

St David's High School



Course Information and Foundation Apprentice Programme

January 2025

This guide gives information about the SQA courses offered at St David's High School and an overview of the Foundation Apprenticeship Programme 2024-2025. More information about the SQA courses and other courses offered nationally is available on the SQA website [SQA.org.uk](https://www.sqa.org.uk), or the National Parent Forum website [npfs.org.uk](https://www.npfs.org.uk).

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Course Content

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

The key purpose of this Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations.

The Course aims to enable learners to:

- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care
- develop IT skills and use them to perform straightforward administrative tasks
- acquire organisational skills in the context of organising and supporting small-scale events

The Units of this course are as follows:

- Administrative Practices (National 4)
- H1YW 74 IT Solutions for Administrators (National 4)
- H1YY 74 Communication in Administration (National 4)
- Added Value Unit - Administration and IT Assignment (National 4)

This course contains a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities. Its use of real-life contexts makes it relevant to the world of work, and its uniqueness lies in developing IT skills in an administration-related context.

The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose.

Its contribution to vocational education is just as significant, as it opens up progression to a range of careers in administration and IT.

The Course also supports the wider curriculum through its emphasis on IT.

This Course is designed for those who are interested in administration and practical uses of IT and want to develop their administrative and IT skills further.

Course Content

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

The National 5 Administration and IT course provides candidates with experience of real-life administration tasks and engaging practical activities relevant to the world of work.

There is an emphasis on the development of transferable life skills and the application of these skills.

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

The course helps candidates to develop administrative and IT skills, and an understanding of related theory, enabling them to effectively contribute to and support organisations.

It enables candidates to:

- develop an understanding of administration theory in the workplace
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events

This course is designed for learners who are interested in administration and the practical uses of IT. It contains a significant practical component, which encourages the development of skills, knowledge and understanding.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	50	2 hours
Component 2: assignment	70	3 hours

The course comprises two areas of study:

Theory

Candidates are introduced to the responsibilities of organisations, the skills/qualities and tasks (duties) of the administrative support function, and the impact of these in the workplace.

IT applications

Candidates develop skills in IT, problem-solving, organising, and managing information.

They select IT applications to create and edit business documents, gather and share information, and develop skills to communicate information.

Course Content

Administration and IT skills cut across all sectors of the economy and offer wide-ranging employment opportunities. This course provides candidates with experience of authentic senior administration tasks and engaging practical activities relevant to the world of work.

It encourages candidates to organise their work effectively, be aware of current legislation and the importance of customer care. The course helps candidates to develop advanced administrative skills and digital literacy, enabling them to contribute to the effective functioning of organisations in supervisory administrative positions.

They develop the ability to use a range of advanced software application functions covering word processing, spreadsheets, databases and emerging technologies.

Candidates develop understanding of:

- the importance of administration theory in the workplace
- advanced digital literacy skills and how to use them to process, manage and communicate information
- organisational and management skills in the context of organising and supporting the workplace

The course is suitable for candidates who are interested in the management functions of administration and advanced uses of digital technology, and who want to develop these skills further.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	50	1 hour and 30 minutes
Component 2: assignment	70	2 hours

The course consists of two areas of study:

Administrative theory and practice

Candidates develop their understanding of the factors contributing to an efficient administrative function, these include; time and task management, effective teams, complying with workplace legislation, the impact of digital technologies, and customer care.

IT applications

Candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, in order to create and edit complex business documents.

Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective.

They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

Course title: Art & Design Level: National 3

Course Content

The National 3 Art and Design course has an integrated approach to learning, and includes a mix of practical learning and knowledge and understanding.

The course consists of two mandatory Units:

- **Expressive with Critical Activity.**
- **Design with Critical Activity.**

Within each of these units learners will develop their media handling skills, using equipment and materials expressively in 2D or 3D. Learners will also be encouraged to explore the possibilities of using technologies creatively when researching and developing ideas. They will also develop an understanding and appreciation of artists' and designers' working practices, as well as developing knowledge of the social and cultural influences on art and design work.

Homework

Homework is a crucial part of the course must be completed on time and to the best of learners' ability. It will consist of:

- Collecting images for research on the internet, in magazines or newspapers
- Practical work for the Expressive or Design Folio
- Written work where learners' will analyse, discuss and evaluate their own work and the work of other artists and designers.

Assessments

The two units will be internally assessed and a pass/fail will be awarded for the course. There is no external exam. To achieve a level 3 award, learners must pass all the required units.

Course Content

The Art and Design courses have an integrated approach to learning, and include a mix of practical learning and knowledge and understanding.

The courses consist of three mandatory Units:

- **Expressive with Critical Activity.**
- **Design with Critical Activity.**
- **Art and Design Practical Activity.**

Within each of these units learners will develop their media handling skills, using equipment and materials expressively in 2D or 3D. Learners' will also be encouraged to explore the possibilities of using technologies creatively when researching and developing ideas. They will also develop an understanding and appreciation of artists' and designers' working practices, as well as develop knowledge of the social and cultural influences on art and design work.

For the Practical Activity learners will apply their practical skills to produce a final outcome design and expressive work.

Homework

Homework is a crucial part of the courses, must be completed on time and to the best of learners' ability. It will consist of:

- Collecting images for research on the internet, in magazines or newspapers.
- Practical work for the Expressive or Design Folio.

Written work where learners' will analyse, discuss and evaluate their own work and the work of other artists and designers.

Assessments

National 4

All three units will be internally assessed and a pass/fail will be awarded for the course. There is no external exam. To achieve a National 4 Art and Design award, learners must pass all the required units.

Course Content

The Art and Design courses have an integrated approach to learning, and include a mix of practical learning and knowledge and understanding.

The National 5 course consists of three components:

- **Expressive Portfolio**
- **Design Portfolio**
- **Question Paper**

The purpose of the National 5 Art and Design course is to provide a broad, investigative and practical experience of art and design. Creativity is the key focus of the course.

Candidates develop knowledge of art and design practice by studying artists and designers and their work. They also develop an understanding of expressive and design processes and accumulate and use a selection of related skills. The course provides opportunities for candidates to be inspired and creatively challenged through their work.

Homework

Homework is a crucial part of the courses, must be completed on time and to the best of learners' ability. It will consist of:

- Collecting images for research on the internet, in magazines or newspapers.
- Practical work for the Expressive or Design portfolio.
- Written work where learners' will analyse, discuss and evaluate their own work and the work of other artists and designers.

Assessments

All components of the course are externally marked and graded (A-D) by the SQA.

Preferred Entry Level

Art and Design National 5

Course Content

The course has an integrated approach to learning. It combines investigative and practical learning with knowledge and understanding of art and design practice. Pupils develop a range of art and design techniques and complex problem-solving skills. The course has two areas of study:

Expressive

This part of the course helps candidates to plan, research and develop creative expressive work in response to a theme or stimulus. Pupils develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They respond to a theme or stimulus and produce 2D/3D analytical drawings, studies and investigative research. They use these to produce a single line of development and a final piece. Pupils also reflect on and evaluate their creative process and the visual qualities of their work.

Design

This part of the course helps pupils to plan, research and develop creative design work in response to a design brief. Pupils develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They respond to a design brief and compile a variety of 2D/3D investigative material and market research. They use these to produce a single line of development and a design solution. Pupils also reflect on and evaluate their design process and the aesthetic and functional qualities of their work.

Assessment**Question Paper - 23%**

The question paper assesses candidates' ability to; explain the methods used by artists and designers to achieve visual impact and creative and/or functional effect; demonstrate knowledge and understanding of the impact of different external influences on art and design works; analyse art and design works and critically respond to unseen prompts and images. Externally assessed in May.

Expressive Portfolio - 38.5%**Design Portfolio - 38.5%**

The portfolios assess pupils' ability to apply practical art skills and integrate them with their knowledge and understanding of art practice across the course. Pupils can present their work in a variety of ways; however, the overall maximum size for each portfolio must not exceed three A2-sized, single-sided sheets or equivalent. Externally assessed in Apr/May.

Homework

Weekly practical homework to complete the Design and Expressive Folios. Essays on the Visual Arts and Design.

Preferred Entry Level

A or B pass at Higher Art and Design

Course Content

Students can choose from the following options:

- Design Enquiry
- Expressive Enquiry

Students also choose a second unit from either:

- Design or Art Essay report linking to the Enquiry
- Design or Expressive practical Activity

The Advanced Higher Course encourages increased candidate autonomy. It allows scope for individual enquiry and comment in areas of personal interest.

The Design or Expressive Enquiry takes approximately 80 hours to complete.

The second unit takes 40 hours to complete. Students can choose a theme from the following disciplines, in the Design Enquiry: Graphic Design, Product Design, Jewellery Design, Interior Design, Architectural Design or Textile Design.

In the Expressive Enquiry students can choose to work on a theme in 3D or 2D

Media, choosing from the following: Portraiture, Figure Composition, Landscape, the Built Environment or Still Life.

Assessment

Students must complete two units:

- The Design **or** The Expressive Enquiry.
- The Expressive/Design Essay report (1500-2000 words) **or** the Practical Expressive/Design Activity.

Homework

- Weekly practical homework to complete enquiry.
- Essay on the Visual Arts or Design to link with the practical unit if chosen as the 2nd unit.

Course title: Barista Skills (Unit Only) Level: Level 5

Course Content

This unit is designed to enable learners to develop basic knowledge, understanding and technical skills required for the role of a barista. It covers how to operate specialist equipment to prepare and serve coffee and a variety of other drinks. This unit is suitable for learners with no previous experience who wish to obtain a basic knowledge of barista skills.

Assessments

Outcome 1

Demonstrate knowledge of coffee and other beverages served by a barista.

Performance criteria

- (a) Briefly describe how coffee is produced
- (b) State the main coffee characteristics and flavour profiles
- (c) Describe different styles of coffee and how they should be served
- (d) Describe how to solve common problems that can occur when preparing coffee
- (e) Identify a range of other beverages and state how they should be served
- (f) Identify allergens that may be found in coffee and other beverages and suggest substitute ingredients
- (g) State the storage conditions for coffee and other beverages

Outcome 2

Prepare and serve a range of coffees and other hot beverages using specialist equipment.

Performance criteria

- (a) Prepare and serve a range of coffees, teas and milk-based hot beverages using specialist equipment
- (b) Demonstrate allergen awareness and safe and hygienic working practices

Outcome 3

Prepare and serve a range of cold beverages using specialist equipment.

Performance criteria

- (a) Prepare and serve a range of frappes, iced teas, smoothies and juices using specialist equipment
- (b) Demonstrate allergen awareness and safe and hygienic working practices

On passing the above the candidate will gain:

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Course Content

Through enjoyable learning in Biology, 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 in biology are needed across all sectors of society and the economy.

Each course should encourage resilience, which leads to becoming a confident individual. Biology can also produce responsible citizens through studying areas such as health, environment and sustainability. These are covered in the 3 units:

- **Cell Biology.**
- **Multicellular organisms.**
- **Life on Earth.**

Homework

Homework will be given on a regular basis and will include exercises in applying knowledge and understanding, scientific inquiry and analytical thinking skills. Tasks will take the form of exam style questions, research of topical scientific issues and revision/preparation for assessments. Students will also be expected to continually read over material covered in class.

Assessments

National 4

All units are internally assessed to national standards on a pass/fail basis. In addition there is an Added Value Unit which will be assessed by the teacher. This will include an assignment on a topical issue and a short test. To achieve the course learners must pass all units.

National 5

On completion of the course there is an external assessment.

Preferred Entry Level

For S5 entrants a C pass at National 5 Biology (or a pass at B in National 5 Chemistry or Physics) and a C pass in National 5 Mathematics.

Course Outline

The Higher Human Biology course enables learners to develop and apply knowledge and understanding of human biology, and an understanding of human biology's role in scientific issues and relevant applications of human biology, including their impact on society and the environment. Learners also develop scientific inquiry and investigative skills, as well as scientific analytical thinking skills, including scientific evaluation, in a human biology context.

Course Content

Mandatory Units

- **Physiology and Health:** reproductive organs and gametes; reproduction; controlling fertility; ante and postnatal screening; arteries, capillaries and veins; heart; pathology of cardiovascular disease (CVD); blood glucose levels and obesity linked to cardiovascular disease and diabetes.
- **Neurobiology and Communication:** nervous system and parts of the brain; perception and memory as storage, retention and retrieval of information; the nervous system; communication and social behaviour.
- **Immunology and Public Health:** defences; infectious diseases; active immunisation and vaccination and pathogens.
- **Human Cells:** structure and replication of DNA; genes and proteins; human genomics; metabolic pathways; cellular respiration and energy systems in muscle cells.

Assessments

The Higher Biology exam will be composed of two papers; a multiple choice and a written paper. The assignment requires learners to apply skills, knowledge and understanding to investigate a topic relevant to one or more of the key areas of the course.

Homework

Homework will be provided in a variety of forms. There are weekly assignments, essays/extended writing, interpretations and reading exercises. It is also assumed that a certain amount of self-directed study will be undertaken; this may take a variety of forms from watching Horizon on television to simply doing some background reading on the current topic.

Additional Information

All students are registered with Scholar, an on-line resource that covers the entire course with varied teaching materials, animations and quizzes.

Preferred Entry Level

A or B pass at Higher Biology.

