as the deployment of selected concepts.

Understanding Music - Listen to music which is relevant to the course work based on a conceptual approach with theory related work.

The emphasis on practical musical activity across the four elements will allow for the development of aural perception, musical imagination, sensitivity and discrimination.

### Assessment

Question paper: 35 marks

Assignment: 15 marks

Performance: 50 marks

### Progression

Pupils who achieve a Higher Pass in Fifth year can continue in Sixth year with the Advanced Higher course or Higher Music Technology course.

Higher Grade Music is regarded by University faculties and central institutions as an entrance qualification.

It is beneficial to those pursuing a career in Nursery, Primary, Secondary Education, Arts Courses in Further Education and the wider world of the Music Industry.

### Entry Level

Some Musical Experience

### Course Details

The course consists of 3 elements -

*Performing Skills* – Perform on two instruments, minimum grade three standard, to total 8 minutes with at least 2 minutes on each instrument.

*Composing Skills* - Compose music with evidence of originality, creativity, planning and good use of compositional techniques such as the deployment of selected concepts.

*Understanding Music* - Listen to music which is relevant to the course work based on a conceptual approach with theory related work.

The emphasis on practical musical activity across the four elements will allow for the development of aural perception, musical imagination, sensitivity and discrimination.

### Assessment

*Performing Skills* - Both instruments will be assessed in a live performance, where the prepared programme will be performed in full to a visiting examiner. Each instrument is weighted as 25% of the final grade.

*Composing skills* – This will be assessed externally and will comprise of a completed composition showing relevant concepts and a candidate review of the work. This is worth 15% of the final grade.

*Understanding Music* – This aspect will be assessed as part of the SQA exam diet, and is worth 35% of the final grade.

### Progression

Pupils who achieve a National 5 Pass in Fifth year can continue in Sixth year with the Higher course or an NPA in Music Performance.

It is beneficial to those pursuing a career in Nursery, Primary, Secondary Education, Arts Courses in Further Education and the wider world of the Music Industry.

### **Why Choose this Course?**

The course aims to provide the student with knowledge and skills which are directly relevant to current and/or future practice in the area of music performance. As the student can tailor the course to their own interests, the focus is on independent learning and actively encourages candidates to take charge of their own learning and development.

### **Course Entry**

Available to all students with an interest in performing on one instrument.

### **Course Outline**

The course has 2 mandatory units and 1 optional unit as detailed below:

- **Music Live Performance**

Learners will contribute to the preparation of a programme of music for a live performance and will learn how to evaluate their performance.

They will then be given the opportunity to participate in the performance of a programme of music at a longer live event and implement identified strategies for improvement.

- **Performing Music on One Instrument or Voice**

Learners develop an effective practice routine on their chosen instrument and maintain a logbook as evidence of this. They research the pieces they are playing and write a programme note for their performance.

One optional unit:

- Creative project
- Promotion in the Music Industry
- Technical support

### **Assessment**

To gain the award the candidate must pass all 3 unit assessments.

### **Progression**

- Higher Music Performance
- NC or HNC Music Performance at college.
- Employment in music profession (band member or music promotion).

### Entry Level

A-C at National 5 Music performing or technology

Some Musical Experience

### Why choose this course?

This course aims to develop and extend knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. Candidates develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the creative industries.

### Course Outline

The course consists of 3 areas of study -

#### Developing an understanding of 20th and 21st century music

Candidates develop knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technology has influenced, and been influenced by, developments in 20th and 21st century music and by key innovators. They develop an understanding of aspects of the music industry, including an understanding of the implications of, and the need to protect, intellectual property rights. They also develop listening skills, enabling them to identify a wide range of genres and styles and their main attributes, and a wide range of relevant music concepts in the context of 20th and 21st century music.

#### Developing music technology skills

Throughout the course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. These skills include selecting and using appropriate audio input devices and sources; applying microphone placement techniques; designing and constructing the signal path for multiple inputs; setting input gain and monitoring levels; overdubbing and editing tracks; applying creative and corrective equalisation, dynamics processing, time domain and other effects; applying a range of mixing techniques; and editing multiple takes into a single take.

#### Music technology contexts

Candidates gain experience in using a wide range of music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in an appropriate file format, in a range of contexts such as radio broadcast, composing and/or sound design for film, audiobooks and computer gaming.

### Assessment

Question paper: 30% of overall mark

Assignment: 70% of overall mark -Candidates produce the audio for a film soundtrack, audiobook, radio broadcast, computer game or other similar context

### **Progression**

Higher Grade Music Technology is regarded by University faculties and central institutions as an entrance qualification. The skills gained in this award would be beneficial to anyone with an interest in a career in the Creative Industries.