Course Outline

The Advanced Higher Biology course is based on integrative ideas and unifying principles of modern biological science. The course covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. Learners develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

Content

Mandatory units

- **Cells and proteins:** proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multi-cellular organism and protein control of cell division.
- **Organisms and Evolution:** evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit and is best observed in the natural environment
- **Investigative Biology(incorporating the S6 project):** using the scientific method, literature, communication and ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions.

Assessments

Unit tests set by SQA must be passed at the end of each unit. In May the 2.5 hour Advanced Higher Biology exam will be composed of two papers; a multiple choice worth 20 marks and a written paper worth 80 marks. The externally assessed S6 project is worth 30 marks.

Homework

As in any Advanced Higher course it is essential for students to do a significant amount of work at home. There are weekly assignments, essays/extended writing, interpretations and reading exercises. Students will need to carry out a significant amount of research in order to complete the Investigation and are also required to prepare PowerPoint presentations on topics throughout the course.

Additional information

All students are registered with Scholar, an on-line resource that covers the entire course with varied teaching materials, animations and quizzes.

Course Content

Have you got what it takes to be the next Richard Branson or Alan Sugar? Can you handle the pressures of management in the 21st century? Can you motivate and lead a team? The course introduces learners to the dynamic, changing, competitive and economic environment of industry and commerce. The skills developed will support learners in becoming more confident, particularly regarding their own future education and place in the world of work. Understanding the economic and financial environment in which business operates will help learners to contribute responsibly to society. By encouraging working with others, the Course will help learners to participate effectively in our ever-changing global business environment.

Business in Action - This includes how small businesses operate, how they satisfy customer needs and the key functional activities of small business including marketing, operations, human resources and finance.

Influences on Business - This unit will enable learners to gain an understanding of how stakeholders and other internal and external forces impact on the success of small businesses.

Homework

Pupils will be issued with regular homework questions that reinforce the work done in class.

Assessments

There are mandatory internal assessments that cover the two course units. There will also be a variety of ongoing assessment including summative topic assessments, presentations and demonstration of skills.

Candidates will also complete a Business (*Added Value Unit*). This consists of preparing a simple business proposal for an aspect of a small business, making use of appropriate technology where applicable.

Course Content

The course introduces learners to the dynamic, changing, competitive and economic environment of industry and commerce. The skills developed will support learners in becoming more confident, particularly regarding their own future education and place in the world of work. Understanding the economic and financial environment in which business operates will help learners to contribute responsibly to society. By encouraging working with others, the Course will help learners to participate effectively in our ever-changing global business environment.

Understanding Business - This unit covers the key objectives and activities of small and medium-sized business organisations; as well as factors that impact on the activities of these organisations.

Management of People and Finance - This unit will cover recruitment and selection, training, motivation, legislation and employment relations. It also includes sources of finance, final accounts, job costing and budgeting.

Management of Marketing and Operations - This unit will cover market research, the product lifecycle and the marketing mix. It will also cover choice of supplier, methods of production, stocking, and ensuring high quality.

Homework

Pupils will be issued with regular homework questions that reinforce the work done in class.

Assessments

There are mandatory internal assessments that cover the three course units and the final grade is made up from 25% course assignment and 75% question paper.

There will also be a variety of ongoing assessment including summative topic assessments, presentations and demonstration of skills.

Preferred Entry Level

Business Management National 5
English National 5
Maths National 5
Higher level in an alternative related subject

Course Content

This Course will build on the skills, knowledge and understanding gained in National 5 Business Management or, for some learners, can act as an entry to the study of business and a main feature of this course is the development of enterprising and employability skills. The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals.

Understanding Business – This unit includes: How organisations in the private, public and third sectors operate and carry out activities in the pursuit of their strategic goals, the impact that the external environment has on an organisation's activity and decision making.

Management of People and Finance - In this unit, learners will develop skills and knowledge in topics such as leadership, motivation and finance and understand its impact on business operations.

Management of Marketing and Operations – This unit focuses on the importance of organisations having effective marketing and operations systems and how they can improve and/or maintain quality and competitiveness. It will also provide learners with a firm grasp of the importance of satisfying both internal and external customers' needs.

Homework

Pupils will be issued with regular homework questions that reinforce the work done in class.

Assessments

There are mandatory internal assessments that cover the three course units and the final grade is made up from 30% course assignment and 70% question paper. There will also be a variety of ongoing assessment including summative topic assessments, presentations and demonstration of skills.

Course Content

Each course allows learners to understand and investigate the world. It develops learners' ability to think analytically, creatively and independently, and to make reasoned evaluations. The courses will allow opportunities for learners to acquire and apply knowledge to evaluate environmental and scientific issues, assess risk, and make informed decisions. Chemistry plays a key role in meeting society's needs in areas such as medicine, industry, material development, energy, the environment and sustainability. Each course has three mandatory Units:

- **Chemical Changes and Structure.**
- **Nature's Chemistry.**
- **Chemistry in Society.**

Homework

Homework will be given on a regular basis and will include exercises in applying knowledge and understanding, scientific inquiry and analytical thinking skills. Tasks will take the form of exam style questions, research of topical scientific issues and revision/preparation for assessments. Students will also be expected to continually read over material covered in class.

Assessments**National 4**

All units are internally assessed to national standards on a pass/fail basis. In addition there is an Added Value Unit which will be assessed by the teacher. This will include an assignment on a topical issue and a short test. To achieve the course, learners must pass all units.

National 5

On completion of the course there is an external assessment.

Preferred Entry Level

For S5 entrants a C pass at National 5 Chemistry and a C pass in National 5 Mathematics

Course Outline

The new SQA Higher Chemistry course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course, and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

Content**Mandatory units**

- **Chemical Changes and Structure:** reaction rates and periodic trends, collision theory and the use of catalysts in reactions; electro-negativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.
- **Researching Chemistry:** research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Collecting and synthesising information from a number of different sources; plan and undertake a practical investigation related to a topical issue
- **Nature's Chemistry:** organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated.
- **Chemistry in Society:** from the researcher's bench through to industrial production; calculate quantities of reagents and products, percentage yield and the atom economy of processes; dynamic equilibria and enthalpy changes; oxidising or reducing agents and volumetric titrations; the purity of reagents and products.

Assessments

The final exam is separated into two sections - a multiple choice and an extended answers section where short answers and calculations are required. There is an emphasis on experimental techniques and you will carry out an assignment based around an experiment.

Homework

Set homework assignments will be given at least once per week. In addition, students are expected to read in advance of topics and to review areas of the course. Extensive reading will be required and a significant amount of time will be spent on the investigation.

Preferred Entry Level

A or B pass at Higher in Chemistry

Course Outline

The Advanced Higher Chemistry course develops learners' knowledge and understanding of the physical and natural environments beyond Higher level. The course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. Learners develop the skills of independent study and thought that are essential in a wide range of occupations.

Content**Mandatory units**

- **Inorganic and Physical Chemistry:** atomic spectroscopy to identify elements; atomic orbitals and electronic configuration related to the periodic table; the shape of molecules; physical and chemical properties of transition metals and their compounds; the quantitative component of chemical equilibria and the feasibility of chemical reactions.
- **Organic Chemistry and Instrumental Analysis:** structure of organic compounds; physical and chemical properties of the compounds; organic reaction types and mechanisms; synthesis of organic chemicals; colour in organic compounds and elemental analysis; use of medicines and the interactions of the drugs.
- **Researching Chemistry** (incorporating the S6 project): In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations and develop practical skills and to carry out research in chemistry.

Assessments

Unit tests set by SQA must be passed at the end of each unit. In May the 2.5 hour Advanced Higher Chemistry exam will be composed of two papers a multiple choice worth 20 marks and a written paper worth 80 marks. The externally assessed S6 project is worth 30 marks.

Homework

Students taking the Advanced Higher course are expected to carry out a considerable amount of self-study and regular tutorial work. Much of the course is completed by the use of Scholar (an on-line course developed by Heriot Watt University). This has built-in questions and homework exercises. As in any Advanced Higher course it is essential for students to do a substantial amount of work at home.

Additional Information

Self-study in school is also to be expected for parts of the course. The Investigation requires the students to carry out a considerable amount of research, largely done in their own time.

Preferred Entry Level

National 5 English or History

Course Content

The Higher Classical Studies course examines the civilisations of Ancient Greece and Rome. In so doing, students gain an insight into the roots of western civilisation and look at the impact that these cultures still have on our lives today. The study of ancient civilisations also enhances students' awareness of social, political, religious and moral issues in society today. The study of classics encourages clarity of thought, attention to detail, and the ability to argue a case, skills useful in many areas of employment.

There are three main units students study:

- Life in Classical Greece – study of society, religion, and the political and legal systems of 5th century BC Athens (slavery; the role of women; Athenian imperialism).
- Life in the Roman World - study of Rome in the 1st century BC and AD (what it meant to be a Roman citizen; roles of slaves and women; impact of the Empire on people living under the rule of the Roman Empire; Roman religion).
- Classical Literature – study of Oedipus the King and Antigone (a comparison of modern and classical attitudes to heroism, leadership, conflict and violence, women in society and fate versus free will).

Assessments

There are two main areas of formal assessment:

- 1) An exam, which consists of two papers: Paper 1: Classical Literature 1hr 10 minutes 30 marks; Paper 2: Classical Society 1hr 50 minutes 50 marks.
- 2) Assignment worth 30 marks (students pick and research a topic of their own, complete a resource sheet, and write up the final work under exam conditions in 90 minutes). The SQA removed the Assignment in the years since the Covid-19 pandemic, they have not yet confirmed if it will be back for 23/24.

There will be regular in class assessment both formally, and through digital activities.

Homework

Students will be expected to read passages and texts outside of class time, as well as do some independent research and written tasks; these will include practice of exam questions.

Additional Information

For generations a classical education was considered a privilege for the few, but the knowledge and skills it provides are now highly appreciated by both academic institutions and employers. It can aid cultural literacy; teach the foundations of philosophy and history; encourage cultural insight; and provide opportunities for wide-ranging and critical thinking. Classics can be studied right through to postgraduate level without the need to learn the Classical languages; Latin and Ancient Greek.

The course is particularly useful for those seeking to embark on careers in law, journalism, museums, archivists, legal profession, civil service, the armed forces, tourism, art galleries, advocacy, politics, authorship, web content providers and the creative industries.

A Higher qualification in classical studies is respected and valued by universities.

Course title: Computer Games Development Levels:NPA Level 4-6

Course Content

It's no secret that the games industry is big business or that Scotland is at the forefront of this technical and creative field. Schools, colleges and universities are supporting this industry by creating courses teaching the skills required to enter this field of work. If you have ever thought "how can I make a game?" then this course is for you. You will explore the development of games from the planning to creation stage. Throughout the course you will create 2D and 3D assets, sounds and animations. At the end of the course pupils will have explored the principles of creating games. Pupils will have designed, created and tested a basic video game.

Assessments

Throughout the course pupils will create a portfolio of work which showcases the desired standards. A full and complete portfolio will result in a course award. There is no final exam.

Course title: Computing Science

Level: National 4

Course Content

Computing is now at the core of education, employment and leisure. In this course you will explore the main areas of where computing is really growing: database, web page creation and programming. The transferable skills developed will make you an ideal candidate for future learning in any computing field or as an applicant for many different types of entry level computing jobs.

Homework

Regular paper based exercises will be issued. It is desirable to have Internet access outside of school but this is not essential.

Assessments

There are two coursework unit assessments to complete and one end of year project (the Added Value Unit).

There is no final exam.

Course Content

National 5 Computing Science involves a deeper understanding of the Information Systems unit and the Software Development unit.

The study of computing and information science equips the pupil with an essential range of skills, including the ability to use computational thinking, an awareness of technological progress and trends, the relationship between software, hardware and system performance. These are used to explore a variety of specialist areas through practical and investigative tasks.

Our society needs more computer scientists and for all young people to have an informed view of the IT industry and its contribution to the economy.

Homework

Regular paper based exercises will be issued. It is desirable to have Internet access outside of school but this is not essential.

Assessment

Assessment is ongoing throughout this course.

For final assessment pupils have an in class, practical assignment to complete over 8 hours, which is worth 50/160 of their final exam mark.

National 5 candidates also sit a 2 hour final exam consisting of a written paper worth 110/160 marks of their overall grade.

Preferred Entry Level

Computing National 5
Computer Games Development Level 5

Course Content

The Higher Computing Science course introduces learners to an advanced range of computational processes and thinking, and develops a rigorous approach to the design and development process across a variety of contemporary contexts. Learner gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future in fields which include science, education, business and industry.

Because of its relevance and its focus on developing transferable skills, it will be valuable to many learners, particularly those considering a career or further study in computing science disciplines.

Homework

Regular paper based exercises will be issued. It is desirable to have internet access outside of school but this is not essential.

Assessments

Assessment is ongoing throughout this course.

For final assessment pupils have an in class, practical assignment to complete over 8 hours, which is worth 50/160 of their final exam mark.

Higher candidates also sit a 2 hour 30 minute final exam consisting of a written paper worth 110/160 marks of their overall grade

Course Content

The Course provides opportunities for learners to be inspired and challenged by creating, demonstrating and appreciating dance. Learners will use knowledge and understanding of dance techniques and choreographic skills to inform practice. Learners will also develop skills in appreciating theatre arts and dance practice. They will experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performances of others.