### Why Choose this Course?

The NPA in Musical Theatre is suitable for learners who have an interest in Musical Theatre. The principal aims of the course are to develop a range of skills associated with the triple discipline of Musical Theatre practice. This includes developing a range of appropriate skills in voice, movement and acting and developing skills for presentation at audition.

### Course Entry

Available to all students with an interest in this area.

### Course Outline

The course has 3 mandatory units as detailed below:

- **Acting through Song**  
Learners research and interpret the text of contrasting songs to help them create and portray a character in the rehearsal process and final performance. This helps them to evaluate character development and final performances.
- **Preparation for Audition**  
Learners research the types of work available within a chosen sector of the performing arts industry and learn how to prepare for an audition and evaluate their own performance at an audition.
- **Theatre Performers: Solo Singing Skills or Theatre Performers: Group Singing Skills**  
Learners develop their singing techniques for solo or group theatre performance by rehearsing and performing solo or group songs.

### Assessment

To gain the award the candidate must pass all 3 unit assessments.

### Progression

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



### Why Choose this Course?

The National Progression Award in Music for Wellbeing is aimed at candidates who may be keen to develop a career in music for wellbeing, or those who have an interest in working in a community setting, with pre-existing music skills that they would like to develop to use in their work.

### Course Entry

Available to all students with an interest in this area.

### Course Outline

The course has 3 mandatory units and one optional unit as detailed below:

- **Music and Wellbeing**
- **Music: Organising a Community-based Musical Activity**
- **Professional Practice for Community Musicians**

Two optional units:

- **Music: Using Technology in Delivering Music for Wellbeing**
- **Participate in a Community-based Music Making Activity**

### Assessment

To gain the award the candidate must pass all 4 unit assessments.

### Progression

The NPA in Music for Wellbeing is a qualification with a specialist focus, which will prepare candidates for a work in a community setting with a focus on wellbeing. It provides a new context for learning and work which would be beneficial to young people who wish to move directly into a workplace or continue on to further education.

### Course Entry

National 5 in English or equivalent Social Subjects.

### What are the main aims of the course?

- Communicate personal thoughts, feelings and ideas using photography.
- Develop problem solving, thinking and reflective practice skills, becoming critically self-reflective autonomous learners.
- Develop knowledge and understanding of photography practice and analyse the impact of social and cultural influences on photographer's work.
- Develop technical and creative skills in using photographic media, techniques and processes.

### Which topic areas will be covered?

- Image making.
- Contextual imagery.
- Project (main unit).

### What skills are taught?

- Ability to analyse, evaluate and reflect on own practice.
- Through a planned and systematic approach pupils will learn about how a camera works and how to use their imagination and creativity to create photographs with understanding of light, composition and emotion.
- Ability to plan, research, investigate and develop a theme of work.

### Assessment

Question Paper - 30 marks

Project - 100 marks

### What kind of homework/private study is required?

- Taking photographs and evaluating these.
- Researching photographers.

### Progression

It is a recognised Higher qualification towards further education courses and is particularly useful for art college portfolios and applications to Architecture, New Media, and Interior Design courses at university.

### Which careers may be made more accessible through successful completion of this course?

A career in industry e.g. photo-journalism, digital media, television and film.

### **Any additional information?**

Pupils who chose Higher Photography are required to produce a body of work to be used in a photo-essay. The three stages of the practical assignment are Planning, Developing and Evaluating. The practical part of this course (development) includes basic camera techniques, research and digital photography techniques, digital manipulation, digital imaging, photo reportage and creative image making techniques. The Photography Higher is of practical benefit to those who simply wish to improve their understanding of photography or those who wish to pursue a career in industry e.g. photo-journalism, digital media, television and film.

### Course Entry

Anyone with an interest in this area.

#### What are the main aims of the course?

- To develop understanding of photography in everyday use
- To develop understanding of the creative processes involved within photography/creative media
- To develop knowledge and understanding of practical skills when working with photographs
- To develop understanding of how to create good images when photographing people and places
- To develop critical thinking skills and encourage seeking peer/tutor feedback to inform practices
- To provide increased understanding of current developments within photography
- To prepare candidates for progression to further studies and/or employment opportunities in photography and related areas.

#### Which topic areas will be covered?

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

#### What skills are taught?

- Ability to analyse, evaluate and reflect on one's own practice.
- Through a planned and systematic approach pupils will learn about how a camera works and how to use their imagination and creativity to create photographs with understanding of light, composition and emotion.
- Ability to plan, research, investigate and develop a theme of work.