The course aims to enable candidates to:

- demonstrate and apply knowledge and understanding of dance
- develop a range of technical dance skills
- develop performance skills to enhance performance
- develop knowledge, understanding and appreciation of dance practice
- understand and apply knowledge of a range of choreographic skills to create a dance
- evaluate their own work and the work of others
- work imaginatively and demonstrate creativity
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- apply the principles of safe dance practice

Homework

A variety of exam style questions, research and creative tasks will be set throughout the course – e.g. individual tasks in the form of practice and/or choreographic tasks promoting independent learning.

Assessments

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

Component 1: question paper (1 hr)	30 Marks	20 scaled Mark (%)
Component 2: practical activity	65 Marks	45 scaled Mark (%)
Component 3: performance	35 Marks	35 scaled Mark (%)

Course Content

The Course provides opportunities for learners to be inspired and challenged by creating, demonstrating and appreciating dance. Learners will use knowledge and understanding of dance techniques and choreographic skills to inform practice. Learners will also develop skills in appreciating theatre arts and dance practice. They will also develop and utilise their evaluation skills enhance their own performances and the performances of others. Candidates should have N5 Dance, previous experience in Dance or a keen interest in improving their Dance technique and choreographic skills.

The aims of the Course are to enable learners to:

- develop a broad range of technical dance skills
- evaluate technical and performance skills in their own work and that of others
- understand and apply the principles of safe dance practice
- demonstrate, understand and apply knowledge of a range of choreographic principles and theatre arts to create a dance for a group
- work imaginatively and demonstrate creativity through problem solving, critical thinking, analysis and reflective practice
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- develop knowledge, understanding and appreciation of dance practice
- analyse the use of theatre arts in a professional choreography
- evaluate the impact of choreographic principles used in a professional dance

Homework

A variety of log book, evaluation, research, exam style questions, choreographic and creative tasks will be set throughout the course.

Assessments

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

Component 1: question paper (2hrs)	40 Marks	30 Scaled Mark (%)
Component 2: practical activity	70 Marks	30 Scaled Mark (%)
Component 3: performance	70 Marks	40 Scaled Mark (%)

Course Content

This course provides a broad practical introduction to design, materials and manufacturing processes and provides opportunities for learners to gain skills in both designing and making models and prototypes of products.

This course is practical it combines elements of creativity with a need to consider a product's function. Students will consider the life cycle of a product from its inception and design through to manufacture, and use, and its eventual disposal.

Learners will develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to communicate design ideas and practical details; the ability to devise and develop practical solutions to design problems, and the ability to manufacture their design ideas.

Homework

Pupils will be issued with regular homework questions that reinforce the work done in class.

Assessments

Assessment is ongoing throughout this course.

The two stand-alone units associated with this course, at all three levels are:

Design and Manufacture: Design

Design and Manufacture: Materials & Manufacturing

Pupils can attempt and pass any or all of the stand-alone units or to achieve a course award pupils must pass the External Assessment as detailed below

National 4

The general aim of the Added Value Unit is to enable the learner to provide evidence of added value for the National 4 Design and Manufacture Course through the successful completion of a design and manufacture project, which will allow the learner to demonstrate their abilities.

National 4 courses are graded pass or fail.

National 5 and Higher

Course assessment will consist of two components: a design assignment, and a question paper.

The assignment at N5 is set by SQA, and conducted under supervision and control in school. Pupils have to complete an in class, practical design and manufacture project, which is an extended piece of work and is worth 100/180 of their final exam mark.

National 5 candidates also sit a 1 hour 45 minute final exam consisting of a written paper, set and marked by SQA, worth 80/180 marks of their overall grade.

At Higher, the assignment is also set by SQA, and conducted under supervision and control in school. Pupils have to complete an in class, practical design project, which is an extended piece of work and is worth 90/170 of their final exam mark.

Higher candidates also sit a 2 hour 15 minute final exam consisting of a written paper, set and marked by SQA, worth 80/170 marks of their overall grade.

Preferred Entry Level

Art and Design National 4

Course Content

The specific aim of the NPA in Drawing Skills at level 5 is to provide a structured award that creates opportunities for pupils to investigate, develop and refine drawing skills using a wide range of materials, techniques and subject matter.

The NPA course consists of three components:

- **Drawing and Drawing Media**
- **Drawing Skills – Analytical Drawing**
- **Art and Design: Location Drawing – Local Environment**

Throughout the course, pupils:

- Develop introductory skills in drawing media through the investigation of and experimentation with materials and develop drawing techniques through production of outline drawings, drawings of rectilinear objects and drawings of cylindrical and spherical objects.
- Further develop drawing skills and techniques through the visual analysis of subject matter using a range of materials, styles and techniques.
- Extend and develop drawing skills through the analysis of elements of the local environment utilising abstraction to convey expression.

Assessments

Assessment of the course will be by practical assessments under open-book assessment conditions.

Course Content

- Development and Wellbeing of Children and Young People
- Play in Early Learning and Childcare
- Working in Early Learning and Childcare
- Care and Feeding of Children and Young People

This qualification will form an important part of the national provision, both for those who have identified the field of Early Education & Childcare as their chosen career path and also for any students following a programme of study at Higher level who may wish to extend their educational experience. The course is completed over one year. This course will prepare students for entry to further qualifications such as the HNC in Early Education and Childcare or for employment within the sector.

Students will also have opportunities to engage in outdoor learning and experience the true reality of caring for a baby over 24 hours! This course is enjoyable, eye-opening and a great stepping stone for the future.

Assessment

Students will be required to pass Unit Assessments at a time when the student is ready to demonstrate their skills. Unit assessments will be completed in class and marked internally. There is no final exam. Students must pass all outcomes to achieve the overall course award.

Course Content

The main purpose of the course is to provide learners with the opportunity to develop skills in listening, talking, reading and writing to help them understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply their knowledge of language and gain the confidence to carry out new and more challenging tasks in a variety of situations.

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

- Listen, talk, read and write as appropriate to purpose, audience and context
- Understand, analyse and evaluate written and spoken texts
- Create and produce written and spoken texts by applying their knowledge of language

Homework

Students will complete tasks to develop skills in reading, writing, listening and talking. These will include:

- Drafting/redrafting written work
- Reading activities such as personal reading, research and completing practice questions
- Preparation for discussion and presentation activities

Assessment

This course is made up of two mandatory units.

- English: Understanding Language (assesses listening and reading)
- English: Producing Language (assesses writing and talking)

An additional award in literacy can be attained at this level. This will also assess reading, writing, listening and talking.

National 3 courses are not graded and there is no final exam.

Course Content

The main purpose of the course is to provide learners with the opportunity to develop skills in listening, talking, reading and writing to help them understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply their knowledge of language and gain the confidence to carry out new and more challenging tasks in a variety of situations.

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

- Listen, talk, read and write as appropriate to purpose, audience and context
- Understand, analyse and evaluate written and spoken texts
- Create and produce written and spoken texts by applying their knowledge of language

Homework

Students will complete tasks to develop skills in reading, writing, listening and talking. These will include:

- Drafting/redrafting written work
- Reading activities such as personal reading, research and completing practice questions
- Preparation for discussion and presentation activities

Assessment

This course is made up of three mandatory units:

- Analysis and Evaluation (assesses listening and reading)
- Creation and Production (assesses writing and talking)
- Added Value Unit (assesses reading, writing, listening and talking)

To achieve National 4, learners must pass all of the required units, including the Added Value Unit.

An additional award in literacy can be attained at this level. This will also assess reading, writing, listening and talking.

National 4 courses are not graded and there is no final exam.

Course Content

The main purpose of the course is to provide learners with the opportunity to develop skills in listening, talking, reading and writing to help them understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply their knowledge of language and gain the confidence to carry out new and more challenging tasks in a variety of situations.

To complete the course, students are required to:

- Write a broadly discursive piece
- Write a broadly creative piece
- Study a Scottish writer and complete Textual Analysis activities on their work
- Study a novel, play or media and write Critical Essays
- Complete Reading for Understanding, Analysis and Evaluation activities
- Complete a Spoken Language Unit

Homework

Students will complete tasks to develop skills in reading, writing, listening and talk. These will include:

- Drafting/redrafting written work
- Reading activities such as personal reading, research and practice questions
- Preparation for discussion and presentation activities

Assessment

Students are required to pass a Spoken Language Unit assessing listening and talking. This does not contribute to their final grade, but is required to sit the final exam.

The student's final grade is compiled as follows:

- 15% - Broadly Discursive writing
- 15% - Broadly Creative writing
- 20% - Textual Analysis of a Scottish text
- 20% - Critical Essay about a novel, play or media
- 30% - Reading for Understanding, Analysis and Evaluation

The two writing pieces are completed in advance of the final exam and submitted to the SQA.

Textual Analysis, Critical Essay and Reading for Understanding, Analysis and Evaluation are all assessed in the final exam. The Reading for Understanding, Analysis and Evaluation paper is sat over 1 hour. The Critical Reading paper (comprising of a Textual Analysis and a Critical Essay) is sat over 1 hour and 30 minutes.

Preferred Entry Level

English National 5

Course Content

The main purpose of the course is to provide learners with the opportunity to develop skills in listening, talking, reading and writing to help them understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply their knowledge of language and gain the confidence to carry out new and more challenging tasks in a variety of situations.

To complete the course, students are required to:

- Write a broadly discursive piece
- Write a broadly creative piece
- Study a Scottish writer and complete Textual Analysis activities on their work
- Study a novel, play or film and write Critical Essays
- Complete Reading for Understanding, Analysis and Evaluation activities
- Complete a Spoken Language Unit assessing listening and talking

Homework

Students will complete tasks to develop skills in reading, writing and talk. These will include:

- Drafting/redrafting written work
- Reading activities such as personal reading, research and practice questions
- Preparation for discussion and presentation activities

Assessment

Students are required to pass a Spoken Language Unit assessing listening and talking. This does not contribute to their final grade, but is required to sit the final exam.

The student's final grade is compiled as follows:

- 15% - Broadly Discursive writing
- 15% - Broadly Creative writing
- 20% - Textual Analysis of a Scottish text
- 20% - Critical Essay about a novel, play or film
- 30% - Reading for Understanding, Analysis and Evaluation

The two writing pieces are completed in advance of the final exam and submitted to the SQA.

Textual Analysis, Critical Essay and Reading for Understanding, Analysis and Evaluation are all assessed in the final exam. The Reading for Understanding, Analysis and Evaluation paper is separate to the Critical Reading paper (the latter comprises of the Textual Analysis and Critical Essay elements). Both papers are sat over 1 hour and 30 minutes.

Preferred Entry Level

English Higher

Course Content

The course provides a clear progressive pathway for candidates who wish to go on to study English literature, language or other subjects in further and higher education. Gaining key skills the course offers a link to many careers, for example writing, teaching, research, publishing, journalism, law, marketing, media, industry, commerce, public relations, cultural and public service industries.

This course focuses on the critical and creative study of complex and sophisticated literature and language. It gives candidates opportunities to add specialism, depth and independence to their English and study skills. In both guided and independent study, they develop their skills of literary analysis in order to analyse, evaluate and make connections between texts.

To complete the course, students are required to:

- Study poetry, prose fiction, prose non-fiction, or drama and write a critical essay
- Apply their understanding, analysis and evaluation skills to one unseen text and produce a critical textual analysis
- Create two written texts for the portfolio from two different genres
- Plan, research and write an extended essay of around 3000 words on literary text/s of their own choice

Homework

Students will undertake independent study guided by a tutorial approach to lessons which provides young people with opportunities to develop important transferable skills. These include:

□ skills of analysis and evaluation □ the ability to make evidence-based critical judgements □ the capacity for wide reading and intellectual growth □ the ability to produce a variety of written-response types □ planning, researching and writing an extensive critical assignment

Assessment

The student's final grade is compiled as follows:

- 20% - Component 1: question paper Literary Study
- 20% - Component 2: question paper Textual Analysis
- 30% - Component 3: portfolio–writing
- 30% - Component 4: project–dissertation

The writing portfolio and dissertation are completed in advance of the final exam and submitted to the SQA. Literary Study and Textual Analysis are all assessed in the final exam. Both papers are sat over 1 hour and 30 minutes.

Achievement of this course gives automatic certification of the following Core Skill:

□ Communication at SCQF level 6

Course title: English for Speakers of Other Languages (ESOL)

Level: Higher

Preferred Entry Level

ESOL courses are for learners whose first language is not English. Learners fully develop and explore their reading, writing, listening, and speaking skills, using detailed and complex English language. National Qualifications in ESOL correspond with levels A1 to C1 on the Common European Framework of Reference for Languages (CEFR).

Course Content

Themes and topics relate to everyday life, work and study and are personalised to meet individual needs.

Homework

Learners are encouraged to immerse themselves in the English language through a variety of media and sources. Everyday communication, both at home and in school, should be supplemented by articles, reports, podcasts, music and TV to increase learners' exposure to the language and culture.

Learners should also practice past papers, study marking instructions and act on teacher feedback in order to be well prepared and confident for assessment.

Assessments

Listening

Candidates listen to one monologue and two spoken interactions, each on a different topic. Candidates respond to questions in English by using English.

20 marks 45 minutes

Reading

Candidates read three texts in English, each on a different topic. Candidates respond to questions in English by using English.

25 marks 1 hour and 10 minutes

Writing

Candidates produce two written texts: Everyday life (220-250 words) and Study (250-300 words).

25 marks 1 hour and 40 minutes

Performance: speaking and listening.

Discussion (8-10 minutes), using detailed and complex English, with one other candidate.

Preparation (15 minutes) 30 marks

Additional Information

This course is delivered in one lesson per week. It is assumed that learners' required English acquisition is progressing steadily as a result of their natural and daily immersion in the language.

Preferred Entry Level

This National Progression Award is offered to S5/6 pupils with prior experience of Sport & Recreation and Sport & Fitness at NPA Level 5.

Candidates should have a strong interest in the exercise and fitness industry.

Course Content

The aims of the award:

- The NPA Exercise and Fitness Leadership course has been developed to support candidates wishing to pursue Exercise and Fitness as a possible career path. The course develops skills in line with National Occupational Standards present within the exercise and fitness industry.
- To develop the candidate's knowledge and understanding of current practices, thinking and philosophies of sport and fitness and their impact on specific aspects of industry.
- To develop the candidate's knowledge and skills in planning, implementing and evaluating aspects of the Exercise and Fitness Industry.
- To enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills.

Assessment

The course comprises of 3 units (selected from the 5 options below) which candidates are required to pass in order to gain the full award:

- Exercise and Fitness: Fixed Weight Training (Higher)
- Exercise and Fitness: Free Weight Training (Higher)
- Exercise and Fitness: Circuit Training (Higher)
- Exercise and Fitness: Cardiovascular Training (Higher)
- Exercise and Fitness: Exercise to Music (Higher)

Each unit requires candidates to engage in the process of participating, observing, assisting and instructing in the provision of fitness programmes in the specified activity.

Candidates are required to complete practical and theoretical outcomes demonstrating their knowledge of the unit content.

Course Content

The main purpose of the Course is to develop the skills and knowledge to support fashion/textile related activities. The knowledge and skills that learners acquire by successfully completing the Course will be valuable for learning, for life and for the world of work.

This Course is practical and experiential. Learners will plan, make and evaluate straightforward fashion/textile items.

The aims of the Course are to enable learners to develop:

- straightforward textile construction techniques
- ability to plan and make straightforward fashion/textile items
- straightforward knowledge of textile properties and characteristics
- straightforward understanding of a range of factors that influence fashion/textile choices
- straightforward understanding of fashion/textile trends
- the ability to select, set up and use relevant tools and equipment safely and correctly
- straightforward investigation, evaluation and presentation skills

Particular emphasis is placed on the development of practical skills and textile construction techniques to make straightforward fashion/textile items, to an appropriate standard of quality. The Course will also help learners develop knowledge of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice.

This Course will help learners to develop important skills, attitudes and attributes related to fashion and textiles that are transferable to other contexts, including problem-solving skills and communication skills.

Homework

- Practical work on pupils' assignment.

Assessments

Pupils will complete three internal units:

Textile Technologies**Fashion/Textile Item Development****Fashion/Textile Choices**

They will also complete final Added Value unit. In this unit, the learner will draw on and extend their range of practical techniques and skills in a practical activity to produce an effective overall response to a given brief. The brief will be sufficiently open and flexible to allow for personalisation and choice.

Course Content

The purpose of the course is to develop the practical skills, construction techniques and knowledge and understanding, which support fashion/textile-related activities. The knowledge, understanding and skills that candidates acquire by successfully completing the course will be valuable for learning, for life and for the world of work.

This course is practical and experiential. Pupils will demonstrate relevant knowledge and understanding, and apply this to planning, making and evaluating fashion/textile items. Pupils will develop:

- detailed knowledge of textile properties and characteristics
- detailed textile construction techniques
- detailed understanding of factors that influence fashion/textile choices
- detailed understanding of fashion/textile trends
- the ability to plan and make detailed fashion/textile items
- the ability to select, set up, adjust and use relevant tools and equipment safely and correctly
- detailed investigation, evaluation and presentation skills

The course helps candidates develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion/textile choice. Particular emphasis is placed on the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.

Homework

Practical work on pupils' assignment.

Assessments**Practical Activity - 35%****Assignment – 35%**

The Practical Activity and Assignment are inter-related and will be assessed using one activity. Pupils will carry out one task — designing, planning, making and evaluating a fashion/textile item — which will provide evidence for both components. The activity gives candidates an opportunity to demonstrate the following skills, knowledge and understanding: a range of technological skills related to the production of a fashion/textile item to meet specified textile and consumer requirements; research skills; use of tools and equipment to demonstrate a range of textile construction techniques to make a detailed fashion/textile item to an appropriate standard of quality; evaluation skills

Internally assessed and quality assured by the SQA.

Question Paper - 30%

The question paper assess pupils ability to explain and evaluate properties and characteristics of textiles, and the application of this knowledge; explain and evaluate the application of a range of construction techniques, including the use of paper patterns; explain factors affecting consumer fashion/textile choices, including fashion trends; communicate solutions to fashion/textile briefs. Externally assessed in May.

Preferred Entry Level

National 5 Fashion & Textile Technology

Course Content

The central theme of this course is to develop the skills, knowledge and understanding to support fashion/textile-related activities. Candidates apply both a problem-solving approach and practical skills to develop knowledge and skills relevant to the fashion/textile industry. They have the opportunity to develop, make and evaluate complex fashion/textile items in practical contexts.

Candidates:

- develop and apply understanding of textile technologies and construction techniques
- research a range of issues influencing the fashion/textile industry and the choices of consumers
- develop knowledge and understanding of how the industry develops and creates fashion/textile items
- apply knowledge and understanding and use a range of textile construction techniques to develop solutions for complex fashion/textile items to meet the needs of given briefs

Homework

Practical work on pupils' assignment.

Assessments**Practical Activity - 28%****Assignment – 41%**

The assignment and practical activity are inter-related and are assessed using one task. Candidates carry out one task; designing, planning, making and evaluating a fashion/textile item, which provides evidence for both components. The assignment and practical activity gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- a range of technological skills related to the production of a fashion/textile item to meet specified textile and consumer requirements
- research skills
- presenting and justifying item development proposals
- using a range of textile construction techniques to make a complex fashion/textile item to an appropriate standard of quality
- evaluation skills

The assignment and practical activity has three stages:

Stage 1: design and plan (assignment)

Stage 2: making the complex fashion/textile item (practical activity)

Stage 3: evaluation (assignment)

Question Paper - 31%

The question paper gives candidates an opportunity to demonstrate the following knowledge, understanding and skills, sampled from across the course:

- analysing properties and characteristics of textiles, and the application of this knowledge
- analysing the application of a range of construction techniques, including the use of paper patterns
- explaining factors affecting fashion design and consumer fashion/textile choices, including fashion trends
- communicating solutions to fashion/textile briefs.

Externally assessed in May

Course Content

This course offers opportunities to develop and extend a wide range of skills for learning, work and life. Learners will develop the ability to: Listen, talk, read, understand, use and apply knowledge of a Modern Language, as appropriate to purpose, audience and context .They will develop their knowledge of simple language in familiar, everyday contexts: citizenship, society, learning, employability, and culture. The course contributes towards the development of literacy skills by providing learners with opportunities to listen, talk, and read in a Modern Language, and to reflect on how this relates to English.

Unit 1: Understanding Language; learners develop listening and reading skills.

Unit 2: Using Language; learners develop talking skills.

Assessments

Both course units are internally assessed on a pass/fail basis. There is no external assessment required, in order to obtain the full course award.

Course Content

This course enables learners to understand and use the Modern Language in the familiar contexts of citizenship, society, learning, employability and culture. It provides significant opportunities for the development of the broad, generic skills required for learning, work and life. The course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative. Learners will develop the ability to: listen, talk, read, write, understand and use the Modern Language, as appropriate to purpose, audience and context. The course contributes towards the development of literacy skills by providing learners with opportunities to reflect on how their Modern Foreign Language learning experiences relate to English.

Assessments

All units are internally assessed on a pass/fail basis. Learners will demonstrate knowledge of simple but detailed French/Spanish in one of the familiar contexts.

Added Value Unit:

Learners will be required to apply and integrate their language skills. They will demonstrate their ability to plan and research a chosen topic in a familiar context, using their reading and writing skills. Learners will present their findings, providing evidence of their listening and talking skills in the Modern Language.

Course Content

This course enables learners to communicate, be critical thinkers, develop cultural awareness, and be creative. They will acquire the skills and knowledge required to understand and use a Modern Language, appropriate to purpose and audience in familiar contexts (citizenship, society, learning, employability and culture). Learners will learn to apply a range of grammatical knowledge when listening, talking, reading and writing in the modern language.

The course contributes towards the development of literacy skills by providing learners with opportunities to reflect on how their Modern Foreign Language learning experiences relate to English.

Assessments

The course assessment will consist of a Writing assignment which is to allow candidates to produce a piece of writing in the modern language based on one of the following contexts: society, learning or culture. Pupils can choose a topic of interest to them and this is externally marked by SQA (20 marks). This is followed by a Talking assessment (30 marks). The final exam consists of a Listening paper (20 marks), a Reading paper (30 marks) and a Writing paper in the form of a Job application email (20 marks)

Preferred Entry Level

French National 5

Course Content

This course combines the development of linguistic and cultural knowledge to allow pupils to communicate effectively in French and Spanish - speaking countries. Pupils explore new topics and learn useful grammatical structures, allowing them to enhance their listening, talking, reading and writing skills.

The contexts of the course are: Society, Learning, Employability and Culture. Each explores issues affecting young people today, making it a fresh, dynamic and relevant course to study. Authentic resources (music, news reports, film, social networks) are used to bring real-life French/Spanish into the classroom.

Topics covered include: becoming an adult, new family structure, gang culture, bullying, social influences and pressures; smoking, alcohol and drugs; impact of the digital age; global languages; citizenship; learning, education; jobs, work & CVs; travel, gap year, working abroad; other countries, special events; literature, film and television.

Pupils will have the opportunity to take part in language immersion events such as cinema trips and multi lingual debates.

Assessments

The course assessment will consist of a Writing assignment, externally marked by SQA, where pupils write about a topic of interest to them (20 marks). The Talking assessment consists of a conversation covering two of the contexts (30 marks).

The final exam consists of a Listening paper (20 marks), a Reading paper (30 marks) and a Writing paper where pupils write about a past experience (20 marks).

Additional information

Whether you are learning a language because you want to travel, make new friends or use it in the world of work, it is a very marketable skill to have. Areas of employment that need language skills include: tourism and the travel industry, scientific research, marketing, finance, management, engineering, law, education and journalism.

Preferred Entry Level

French/Spanish Higher A or B Pass

Course Content

Students will develop their language skills through the four contexts of society, learning, employability and culture relating to countries where French/Spanish is spoken. The expression of opinions and exchanging of ideas stressed at Higher will be further developed.

The portfolio will involve the personal study of a film and a range of written response on these in English (1200 words).

Examples of topics explored

- ◆ New family structure/ marriage/partnership/gender equality
- ◆ Social influences and pressures
- ◆ Understanding self as a learner, e.g. learning styles/importance of language learning in education
- ◆ Preparing for a job interview/importance of language in global contexts, job opportunities
- ◆ Open borders for workers
- ◆ Living in a multicultural society/stereotypes
- ◆ Social issues, e.g. effects of unemployment, gambling, alcohol and drugs, welfare state
- ◆ Environmental issues
- ◆ Human rights
- ◆ Advantages/disadvantages of higher or further education, choosing a university/college, lifelong learning
- ◆ Immigration/prejudice/racism
- ◆ Impact of the digital age
- ◆ Minority languages and their importance/association with culture, cross- cultural influences, global issues
- ◆ Social influences on/importance of traditions, customs and beliefs in another country
- ◆ Searching for a job, planning for future jobs/higher education, taking a gap year, career path, equality in the workplace, voluntary and charitable work
- ◆ Democracy/political engagement

Assessments

Reading (30 marks) & Translation (20 marks)

Listening (30 marks) & Discursive Writing (40 marks)

Portfolio (essay on film, book, poetry, drama) (30 Marks)

Talking Performance (50 marks)

Preferred Entry Level

A proven track record of commitment to homework, application to studies, good independent study skills, self-discipline and motivation.

Course Content

This course gives learners the linguistic skills and knowledge to understand and use Spanish, and focuses on developing communication in a cultural context. Pupils will learn to apply a range of grammatical knowledge when listening, talking, reading and writing, and will learn about issues affecting young people today across four contexts (society, learning, employability and culture).

Learners have a degree of choice in the kinds of things discussed in class, and authentic resources (music, news reports, film, social networks) are used frequently to bring real-life Spanish into the classroom.

We benefit from links with Edinburgh University, and pupils will have the opportunity to take part in language immersion events, cinema trips and other university events. Additionally, we have students of Spanish come in to school for speaking practice on a weekly basis, giving pupils the opportunity to practise talking and learn how to manipulate the language in real life situations.

Homework

Pupils will be required to do a significant amount of homework and personal study on a weekly basis. This will include regular vocabulary revision as well as reading comprehensions, grammar exercises, translations and writing preparation. Pupils are also encouraged to immerse themselves in the language from the beginning of the year, using podcasts, music and TV to increase their exposure to the spoken language and learn about the culture.

Assessments

The course assessment will consist of a Writing assignment, externally marked by SQA, where pupils write about a topic of interest to them (20 marks). This is followed by a Talking assessment, consisting of a conversation covering two of the contexts (30 marks).

The final exam consists of a Listening paper (20 marks), a Reading paper (30 marks) and a Writing paper where pupils write about a past experience (20 marks).