#### Assessment

Successful completion of the four mandatory units.

#### What kind of homework/private study is required?

- Taking photographs and evaluating these.
- Researching photographers.

#### Progression

College courses such as NC Photography Group Award at SCQF Level 6 or other relevant skills for work and creative digital media programmes, eg the new NC Introduction to Creative Industries Group Award at SCQF Level and Higher Photography.

#### Which careers may be made more accessible through successful completion of this course?

A career in industry e.g. photo-journalism, digital media, television and film.

### Why Choose this Course?

The Course is suitable for learners who have an interest in and enthusiasm for developing movement and performance skills. It will broaden their learning experience and contribute to their own health and wellbeing. The Course is also suitable for learners progressing from the National 5 Physical Education Course, because it will give them the opportunity to develop the knowledge, understanding and skills they need to pursue further study or a career in Physical Education.

### Entry to Course

National 5 Physical Education Or

National 5 English

### Course Outline

There are two courses which pupils can opt into. It is compulsory that pupils participate in all activities within their chosen column.

Games	Aesthetics
Badminton	Dance
Basketball	Basketball
Swimming	Gymnastics

Each course is designed to build on the knowledge, understanding and practical performance gained at National 5. This course aims to extend pupils knowledge of the different Mental, Emotional, Social and Physical factors which may impact on their performance. Through identifying how these factors affect their performance. The pupils will focus on gathering information on their performance and designing relevant training programmes which will help them improve their practical performance.

### Assessment

Question paper: 50 marks

Performance: 60 marks

### Progression

This Course or its Units may provide progression to:

- ◆ Advanced Higher Physical Education Course
- ◆ Higher National Certificates
- ◆ Higher Education degrees
- ◆ Further study, employment and/or training

### Why Choose this Course?

The Course is suitable for learners who have an interest in and enthusiasm for developing performance skills.

### Course Outline

There are two courses which pupils can opt into. It is compulsory that pupils participate in all activities within their chosen column.

<u>Games</u>	<u>Aesthetics</u>
Badminton	Dance
Basketball	Basketball
Swimming	Gymnastics
Football	Volleyball
Volleyball	Badminton

Each course is designed to build on the knowledge, understanding and practical performance gained during the BGE. This course aims to extend pupils knowledge of the different Mental, Emotional, Social and Physical factors which may impact on their performance. Through identifying how these factors affect their performance. The pupils will focus on gathering information on their performance and designing relevant training programmes which will help them improve their practical performance.

### Assessment

Portfolio – 60 marks

The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assesses the candidate's ability to integrate skills and apply knowledge and understanding from across the course.

Performance – 60 marks

The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities.

This Course or its Units may provide progression to:

1. Higher Physical Education Course
2. Higher Education degrees
3. Further study, employment and/or training

**Why Choose this Course?**

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

**Entry to Course**

National 5 Physics Grades A and B can progress into Higher Physics. (Grade C candidates will be given careful consideration.)

**Course Outline****Our Dynamic Universe**

The Unit covers the key areas of electricity, and electrical storage and transfer. This includes:

Motion - equations and graphs, Forces, energy and power, Collisions, explosions and impulse, Gravitation, Special relativity and The Expanding Universe.

**Particles and Waves**

The Unit covers the key areas of particles and waves. This includes:

The standard model, Forces on charged particles, Nuclear reactions, Wave particle duality, Interference and diffraction, Refraction of light and Spectra.

**Electricity**

The Unit covers the key areas of kinematics, dynamics and space-time. This includes:

Monitoring and measuring a.c., Current, potential difference, power and resistance, Electrical sources and internal resistance, Capacitors, Conductors, semiconductors and insulators and p-n junctions.

**Researching Physics**

The general aim of this Unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/ the environment. The Unit offers opportunities for collaborative and for independent learning. Learners will develop knowledge and skills associated with standard laboratory apparatus and in the recording and processing of results.

**Assessment**

Question paper: 155 marks

Assignment: 20 marks scaled to 30

**Progression**

Higher Physics Grades A and B can progress into Advanced Higher Physics, if available.

### Why Choose this Course?

Through learning in physics, learners develop their interest in and understanding of the world. They 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 and knowledge developed by physics are needed across all sectors of society.

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

**Entry to Course:** Successful completion of a National 4 or 5 course in any of the Science subjects.  
**Course Outline**

### Electricity & Energy

The Unit covers the key areas of energy transfer, heat and the gas laws. This includes:

Conservation of energy, Electrical charge carriers and electric fields, Potential difference (voltage), Ohm's law, Practical electrical and electronic circuits, Electrical power, Specific heat capacity and Gas laws and the kinetic model.