Additional information

Competence in the Spanish language is an extremely marketable skill and this course opens up countless accessible study, travel and employment opportunities. With around 400 million native speakers, Spanish is the official language of 21 countries, and is the third most studied language in the world. Spain's membership of the EU, EMU and its close links to the 19 Spanish speaking nations of Latin America offer vast potential for trade and investment. Spain and Latin America have a rich artistic and cultural heritage. They make a significant and vibrant contribution to music, fashion and sport worldwide

Course Content

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

NPA Furniture Making (SCQF level 5) is mainly practical and will further develop your interest and skills in furniture making. You may have completed National courses for example in Art and Design, Design and Manufacture or Practical Woodworking or have previous experience or an interest in furniture making or furniture design and manufacture.

The NPA is highly practical in nature, and you will have plenty of opportunities to practice and develop your skills in a workshop setting. The NPA in Furniture Making has been designed as a practical introduction to skills and concepts involved in furniture making. The practical work is based on the safe manufacturing of a product, developing an understanding of planning, interpretation of production plans, safe work practices with machinery and the finishing of the product.

These skills can be the first step to a career within the industry.

The furniture industry offers exciting and rewarding careers to individuals with the appropriate skills. On completion of the NPA Furniture Making, you may progress to next level courses such as National Certificate (NC) Furniture (SCQF level 5), or Higher National Certificate and Diploma (HNC/HND) in Furniture or related qualifications. You could also enter employment at a trainee level, for example, as a cabinet maker, upholsterer or polisher/finisher. The NPA can help you to develop self-confidence, skills in working with others, problem solving skills and the ability to use information which should be useful for further study or employment in appropriate areas

Structure

The NPA in Furniture at SCQF level 5 consists of five SQA units - three mandatory units and one chosen additional unit from two total optional units.

Learners will be awarded the NPA in Furniture at SCQF level 5 on completion of all three units listed and a minimum of one unit from the optional section.

Mandatory units:

All mandatory units needed,

H3LG 11 Furniture: Workshop Practice

H3LK 11 Furniture: Timber Frame

H3MC 11 Furniture: Carcase Making

Optional units:

One optional unit needed from,

H3ML 11 Furniture Polishing: An Introduction

H3MH 11 Furniture Veneering: An Introduction

H3ME 11 Furniture Drawing: An Introduction

The qualification

This qualification has been developed for a range of possible learners including young learners who wish to consider entering a career in the furniture sector.

The aims outlined in the following sections reflect the breadth of learners and the intention to provide a qualification which will facilitate access to further study.

This NPA will become an entry point for some learners who could progress from school through, NC Furniture Making and Higher National level studies.

The aim of National Progression Awards is to provide learners with opportunities to attain a structured award that develops both practical and theoretical skills in preparation for next level courses and employment.

General aims of the qualification

The general aims of the NPA in Furniture Making at SCQF level 5 are to:

1. Provide learners with opportunities to develop awareness of the disciplines within Furniture manufacture.
2. Encourage the learner's knowledge and skills in planning, and manufacturing furniture artifacts.
3. Provide opportunities to develop Core Skills including Communication, Numeracy, Working with Others, Problem Solving and ICT.
4. Provide learners with a range of learning, teaching and assessment styles, which motivates them to achieve their full potential.
5. Encourage learners to develop a positive attitude to their own learning.
6. Provide opportunities for learners to develop organisational skills.
7. Encourage flexibility and working cooperatively with others.
8. Encourage students to undertake project work involving the integration and application of a variety of skills within a determined time frame.

Through meeting these aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop more generic Core Skills through doing this qualification.

Assessment

Assessment is mostly carried out through 'hands-on' practical tasks which will generate physical or recorded evidence.

Each task is underpinned by appropriate knowledge and understanding, which learners may demonstrate through written or oral evidence.

Due to the practical nature of the NPA health and safety advice will be provided to learners undertaking this award. It is essential that learners understand the subject-specific health and safety guidance and observe safe and considerate working practices throughout their studies.

Progression

Completion of the NPA at SCQF level 5 may allow lateral progression or progression to next level courses in furniture making and other related areas of study.

The NPA functions as a progression route to more advanced Furniture courses by allowing learners to develop relevant skills and techniques.

On completion of the NPA Furniture Making (SCQF level 5), you may progress to next level courses such as National Certificate (NC) Furniture (SCQF level 5), or Higher National Certificate and Diploma (HNC/HND) in Furniture or related qualifications.

Professional recognition

National Progression Awards can assist learners in developing employability skills through the development and underpinning of specific skills.

Course Content

Physical Environments

The study of landscape features and land use in glaciated uplands and coastal areas.

Human Environments

Key topics will include: contrasts in development; world population distribution and change and urban and rural land use in developed and developing countries.

Global Issues

Key topics will include Climate Change and Health.

Homework

Homework will be set on a regular basis and will include exam style questions, research, revision for short tests as well as revision for end of topic assessments.

Assessments

National 3 Geography has no external exam.

All three units will be internally assessed and a pass/fail will be awarded for the course. To achieve the course, learners must pass all of the required units. In addition to this throughout the course learners will sit timed assessments, end of topic tests as well as peer and self assessments which will be used to help set targets for improvement

Course Content

Physical Environments

The study of landscape features and land use in glaciated uplands and coastal areas.

Human Environments

Key topics will include: contrasts in development; world population distribution and change and urban and rural land use.

Global Issues

Key topics will include Climate Change and Health.

Homework

Homework will be set on a regular basis and will include exam style questions, research, revision for short tests as well as revision for end of topic assessments.

Assessments

National 4

National 4 Geography has no external exam. All three units will be internally assessed and a pass/fail will be awarded for the course. To achieve the course, learners must pass all of the required units. Students will also have an assignment to complete. In addition to this, throughout the course learners will sit timed assessments, end of topic tests as well as peer and self assessments which will be used to help set targets for improvement.

National 5

The course assessment consists of a question paper (80%) and an assignment (20%). In addition to this, throughout the course students will sit timed assessments, end of topic tests as well as peer and self assessments which will be used to help set targets for improvement

Preferred Entry Level

Geography, History or English National 5

Course Content

The Geography Higher Course consists of physical and human topics as well as two further detailed studies of geographical interest.

Physical Environments: Atmosphere (atmospheric and oceanic circulation, global heat budget, ITCZ); Biosphere (soils); Lithosphere (glaciation, coasts); Hydrosphere (river features and hydrographs).

Human Environments: Rural Land Degradation and Management, Urban Change and Management (Edinburgh and Rio de Janeiro); Population (population change and consequences) and Rural Land Use (conflicts and solutions).

Global Issues: River Basin Management and Global Climate Change.

Various case studies are used to illustrate the key concepts being taught using global and local examples.

Assignment

Higher Geography students will undertake added value research called the Assignment. The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue.

Homework

Homework is issued on a regular basis and consists mainly of past paper questions to familiarise the student with the exam. Revision of work done in class is also expected in order to consolidate learning.

Assessment

The course assessment consists of two question papers (73%) and an assignment (27%) In addition to this, throughout the course students will sit timed assessments, end of topic tests as well as peer and self assessments which will be used to help set targets for improvement.

Preferred Entry Level

Geography Higher A or B Pass

Course Content

The Geography Advanced Higher Course consists of the following areas of study: Geographical Issues, Geographical Study, map interpretation, gathering and processing techniques and geographical data handling.

Coursework accounts for seventy percent of the final grade.

Project Folio: Geographical Issues: students write an 1800 word essay on a Geographical Issue which can be local or global e.g. wind farms, the Dalkeith by-pass, the success of measures to prevent malaria.

Project Folio: Geographical Study: students carry out fieldwork/research on a topic of their choice e.g. the difference between the settlements of Dalkeith and Musselburgh, a comparison of the River Esk at different stages and write a 3000 word report.

Geographical Skills: students study a variety of statistics and methods of fieldwork as well as illustrations, which can be used to enhance their fieldwork. Map interpretation and analysis is also studied.

Homework

As much of the course consists of coursework the majority of homework is based upon fieldwork, report writing and completing the essay.

Revision of work done in class is also expected in order to consolidate learning such as the various statistics studied and map interpretation.

Assessments

Question Paper	50 marks (33% of overall mark)
Project – folio	100 marks (67% of overall mark)

Course Content

This course gives opportunities for Students to gain skills in reading, interpreting and creating a variety of graphic communications and presentations.

The course is practical. It combines elements of creativity and communicating for visual impact with elements of the importance of graphic communication standards.

The aims of the course are to enable learners to:

- Develop skills in graphic communication techniques, including the use of equipment, materials and software.
- Extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply.
- Develop an understanding of the impact of graphic communication technologies on our environment and society.

On completing the courses, learners will have developed skills in 2D, 3D graphics and pictorial graphics. They will be able to apply these skills to produce graphics that have visual impact and graphics that give information.

Homework

Pupils will be issued with regular homework questions that reinforce the work done in class.

Assessments

Assessment is ongoing throughout this course.

The two stand-alone units associated with this course, at all three levels are:

2D Graphic Communication

3D and Pictorial Graphic Communication

Pupils can attempt and pass any or all of the stand-alone units or to achieve a course award pupils must pass the External Assessment as detailed below

National 4

The general aim of the Added Value Unit is to enable the learner to provide evidence of added value for the National 4 Graphic Communication Course through the successful completion of graphic portfolio, which will allow the learner to demonstrate their abilities.

National 4 courses are graded pass or fail.

National 5 and Higher

Course assessment will consist of two components: a graphics assignment and a question paper.

The assignment at N5 is set by SQA, and conducted under supervision and control in school. Pupils have to complete an 8 hour, in class, graphics project, worth 40/120 of their final exam mark.

National 5 candidates also sit a 2 hour final exam consisting of a written paper, set and marked by SQA, worth 80/120 marks of their overall grade.

At Higher, the assignment, also set by SQA, and completed in school is worth 50/140 of their final exam mark.

Higher candidates also sit a 2 hour 30 minute final exam consisting of a written paper, set and marked by SQA, worth 90/140 marks of their overall grade.

Preferred Entry Level

Graphic Communication Higher Pass

Course Content

The focus of Graphic Communication is to build on prior learning at Higher.

The Advanced Higher course is intended to prepare candidates for more advanced study or employment. The course reflects the use of graphics in the business, manufacturing and communication industries and in the product design process. Manual and computer skills and their effective application will be developed through preliminary, production and promotional graphics, using both manual and computer-aided methods.

For Advanced Higher the course consists of 3 units, plus a Computer Aided 3D Modelling Folio and a Computer Aided Graphic Presentation.

Unit 1 – Technical Graphics – Pictorials, geometric constructions, orthographic drawings and sketches, illustration and presentations and conventions.

Unit 2 – Computer-Aided 3D Modelling Visualisation and Presentation – CAD 3D surface and solid modelling, rendering drawing and Presentation.

Unit 3 – Computer-Aided Graphic Presentation – CAD, computer illustration and presentation and desktop publishing.

The Computer Aided 3D Modelling Folio and a Computer Aided Graphic Presentation will be compiled from enhanced work done in units 2 and 3, internally assessed and externally verified by SQA.

Homework

Work done out with timetabled classes, at home or after school club, focusing on exam prep, coursework, CAD, sketching and presentation techniques or personal reading to increase knowledge of graphics theory is an absolute must for success in this course.

Assessments**Internal Assessment**

Each of the three units that make up the coursework will be internally assessed. Students will get credit for each unit they pass and be able to re-sit units they fail. Ultimately all units must be passed at the appropriate level to allow students to achieve a course award at Higher through the external assessment.

External Assessment

This consists of three parts

1 Computer Aided 3D Modelling Folio	30 %
2 Computer Aided Graphic Presentation	30 %
3 Examination paper	40 %

Additional Information

Students will have to display initiative and be very highly self-motivated to successfully satisfy all the requirements of this course.

Course Content

Unit 1: Food for Health – Students will study the relationship between health, food and nutrition.

Unit 2: Food Product Development – Students will explore the process involved in developing a food product.

Unit 3: Contemporary Food Issues – Students will study consumer food issues, choices and rights.

Homework

Homework is issued on a regular basis and consists mainly of past paper questions to familiarise the student with the exam. Revision of work done in class is also expected in order to consolidate learning.

Assessments

The course assessment is made up of 2 parts:

Question Paper 50%	The purpose of this question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course.
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Assignment 50%	The assignment will require candidates to respond to a brief to investigate, plan, develop and evaluate a food product.
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Both parts of the Assessment will be marked by the SQA and will be graded A-D.

(Please note this is not a practical based subject.)

Introduction

The Higher Health and Food Technology Course addresses contemporary issues affecting food and nutrition, and how they affect consumer choices. These include: ethical and moral considerations, sustainability of sources, and food production and development. Learners analyse the relationships between health, food and nutrition, and plan, make and evaluate food products for a range of dietary and lifestyle needs.

Course Content

Unit 1: Food for Health – Students will study the relationship between health, food and nutrition.

Unit 2: Food Product Development – Students will explore the process involved in developing a food product.

Unit 3: Contemporary Food Issues – Students will study consumer food issues, choices and rights.

Homework

Homework is issued on a regular basis and consists mainly of past paper questions to familiarise the student with the exam. Revision of work done in class is also expected in order to consolidate learning.

Assessments

The course assessment is made up of 2 parts:

Question Paper	The purpose of this question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course.
60%	

Assignment	The assignment will require candidates to respond to a brief to investigate, plan, develop and evaluate a food product.
60%	

Both parts of the Assessment will be marked by the SQA and will be graded A-D.

(Please note this is not a practical based subject but will involve practical, experiential learning in relevant contexts.)

Course Content

Section 1: Historical Study – Scottish

- The Era of the Great War, 1900-1928

Section 2: Historical Study - British

- The Atlantic Slave Trade, 1770-1807

Section 3: Historical Study – European and World

- Hitler and Nazi Germany, 1919-1939.

Homework

Homework is a crucial part of the National 3 & National 4 History courses. Learners will be given regular homework exercises. Often, homework will consist of exam style questions to help learners prepare for internal assessments. Other homework activities may involve carrying out independent research on a historical topic or preparing a class presentation.

Assessments

There is no external exam for National 3 & National 4 History courses. Instead, learners will sit a number of internal assessments, which must be passed in order to pass the overall course. Pupils must also complete an Added Value Assignment at National 4 level.

Assessment is an integral part of the course. Learners will be assessed in a number of ways. Formal homework exercises will be assessed. At the end of each section of the course, learners will complete a formal end of unit assessment. Class work will also be informally assessed to check effort and progress.

Assessment will also be used to identify strengths and areas for development and help learners to set targets to improve performance. Learners will also be involved in peer and self assessment activities.

Course Content

Section 1: Historical Study – Scottish

- The Era of the Great War, 1900-1928

Section 2: Historical Study - British

- The Atlantic Slave Trade, 1770-1807

Section 3: Historical Study – European and World

- Hitler and Nazi Germany, 1919-1939.

Homework

Homework is a crucial part of National 5 History. Learners will be given regular homework exercises. Often, homework will consist of exam style questions to help learners to prepare for the final exam. Other homework activities may involve carrying out independent research on a historical topic or preparing a class presentation.

Assessments

The overall grade will be a combination of results in the final exam (80%) and the course assignment (20%).

Assessment is an integral part of the course. Learners will be assessed in a number of ways. Formal homework exercises will be assessed. At the end of each section of the course, learners will complete a formal end of unit assessment. Class work will also be informally assessed to check effort and progress.

Assessment will also be used to identify strengths and areas for development and help learners to set targets to improve performance. Learners will also be involved in peer and self assessment activities.

Preferred Entry Level

History, Geography or English at National 5

Course Content**Unit I: Britain, 1851-1951**

A study of Britain, focusing on the development of democracy in the nineteenth century, votes for women and the suffrage campaigns as well as the introduction of a series of Liberal Reforms and their effectiveness in meeting the needs of the nation.

Unit II: Large Scale State USA, 1918-1968

A study of the government of the USA during the 20th Century, focusing on race relations, struggles for civil rights before 1941, The Economic depression during the 1920s and 1930s and the Developments of the Civil Rights Campaign after 1945.

Unit III: Scotland - Migration & Empire, 1830-1939

A study of population movement and social and economic change in Scotland and abroad, between 1830 –1939. Themes illustrated are empire, migration and identity.

Homework

The high academic demands of Higher History mean that regular homework is a fundamental and integral part of the course. Students can expect to complete essays and source questions on a regular basis if they opt to choose Higher History. These homework tasks will be used to assess progress regularly.

Course Assessment Structure

Students will be awarded a final grade based on their performance in the following course elements:

Question Paper	80 marks	1hr 30 minutes x2 papers in exam conditions. The paper assesses Essay Writing (European and World and also Britain) and Source Skills (Scotland)
Assignment	30 marks	1hr 30 minutes in exam conditions

Preferred Entry Level

History Higher A or B Pass

Course Content

At Advanced Higher we offer two courses:

1. “The House Divided”: USA (1850 – 1865).

The course focuses on the causes, nature and outcome of the American Civil War. Students will learn why America became an ever more divided nation during the 1850s, culminating in the outbreak of war in 1861. The course focuses on the impact of the war on soldiers and civilians before considering why the North was victorious in 1865.

2. “Russia from Tsarism to Stanlinism” (1914 – 1945)

The course focuses on the development from Russian autocracy to a Communist state. Students will learn about the change in authority, power and the revolutions within Russian society. The course then focuses on the making of the Stalinist system and political, social and cultural aspects of the Stalinist state.

Homework

The high academic demands of Advanced Higher History mean that regular homework is a fundamental and integral part of the course. Students can expect to complete essays and source questions on a regular basis if they opt to choose Advanced Higher History. Ongoing research for the dissertation is also expected. There is a lot of reading and it is expected that students work on their ADVH History for 6 hours per week.

Assessments

Students will be awarded a final grade based on their performance in the following course elements:

Exam Part 1	50 marks	Essay Writing (2 essays 25 marks each)
Exam Part 2	40 marks	Source Skills. (3 sources)
Dissertation	50 marks	Completed independently and marked externally.

Course title: Leadership and Powering Futures Award

Level:6 (Higher)

Course Content

Leadership Award:

The course is completed over one year and is covered in two main parts: Leadership; An Introduction / Leadership; In Practice. This course develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role for an activity. This award allows individuals to build self confidence and self esteem and encourages learners to respect the cultures and beliefs of others working alongside them. Throughout the course, learners will learn how to develop team building and presentation skills and in the second part of the course, they will have the opportunity to show their skills whilst taking a leading role in planning an event. This is an excellent addition to your CV or for any job application form for the future.

Powering Futures:

Learners will develop enhanced skills and abilities by taking on real world sustainability challenges, collaborating on a solution and presenting it to a live panel of industry judges. The programme develops meta-skills within young people through real problem-based interdisciplinary learning and is continually assessed through a portfolio of evidence.

Assessment

Leadership Award:

Students will be required to pass two units at a time when the student is ready to demonstrate their skills (Leadership: An introduction & Leadership in Practice). Unit assessments will be completed in class and marked internally. There is no final exam. Students must pass all outcomes to achieve the overall course award. This course is worth 9 SCQF credits.

Powering Futures:

The course is assessed via continual assessment and students are graded pass/fail. Students gain the award by:

- Completing the logbook
- Participating in group work throughout the year
- Participation in the final presentation

Upon completion of the course, students will receive 8 SCQF credit points (equating to 7 UCAS Tariff Points).

Course Content

This Mathematics course will develop skills for further learning, as well as skills for life and work. Learners will acquire basic mathematical and numerical skills and apply them in a variety of real-life situations. In addition, learners will develop reasoning skills and will gain experience in making informed decisions. The course includes the freestanding unit in Numeracy at SCQF level 3.

Homework

Learners will be given fortnightly homework to be handed in and marked by the teacher.

Assessments

To achieve the National 3 Applications of Mathematics Course, learners must pass all three of the required units:

- Manage Money and Data (National 3)
- Shape, Space and Measures (National 3)
- Numeracy (National 3)

National 3 courses are not graded.

Preferred Entry Level:

National 3 Applications of Mathematics

This course is aimed at **S5/6 pupils** and entry is at the discretion of the Mathematics Department. Pupils would have been expected to have shown serious commitment to their S4 Maths Course and have attained good Unit assessment passes in National 3 Applications of Mathematics.

Course Content

This Course will develop skills for learning, life and work. Through real-life contexts, learners will acquire the ability to apply mathematical operational skills relevant to life and work. In addition, learners will develop mathematical reasoning skills and will gain experience in problem solving. The Course includes the freestanding Unit in Numeracy at SCQF level 4.

Homework

Learners will be given fortnightly homework to be handed in and marked by the teacher. In October revision schemes will be handed out which will be checked weekly by the teacher, and learners will be given weekly questions from every topic to complete over the following four or five months.

Assessments

To achieve the Applications of Mathematics (National 4) Course, learners must pass all of the required units:

- Managing Finance and Statistics (National 4)
- Geometry and Measures (National 4)
- Numeracy (National 4)

- Applications of Mathematics Test (National 4)

National 4 courses are not graded.

Preferred Entry Level:

National 4 Mathematics or Applications of Mathematics (National 4)

This course is aimed at **S5/6 pupils** and entry is at the discretion of the Mathematics Department. Pupils would have been expected to have shown serious commitment to their S4 Maths Course and have attained good Unit assessment passes and a good pass in the Added Value Test in National 4 Mathematics or a similarly good pass in Applications of Mathematics (National 4).

Course Content

This Course will develop skills for learning, life and work. Through real-life contexts, learners will acquire the ability to apply mathematical operational skills relevant to life and work. In addition, learners will develop mathematical reasoning skills and will gain experience in problem solving. The Course includes the freestanding Unit in Numeracy at SCQF level 5.

Homework

Learners will be given fortnightly homework to be handed in and marked by the teacher.

In October revision schemes will be handed out which will be checked weekly by the teacher, and learners will be given weekly questions from every topic to complete over the following four or five months.

Assessments

To achieve the Application of Mathematics (National 5) Course, learners must pass the course assessment.

Course title: Applications of Mathematics

Level: Higher

Preferred Entry Level:

This course is aimed at pupils coming from National 5 Applications of Maths, but we would also welcome pupils from National 5 Maths or Higher Maths who wish to try an alternative.

Course Content

Higher Applications of Mathematics will be a new course for 2023-24 school year. The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce. The course develops candidates' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts. The course has a final exam as well as a project and uses computer software as part of the statistical part of the course. This is highly desirable in the modern workplace.

Homework

Learners will be given regular homework as well as the expectation that they will research and complete their assignment within a given deadline.

Assessments

To achieve Higher Applications of Maths, learners must complete an assignment that will be sent off and marked by SQA worth approximately 30% of their final grade. The remaining content of the course will be assessed in a final exam in the May exam diet.

Course Content

This course will develop skills for further learning, as well as skills for life and work. Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions. The course includes the freestanding unit in Numeracy at SCQF level 4.

Homework

Learners will be given fortnightly homework to be handed in and marked by the teacher. In October of 4th year, revision schemes will be handed out which will be checked weekly by the teacher, and learners will be given weekly questions from every topic to complete over the following four or five months.

Assessments

To achieve the Mathematics (National 4) Course, learners must pass all of the required units:

- Expressions and Formulae
- Relationships
- Numeracy

and an “Added Value Unit” which will be a test based on work from the other three units.

National 4 courses are not graded.

Course Content

This course will develop and extend skills for further learning, as well as skills for life and work. Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Homework

Learners will be given nightly 'maintenance' homework based on the work that have been doing in class that lesson; as well as fortnightly homework to be handed in and marked by the teacher. In October of 4th or 5th year, revision schemes will be handed out which will be checked weekly by the teacher, and learners will be given weekly questions from every topic to complete over the following four or five months.

Assessments

To achieve the Mathematics (National 5) Course, the learner must pass the course assessment.

Preferred Entry Level

Mathematics National 5

Course Content

This course is to be seen as an extension of National 5.

Generally content includes graphs of functions, trigonometry, circle equations, straight-line equations, solution of equations and vectors that are all developed from National 5 experiences whilst additional topics including sequences and both integral and differential calculus widen the student's study of Mathematics.

Homework

Routine maintenance homework nightly.
Formally assessed homework approximately fortnightly.
Revision scheme issued in October.

Assessments

To achieve the Mathematics (Higher) Course, the learner must pass the course assessment. This will provide the basis for grading attainment for the Higher course.

Additional information

Students achieving an A/B pass at Higher level could progress to study Mathematics at Advanced Higher level.

Preferred Entry Level

Mathematics Higher A or B Pass

Course Content

This broad course embraces much of the content to be found in first year university courses within Science, Mathematics and Engineering faculties and includes study of Differentiation, Integration, Vectors the Binomial Theorem, Matrices, Functions and graphs, sequences and series, Complex numbers and Power series.

Homework

Routine maintenance homework nightly.
Formally assessed homework approximately fortnightly.

Assessments

To achieve the Mathematics Advanced Higher Course, the learner must pass the course assessment. This will provide the basis for grading attainment for the Advanced Higher Course

Course Content

The course covers two key areas:

Creation and production – students will plan, create and evaluate their own media content. This media content will include posters, storyboards and adverts.

Analysis and Evaluation – students will analyse key aspects of media texts including sound, camera work and lighting. The texts covered will include documentaries, posters, adverts and movies

Homework

Students will be issued with homework tasks to reinforce work done in class

Assessments

There are three assessments students must complete:

- Creation and Production – students will plan, create and evaluate a poster
- Analysis and Evaluation – students will analyse key aspects of a movie
- Added Value Unit – students will research and analyse adverts before planning, creating and evaluating their own.

Additional Information

The class will be a mixed level class. Because of this, if students are excelling at National 4 level, they will have the opportunity to sit the National 5 prelim and exam.

Preferred Entry Level

Media National 4
English National 5

Course Content

Broadly, the course covers two elements:

- Creating media content
- Analysing media content

Within creating media content, students will create an advert for a product that:

- Takes account of their target audience
- Persuades the viewer to buy the product
- Is consistent with adverts for similar products
- Uses a range of lighting, camera and sound techniques
-

Students will need to plan and evaluate this advert independently.

Within analysing media content, students will analyse posters, adverts, documentaries and films with a focus on how the text's creator has chosen to:

- Represent character and setting
- Structure their narrative
- Appeal to their audience
- Reflect societal views
- Perform a specific role
- Negotiate the influence of internal and external institutions
- Use aspects of media language such as sound, lighting and camera work.

Homework

Students will be issued with homework tasks to reinforce work done in class.

Aims of the Course

This course aims to:

- Reduce stigma surrounding mental health.
- Arm young people with healthy coping strategies.
- Promote knowledge of the impact of mental health on behaviour.
- Dispel myths surrounding mental health.
- Promote understanding of positive and negative impacts on mental health.
- Help individuals to make the right choices.
- Promote understanding of the potential uses and impact of social media and the internet.
- Create resilience.