### Waves and Radiation

The Unit covers the key areas of waves and nuclear radiation. This includes:

Wave parameters and behaviours, Electromagnetic spectrum, Light and Nuclear radiation.

### Dynamics and Space

The Unit covers the key areas of kinematics, forces and space. This includes:

Velocity and displacement — vectors and scalars, Velocity–time graphs, Acceleration, Newton's laws, Projectile motion, Space exploration and Cosmology.

The general aim of the course is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of the content covered within the three Units. Learners will apply these skills when considering the applications of Physics on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

### Assessment

Question Paper- 135 marks

Assignment- 20 marks

**Progression:** National 5 Physics Grades A and B can progress into Higher Physics. **(Grade C candidates will be given careful consideration.)**



### Why Choose this Course?

Pupils studying Practical Woodwork will be provided with opportunities to gain skills in the use of a range of tools, equipment and materials, working with wood, and manufactured boards.

### Entry to Course

Entry to this Course is at the discretion of the department. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

National 3 Practical Craft Skills

National 4 Practical Woodworking Course

### Course Outline

Practical Woodwork is about using working drawings to make wooden products such as mirror frames and decorative tables. You will be based in a practical workshop and expected to adhere to the health and safety rules while you are working with hand tools and machinery.

The course will allow learners to follow a series of activities through to the completion of a finished item. Pupils will gain confidence in their approach to practical problem-solving tasks and will gain an appreciation of safe working practices in a workshop.

### Assessment

National 4:

Component 1 – Practical Activity:

The purpose of the practical activity is to allow learners to demonstrate the application of skills and knowledge that they have developed during the Course to produce a finished product to a given standard in wood.

The practical activity will comprise 100% of total marks. It should be carried out under workshop conditions.

National 5:

Question Paper- 60 marks

Assignment- 70 marks

### Progression

The course provides you with skills and knowledge that would be beneficial to take into other courses within the department such as Graphic Communication and Design & Manufacture.

Careers: Design, Engineering, Construction, Joinery ....

### Why Choose this Course?

The aim of the course is to develop an understanding of the key concepts, approaches, research methods and applications underpinning this scientific discipline. During the course, students will develop analytical, evaluative and research skills, which are transferable to many other subject areas and are essential for study in Higher Education.

### Entry to Course

Pupils should have at least a C pass in Higher English and one other Social Subject.

### Course Outline

The Higher Psychology course consists of two units and a research based project (your assignment), which will lead you into a greater understanding of the workings of the mind.

- **Psychology – Individual Behaviour**

Topic 1 examines how the mind works and explores different responses to therapy and the world of sleep and dreams.

Topic 2 explores either Depression (Symptoms and treatment) or Memory (How memory works, Strategies to improve memory and Why we forget)..

- **Psychology - Social Behaviour**

Topic 3 explores issues of social conformity and the methods used in society to influence action and behaviour.

Topic 4 examines Social Relationships and how the media influences thinking.

- **Psychology – Assignment**

An exploration of the methods used in research giving an opportunity to evaluate and prepare for the externally assessed research assignment. This is a practical investigation of an area of psychology you wish to explore based upon the topics covered.

Four key topics are studied along with a research investigation and an external exam to complete the course.

You will also work towards 5 core skills that prepare you for the world of work. These are:

- **Critical Thinking**
- **Planning and Organising**
- **Reviewing and Evaluating**
- **Using Graphical Information**
- **Investigating issues**

### Assessment

Question paper: 80 marks

Assignment: 40 marks

### Progression

Higher Psychology is widely accepted as an entry qualification for Further Education or University. Psychology also has applications in life such as contributing to wellbeing and in work related fields such as health and social welfare, commercial, professional and managerial jobs, marketing teaching and the media.

### **Why Choose this Course?**

The Higher Religious, Moral and Philosophical Studies Course enables learners to investigate, critically analyse and evaluate religious, moral and philosophical questions and responses, and to develop the ability to express detailed, reasoned and well-structured views. Considering the views of others will encourage tolerance and an open-minded attitude that is increasingly relevant in our modern world.

### **Entry to Course** National 5 RMPS

S1-S4 Core RME

### **Course outline:**

World Religion (Sikhism): beliefs, practices and sources will be studied in some depth to gain an insight into the impact that religion has in today's world.

Morality and Belief (Medicine & the Human Body): contemporary moral issues will be analysed and evaluated relating to topics such as the use of embryos, organ donation, euthanasia and assisted dying.

Religious & Philosophical Questions (Miracles): can miracles actually happen? The philosophy of David Hume (non-religious) will be compared to CS Lewis (religious), encouraging pupils to develop their own fully justified views on miracles.