Course Content

The three key areas that pupils will study are:

- Understanding mental health.
- Influences on mental health and wellbeing.
- Coping strategies and resilience.

Homework

This course encourages pupils to engage with a more mindful approach to homework. This means that pupils will be asked to complete at home: journal activities, complete mindful practice exercises and to incorporate some of the learned coping strategies into their everyday lives.

Assessment

All assessment is internal and there are no external exams for this course. Pupils will be asked to provide a variety of evidence for each unit. There will be three outcomes per unit that they have to pass in order to complete the course. It will be a pass or fail outcome only – there is no gradin

Preferred Entry Level

Modern Studies National 5

Course Content

In Higher Modern Studies, there are three areas of study:

1. UK politics
2. Social Issues
3. Africa

In this course you will focus on essay writing and skill analysis. This will be built upon significantly from previous skills learned in the BGE or National.

Homework

Throughout the course, learners will receive different knowledge-based and skill-based questions to complete to reinforce class learning. Learners will also be required to prepare at home for timed questions in class. These questions prepare learners for the time constraints of the exam.

Assessments

At Higher, there are 2 question papers.

Paper 1 – 52 marks and lasts 1 hour and 45 minutes. This paper focuses on course content.

Paper 2 – 28 marks and lasts 1 hour and 15 minutes. This paper focuses on course skills.

There is also an assignment at Higher. This accounts for 27% of a final grade. For this, learners may focus on an area of interest to investigate. More niche and unique topics can be investigated, giving learners an opportunity to research an issue they are really passionate about.

Preferred Entry Level

By instrumental audition.

Course Content

The course aims to enhance the creative talent of pupils and develop their skills by providing a broad practical experience of performing and creating music. In addition to the subject specific skills that pupils will develop they will also learn lifelong transferable skills such as problem solving, working effectively as a group, communication, planning, organisational skills and decision making.

Performing Skills:

Pupils will develop performing skills on their two chosen instruments (or instrument and voice) and demonstrate their ability to perform music with sufficient accuracy. Music performed must be at Grade 2 level or equivalent (ABRSM, Trinity, Rockschoo!).

Composing Skills:

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

Understanding Music:

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

Homework

Students will be expected to practise their instruments regularly at home (or in the department at lunchtime). They will be expected to complete coursework and to regularly revise class work.

Assessments

Added Value Unit

Pupils will give an 8 min performance on their two instruments (or instrument and voice). They will also self reflect on the performance they have given. Internally assessed with external moderation.

Additional Information

Due to the predominantly practical nature of the course, students must be able to work independently and take some responsibility for their individual programmes.

Preferred Entry Level

Music National 4 or by instrumental audition

Course Content

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

The course aims to enable candidates to:

- Broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- Create original music using compositional methods
- Perform music at minimum of Grade 3 level or equivalent (ABRSM, Trinity, Rockschoo!).

Homework

Pupils will be expected to practise their instruments regularly at home (or in the department at lunchtime). They will be expected to complete coursework and to regularly revise class work.

Assessments

Performance - (25% for each instrument = 50%)

Pupils will give an 8 min performance on their two instruments (or instrument and voice). Externally assessed by a visiting examiner in Feb/Mar.

Question Paper - (35%)

A listening paper that assesses pupils' knowledge of musical concepts, literacy, notation, extracts and styles. Externally assessed in May.

Composition – (15%)

Pupils will submit a composition, with review, that lasts between 1min and 2min 30s. Externally assessed in Apr/May.

Additional Information

Due to the predominantly practical nature of all courses, students must be able to work independently and take some responsibility for their individual programmes as directed by their supervising teacher.

Preferred Entry Level

Music National 5 or by instrumental audition

Course Content

The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning. The course aims to enable candidates to:

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

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

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- skills in creating original music, incorporating harmony and using compositional methods
- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

Homework

Students will be expected to practise their instruments regularly at home (or in the department at lunchtime). They will be expected to complete coursework and to regularly revise class work.

Assessments**Performance - 25% for each instrument = 50%**

Pupils will give a 12 min performance on their two instruments (or instrument and voice). Pieces should be a minimum of Grade 4 ABRSM. Externally assessed by a visiting examiner in Feb/Mar.

Question Paper - 35%

A listening paper that assesses pupils' knowledge of musical concepts, literacy, notation, extracts and styles. Externally assessed in May.

Assignment – 15%

Pupils will submit a composition, with review, that lasts between 1min and 3min 30s. Externally assessed in Apr/May.

Additional information

Due to the predominantly practical nature of all courses, students must be able to work independently and take some responsibility for their individual programmes as directed by their supervising teacher.

Preferred Entry Level

Music Higher or by instrumental audition

Course Content

The course provides candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning. The course aims to enable candidates to:

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

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

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- skills in analysing music
- skills in creating original music using compositional methods
- reviewing the creative process of composing
- skills in performing music in contrasting styles on two contrasting instruments
- self-reflection and review of rehearsal and practice skills

Homework

Students will be expected to practise their instruments regularly at home (or in the department at lunchtime). They will be expected to complete coursework and to regularly revise class work.

Assessments**Performance - 25% for each instrument = 50%**

Pupils will give an 18 min performance on their two instruments (or instrument and voice). Pieces should be a minimum of Grade 5 ABRSM. Externally assessed by a visiting examiner in May.

Question Paper - 35%

A listening paper that assesses pupils' knowledge of musical concepts, literacy, notation, extracts and styles. Externally assessed in May.

Assignment – 15%

Pupils will submit a composition, with review, that lasts between 1min and 4min 30s and an analysis of a chosen piece of music. Externally assessed in Apr/May.

Additional information

Due to the predominantly practical nature of all courses, students must be able to work independently and take some responsibility for their individual programmes as directed by their supervising teacher.

Preferred Entry Level

No experience necessary, though if you have experience of Music this could be beneficial.

Course Content

The purpose of course is to enable pupils to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music.

Pupils develop technical and creative skills through practical learning. The course provides opportunities for pupils to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

The course aims to enable pupils to:

- develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres
- develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights
- develop skills in the use of music technology hardware and software to capture and manipulate audio (e.g. different types of microphones, mixing desks, audio interfaces)
- use music technology creatively in sound production in a range of contexts
- critically reflect on their own work and that of others

Assessments**Assignment - 70%**

Pupils will complete two different tasks (e.g. audiobook, film soundtrack, radio broadcast) which will both comprise:

- Planning a production
- Implementing a production
- Evaluating a production

Externally assessed in Apr/May

Question Paper - 30%

A listening paper that consists of questions relating to music excerpts in a range of 20th and 21st century styles and genres. A range of question types are used, assessing understanding of relevant music and technological concepts. Externally assessed in May.

Additional Information

Due to the predominantly practical nature of all courses, students must be able to work independently and take some responsibility for their individual projects as directed by their supervising teacher.

Preferred Entry Level

Music Technology National 5 and/or Music National 5

Course Content

The purpose of course is to enable pupils to develop and extend their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. Pupils will 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.

The course aims to enable pupils to:

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

Assessments**Assignment - 70%**

The assignment allows pupils to demonstrate practical application of knowledge and skills from the course to plan, implement and evaluate a creative production using music technology.

Candidates produce the audio for a film soundtrack, audiobook, radio broadcast, computer game or other similar context.

Externally assessed in Apr/May

Question Paper - 30%

A listening paper that consists of questions relating to music excerpts in a range of 20th and 21st century styles and genres. A range of question types are used, assessing understanding of relevant music and technological concepts. Externally assessed in May.

Additional Information

Due to the predominantly practical nature of all courses, students must be able to work independently and take some responsibility for their projects as directed by their supervising teacher.

Preferred Entry Level

Music National 5 and interest and/or experience in Musical Theatre

Course Content

The course aims to enable pupils to:

- develop a range of skills associated with the triple discipline of Musical Theatre practice (singing, acting, dancing)
- develop a range of appropriate skills in voice, movement and acting
- develop specific skills for presentation at audition
- apply combined practical skills in audition format
- develop self-presentation skills
- work in rehearsal and performance creatively and innovatively
- develop self-evaluation skills, enabling professional development
- develop the ability to work independently and in groups
- develop professional attitudes
- develop communication and interpersonal skills

The course covers the following areas:

1. Acting through song
 - Research and interpret the text of contrasting songs
 - Create and portray a character in the rehearsal process and performance of contrasting songs
 - Evaluate character development and final performance
2. Solo singing skills
 - Demonstrate singing techniques for solo theatre performance.
 - Rehearse and perform solo songs suitable for theatre performance.
 - Evaluate the rehearsal and performance process.
3. Group singing skills
 - Demonstrate singing techniques for group theatre performance.
 - Rehearse and perform group songs suitable for theatre performance.
 - Evaluate the rehearsal and performance process.

Assessments

The majority of the assessment is practical based with written assignments and projects, where this is appropriate.

Additional Information

You **MUST** be willing to sing by yourself to take this course.

Course Content

This course provides an introduction to photography. It creates opportunities for learners to investigate photographs and develop and refine their photography skills. Learners further develop their:

1. understanding of photography terms
2. understanding of the creative and technical concepts used in photography
3. understanding of how to create effective images when photographing people and places
4. ability to create plans for photographic sessions
5. ability to work safely while carrying out practical photography
6. ability to capture composed and controlled images of people and places
7. ability to identify strengths and areas for improvement in images
8. ability to safely store, organise and work with photographic images to make enhancements
9. skills in resizing images for different purposes
10. skills, knowledge and understanding to help prepare them for progression to further study in Photography.

The course covers these topics:

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

Assessment

Assessment is mostly carried out through 'hands-on' practical tasks which will generate physical or digital evidence. Each task is underpinned by appropriate knowledge and understanding, which learners may demonstrate through written or oral evidence.

Preferred Entry Level

Art & Design National 5 **and** English National 5

Course Content

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

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

The aims of the course are for candidates to:

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

Homework

Collection of research material. Weekly Photography shoots for their chosen Project theme.

Assessment**Project - 70%**

The photography project assesses pupils' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice. Pupils must plan and carry out a selected photography project. They research and investigate their project topic then develop their own creative response by carrying out practical photographic work. They then select and present a series of 12 images which communicate the project topic. Externally assessed in May.

Question Paper - 23%

The question paper assesses candidates' knowledge and understanding of photographic work and practice. The questions are designed to test candidates' ability to demonstrate knowledge and understanding of the properties of light and image formation, camera controls, and image-making techniques and their effects and analyse examples of photography. Externally assessed in May.

Additional information

Due to the predominantly practical nature of all courses, students must be able to work independently and take some responsibility for their projects as directed by their supervising teacher.

It would be an advantage if students have their own SLR or Digital Camera, however, this is not essential. The department has SLR cameras and digital cameras for borrowing.

Course Content

The Courses require a commitment to practical performance across a range of activities including indoor and outdoor team games, racket sports, fitness, athletics and swimming.

The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. This is achieved by engaging learners in a performance development process, which requires them to demonstrate initiative, utilise decision-making, problem-solving and evaluation skills.

The Course encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed. The skills, knowledge and understanding that learners acquire by successfully completing this Course are transferable to learning, to life and to the world of work.

Homework

Homework will be issued and it may be on regular basis. A timeline for homework and the standard expected will be shared with the pupils.

Assessments

Each course has two mandatory units which the candidate must pass in addition to the added value unit:

National 4

This course has two mandatory units which the candidate must pass:

- Performance Skills
- Factors Impacting on Performance

All Units are internally assessed. Candidates must also pass added value outcomes by completing a single performance.

National 5

This course has two main components:

Component 1 — Performance 60 marks (2 Single performances /30)

Component 2 — Portfolio Assessment (externally marked by SQA) 60 marks

Total marks 120 marks

Practical performance will take place in two activities chosen by the pupil and are each marked out of 30 marks by the class teacher against SQA assessment criteria.

Additional Information

A full change of PE kit must be brought for every practical lesson.

Preferred Entry Level

PE at National 5 / at the discretion of the school

Course Content

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, understand what is required to develop it and then apply this knowledge to their own performance.

By actively participating in physical activities, learners will demonstrate initiative, decision-making and problem-solving. They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed as physical education contributes to both social and emotional development.

The Course has two main components:

- **Physical Education: Performance Skills (Higher)**
- **Physical Education: Factors Impacting on Performance (Higher)**

Homework

There will be regular homework issued throughout the course.

Assessments

Component 1 — performance 60 marks (2 single performances each /30) -Scaled Mark 50%

Component 2 — question paper 50 marks - Scaled Mark 50%

Total marks 110 marks

Additional Information

A full change of PE kit must be brought for every practical lesson

Entry Level

Currently participating in competitive sport to a high level.

Strong Pass in Higher English is essential.

Strong Pass in Higher PE is preferred.

Candidates will be selected at the discretion of the school.

Key Skills for Candidates

- Take responsibility for their own learning.
- Managing workload to meet all deadlines.
- Work independently.
- Undertake extensive research using a variety of sources.
- Make informed changes based on a variety of feedback mechanisms.
- Perform to a high level in at least one competitive sporting activity.
- Investigate and analyse performance development in relation to Factors Impacting on Performance.

Course Content

The Course has two main components:

Physical Education: Performance Skills (Advanced Higher)

Physical Education: Factors Impacting on Performance (Advanced Higher)

Course Assessment

One-off Performance

The performance assesses candidates' ability to carry out a single performance in one physical activity in a challenging, competitive and/or demanding context.