The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

### **Assessment:**

Question paper 1- 60 marks

Question paper 2- 20 marks

Assignment- 30 marks

### **Progression:**

This Course provides an entry qualification for further and higher education. The Course is a preparation for a diverse range of occupations and careers.

### **Why Choose this Course?**

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. Considering the views of others will encourage tolerance and an open-minded attitude that is increasingly relevant in our modern world.

### **Entry to Course**

Completion of RMPS in S3 or N4 RMPS

S1-S4 Core RME

### **Course Outline**

World Religion (Sikhism): sources will be studied to learn the beliefs and practices of Sikhs today, and to learn the impact belief has on their lives.

Morality & Belief (Medicine & the Human Body): contemporary topics such as the use of embryos, and euthanasia & assisted dying will be discussed to understand some of the moral issues within modern medicine and technology.

Religious & Philosophical Questions (Miracles): did miracles ever happen and can they happen today? Religious philosophers will be studied to question their views (religious and non-religious) on miracles and to help develop our own views on question of miracles today.

### **Assessment**

Question Paper- 80 marks

Assignment- 20 marks

### **Progression**

Higher RMPS

### Why Choose this Course?

This course is excellent not only for people interested in a career for sports but it gives you opportunities to develop confidence, leadership, responsibility and adaptability. You don't have to be great at PE but you have to be committed and enjoy working as part of a team.

### Entry to Course

There will be an application and formal and practical interviews held for interested pupils and they will be required to detail exactly why being a Sports Leader will help them as they progress into the world of academia or work.

### Course Outline

Learners will be responsible for developing their leadership skills in a number of contexts. The course will involve:

- Planning and delivering activity sessions to a range of age groups.
- Self and peer evaluation of practice.
- Leadership of activities and events for the junior school and feeder primary schools.
- Promotion of physical activity throughout the school.
- Working individually and as part of a team to successfully deliver and run sessions and events.
- Collaborating and working alongside Active Stirling and other outside sporting agencies.
- The study of leadership resulting in compiling a written report demonstrating knowledge.
- Achieving an SCQF Level 5 or 6 Leadership Award (Leadership in Practice and Leadership: An Introduction).
- Achieving an SCQF Level 6 Core Skills: Working with Others Award.
- Develop coaching in a number of activities with opportunities to gain accreditation.
- Developing and leading a range of extra-curricular activities. This requires an after school time commitment.

This Course provides pupils with the opportunity to develop a number of skills and qualities all of which are transferrable across learning, life and the World of Work.

### Why choose this course?

Are you interested in travel and the tourism industry?

Would you like to develop practical skills for the work place?

Travel and Tourism is a practical and active course which allows you to expand your knowledge of world tourism whilst developing new skills which would be essential in many work place situations.

The course:

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

### Entry to Course

N4 English - Speak to Miss Carlin in Social Subjects

### Course Outline

The Travel and Tourism Skills for Work Course is designed to provide an introductory qualification in travel and tourism which reflects the initial skills required for the travel and tourism industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

4 units

- Employability
- Customer Service
- Tourism in Scotland
- Tourism UK and Worldwide

### Assessment

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

### Progression

Successful learners may progress to:

- Travel and Tourism: Skills for Work at N5 and other qualifications in Travel and Tourism
- Vocational training
- Employment

### **Why Choose this Course?**

Learners will develop experience of key business functions including marketing, financial management, sales, customer care and HR, and gain practical experience of a range of concepts including the market, supply and demand, raising finance, cost, price, profit and competition.

More importantly however they develop key employability skills including:

- Creative thinking and problem solving,
- Communication and presentation,
- Teamwork and leadership,
- Negotiation and decision making,
- Setting goals and time management; and
- Managing risk and responding to change

### **Entry to Course**

This course is suitable for S6 pupils who are committed to developing these key employability skills.

### **Course Outline**

This course is an enterprise experience where students set up and run their own real company over the course of the academic year. Students work in self-led groups and are supported by teachers and local experienced business advisors to develop their business.

Through this programme young people benefit from a practical hands-on experience which will give them a true understanding of how a business works. They will also gain an understanding of how wealth and employment are created. It is their business – they make all the decisions, and experience all the highs and lows of self-employment.

### **Assessment**

Assessment is evidence and experience based and is facilitated through Young Enterprise Scotland and Glasgow Kelvin College

### **Progression**

- Other SQA qualifications in Business Management or related areas
- Further study, employment and/or training.

***Any student who takes on this course will also be eligible to achieve the Leadership Award at Level 5 or 6.***