The candidates' performances are marked out of a total of 30 marks and makes up 30% of the overall course assessment.

Advanced Higher Project

This assessment contributes 70% of the total marks of the course, in which candidates will:

- Demonstrate independent research and investigation skills.
- Investigate how factor(s) impact on performance.
- Understand and apply methods to develop performance.
- Analyse and evaluate the process of performance development.

The report will be between 4,000 and 5,000 words in length, excluding references, footnotes and appendices.

Course Content

Physics gives learners an insight into the underlying nature of our world and its place in the universe. Each course will enable learners to use Physics to interpret aspects of their everyday lives. They will develop skills for further learning and thinking skills. By using a skills based approach to developing knowledge of physics concepts, learners will become scientifically literate citizens, able to review the science-based claims which they will come across in a rapidly developing society. The courses are split into three units:

- **Electricity & Energy.**
- **Waves & Radiations.**
- **Dynamics & Space.**

Homework

Homework will be given on a regular basis and will include exercises in applying knowledge and understanding, scientific inquiry and analytical thinking skills. Tasks will take the form of exam style questions, research of topical scientific issues and revision/preparation for assessments. Students will also be expected to continually read over material covered in class.

Assessments**National 3**

All units are internally assessed to national standards and are graded on a pass/fail basis. To achieve the National 3 Physics Course learners must pass all three units.

National 4

All units are internally assessed to national standards on a pass/fail basis. In addition there is an Added Value Unit which will be assessed by the teacher. This will include an assignment on a topical issue and a short test. To achieve the National 4 Physics Course, learners must pass all units.

Course Content

Physics gives candidates an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts.

The course is split into six units:

Dynamics

Vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.

Space

Space exploration; cosmology.

Electricity

Electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.

Properties of matter

Specific heat capacity; specific latent heat; gas laws and the kinetic model.

Waves

Wave parameters and behaviours; electromagnetic spectrum; refraction of light.

Radiation

In this area, the topic covered is nuclear radiation.

Homework

Homework will be given on a regular basis and will include exercises in applying knowledge and understanding, scientific inquiry and analytical thinking skills. Tasks will take the form of exam style questions, research of topical scientific issues and revision/preparation for assessments. Students will also be expected to continually read over material covered in class.

Assessments

On completion of the course there is an external assessment.

Preferred Entry Level

For S5 entrants a C pass at National 5 Physics and a C pass in National 5 Mathematics

Course Outline

The new SQA Higher Physics course develops learners' curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

Content**Mandatory units**

- **Electricity:** Monitoring and measuring ac.; Current; potential difference; power and resistance; Electrical sources and internal resistance; Capacitors; Conductors, semiconductors, insulators and p-n junctions.
- **Our Dynamic Universe:** Motion: equations and graphs; Forces, energy and power; Collisions, explosions and impulse; Gravitation; Special relativity; The Expanding Universe; Dark energy and Dark matter.
- **Researching Physics:** undertake research in physics and demonstrate the relevance to everyday life by exploring the physics behind a key area.
- **Particles and Waves:** The standard model; Forces on charged particles; Nuclear reactions; Wave particle duality; Interference and diffraction; Refraction of light Spectra.

Assessment

The final exam is separated into two sections - a multiple choice and an extended answers section where short answers and calculations are required. The assignment requires candidates to apply skills, knowledge and understanding to investigate a relevant topic in physics. The topic should draw on one or more of the key areas of the course. The assignment will assess the application of skills of scientific inquiry and related physics knowledge and understanding.

Homework

Homework will be provided in a variety of forms. It will include completion of class work, problem solving and past paper questions. In addition, private study of current units of work is assumed.

Preferred Entry Level

Physics Higher A or B Pass and Mathematics Higher A-C Pass

Course Content

The course has been designed to articulate with and provide a progression from the Higher Physics course and aims to provide a challenging experience for those who wish to study the subject to a greater depth. An opportunity for engaging in some independent research is provided. The course endeavours to provide learning experiences leading to the acquisition of knowledge, skills and attitudes that will assist candidates to make their own reasoned decisions on many issues within a modern society increasingly dependent on science and technology. The course will also provide those who wish to proceed beyond Advanced Higher Physics with a suitable basis for further study.

The course has four mandatory units:

Rotational Motion and Astrophysics (AH)	40 hours
Quanta and Waves (AH)	40 hours
Electromagnetism (AH)	20 hours
Physics Investigation (AH)	20 hours

Homework

Weekly written homework will be set.

Assessments

There are three end-of-unit assessments; a practical work written report; a completed investigation report and an externally set question paper.

Course Content

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

This course is the first stage of a professional chef's training and requires the students to work consistently at a fast pace and to a very high standard.

Homework

Practise of practical skills in the preparation of individual dishes and meals.
Research, through various mediums, of finishing touches and presentation techniques.
Exam practice questions.

Assessments

The course assessment is made up of 3 parts:

Question Paper	The purpose of the question paper is to assess the candidates' ability to integrate and apply breadth, knowledge, understanding and skills from across the course - marked by the SQA.
Assignment	Planning appropriate timings, equipment required, service times and hygiene considerations - marked by the SQA.
Practical Activity	Preparing, cooking and serving a three-course meal in 2 hours 30 minutes under the direct supervision of the class teacher.

The aim of the course is to develop a high level of practical skills, enabling students to produce work that is of a professional standard.

Course Content

This course is largely workshop-based. It provides a broad introduction to practical metalworking. The National 4/5 Practical Metalworking Course enables learners to gain skills in metalworking techniques and in measuring and marking out metal sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical metalworking context.

This Course is a broad-based qualification for all learners with an interest in crafts. It is suitable for learners with an interest in practical metalworking and those wanting to progress to higher levels of study or a related career.

Homework

As the course is almost entirely workshop based completion of homework is not an essential part of the work involved. However a log book is to be kept by the learner.

Assessments

Assessment is ongoing throughout this course.

The three stand-alone units associated with this course, at both levels are:

Practical Metalworking: Bench Skills

Practical Metalworking: Machine Processes

Practical Metalworking: Fabrication and Thermal Joining

Pupils can attempt and pass any or all of the stand-alone units or to achieve a course award pupils must pass the External Assessment as detailed below

National 4

The general aim of the Added Value Unit is to enable the learner to provide evidence of added value for the National 4 Practical Metalworking Course through the successful completion of a practical activity which will allow the learner to demonstrate their skills.

National 4 courses are graded pass or fail.

National 5

Course assessment consists of one component, a metalwork project. The assignment is set by SQA and conducted under supervision and control in school. Evidence will be internally marked by school staff in line with SQA marking instructions.

Candidates complete a Practical Metalworking Activity, this is worth 70/100 marks of their overall grade.

National 5 candidates also sit a final exam consisting of a question paper worth 30/100 marks of their overall grade.

Course Content

This Course is largely workshop-based, providing a broad introduction to practical woodworking and allows learners to develop practical skills in a universally popular practical craft.

It helps learners to develop safe working practices and to become proactive in matters of health and safety. It allows them to learn how to use a range of tools, equipment and materials safely and correctly.

The Course allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing materials.

It allows them to learn how to work effectively alongside others in a shared workshop environment.

The skills that learners acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.

The Course is practical and provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials.

It allows them to plan activities through to the completion of a finished product in wood.

The Course also gives learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

The Course will enable learners to develop:

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

Course structure and conditions of award

On completing the Course, learners will have developed skills in practical woodworking. They will have gained skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques and an appreciation of safe working practices in a workshop environment.

The Course comprises three mandatory Units plus the Added Value Unit (Nat 4) or Course Assessment Task (Nat 5).

Practical Woodworking: Flat-frame Construction

This Unit helps learners develop skills in the use of woodworking tools and in the preparation and production of basic flat-frame woodworking joints and assemblies. Learners will learn to read and follow simple woodworking drawings or diagrams.

Practical Woodworking: Carcase Construction

This Unit helps learners develop skills in the preparation and production of basic woodworking joints and assemblies suitable for use in carcase construction. This may include working with manufactured board or with frames and panels. The Unit includes the use of simple working drawings or diagrams.

Practical Woodworking: Machining and Finishing

This Unit helps learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of simple woodworking surface preparations and finishing techniques.

Added Value Unit (N4)/ Course Assessment Task (N5): Making a Finished Product from Wood

This Unit requires learners to draw on and extend their range of practical woodworking experiences and skills in order to produce an effective overall response to the task. The practical activity will be sufficiently open and flexible to allow for personalisation and choice at N4 but must be completed to SQA set specification at Nat 5.

Conditions of award

To achieve the National 4 Practical Woodworking Course, learners must pass all of the required Units, including the Added Value Unit.

To achieve the National 5 Practical Woodworking Course, learners must pass the Course Assessment Task plus the written examination question paper set by SQA each year.

This SQA unit award is run in conjunction with the **Caritas Award** and **Saltire Award**.

Caritas Content

Introduced in 2011, as part of a legacy of the UK visit of Pope Benedict XVI in September 2010, the Caritas award asks young people to use their **learning** as a starting point for further **reflection**, leading to actions which show their **witness**. Participants in the Caritas Award will be supported in deciding how they can develop and use their gifts in a way that witnesses to God's love ("Caritas") in their communities.

Assessments

- 20 hours of volunteering in the community (counting hours spent volunteering from the 1st of July to the end of February)
- 20 hours of volunteering in school
- Reflecting on four Gathering Points (in class, between September and the end of December)
- Compiling a log of the volunteering activities undertaken (January, February)
- Composing a 800 words essay, reflecting on the experience (January, February)

The same assessment evidence that is used for the Caritas Award is also used for the Religion, Belief and Values SQA unit and the Saltire Award.

The Caritas Award Ceremony is held in Glasgow in May or June and family members are welcome to attend.

Course Content

This course will be delivered during Core RE.

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 viewpoints 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. This will be achieved through successful study of the course units at SCQF level 3 during Core RE in the BGE phase.

Section 1: World Religion

Section 2: Morality

Section 3: Religious and Philosophical Question

Assessments

There are no external exams for National 3 & National 4 RMPS courses. Instead, learners will sit a number of internal assessments, which must be passed in order to pass the overall course. Pupils must also complete an Added Value Assignment at National 4 level.

Assessment is an integral part of the course. Learners will be assessed in a number of ways. Formal homework exercises will be assessed. At the end of each section of the course, learners will complete a formal end of unit assessment. Class work will also be informally assessed to check effort and progress. Assessment will also be used to identify strengths and areas for development and help learners to set targets to improve performance. Learners will also be involved in peer and self-assessment activities.

Course Content: There are 3 units:

1) World Religion - Islam:

This unit revolves around the study of beliefs and practices within this World Religion.

2) Morality - Relationships:

- Gender Roles
- Sexual relationships
- Marriage
- Equality and Exploitation

3) Religious & Philosophical Question – The Existence of God:

- Nature of God
- Cosmological Argument
- Teleological Argument

Homework

All students are required to complete homework tasks on a weekly basis. This may take the form of written responses to a variety of questions, personal research into an issue and preparation for class tests. Revision of work done in class is also expected in order to consolidate learning.

Assessments

1 Course Assignment in March (Essay) 20 marks

1 Exam in May (1 Paper) 80 marks

Expectations

Students will be expected to write extensively and in depth, as this course relies on essay type answers. Moreover, an innate curiosity for science and traditional beliefs and the exploration of moral issues and the human nature, are also of great benefit.

This course develops critical thinking skills and is often taken by students who go on to study Theology, Religious Studies, Law, Philosophy, History, English and in general Social Studies and Humanities.

Preferred Entry Level

RMPS Nat 5 or English/History Nat 5 or Higher.

Course Content: There are 3 units:

1) World Religion - Christianity:

This unit revolves around the study of beliefs and practices within this World Religion.

2) Morality - Justice: This unit is divided into 3 topics:

1. Causes of Crime (Environmental Influences and Psychological factors)
2. Purposes of Punishment (Reformation, Retribution, Protection, Deterrence)
3. Responses to Crime (Custodial, Non-Custodial Sentences and Capital punishment)

3) Religious & Philosophical Question – Origins:

In this unit we explore the origins of the universe (Big Bang Theory and Religious Creation Stories) and the origins of life (Charles Darwin's Theory of Evolution and Religious Creation Stories).

Homework

All students are required to complete homework tasks on a weekly basis. This may take the form of written responses to a variety of questions, personal research into an issue and preparation for class tests. Revision of work done in class is also expected in order to consolidate learning.

Assessments

1 Course Assignment in March (Essay) 30 marks

1 Exam in May (2 Papers) 80 marks in total

Expectations

Students will be expected to write extensively and in depth, as this course relies on essay type answers of 10 and 20 marks. Moreover, an innate curiosity for science and traditional beliefs and the exploration of moral issues and the human nature, are also of great benefit.

This course develops critical thinking skills and is often taken by students who go on to study Theology, Religious Studies, Law, Philosophy, History, English and in general Social Studies and Humanities.

Preferred Entry Level

National 5 Biology, Chemistry or Physics at D/C level.

Course Content:

You will learn knowledge and skills that are important in science-based industries. This NPA develops knowledge and understanding of Scientific Technologies; practical, technical and transferable skills;

- oral, written and evaluation abilities;
- problem solving and planning skills;
- and organisational and
- communication skills.

This qualification covers areas such as experimental procedures, laboratory safety, fundamental chemistry, and mathematics for science.

This is a subject which would suit you if you are interested in learning about different practical science techniques from across Biology, Chemistry and Physics. It will allow you to practice the health and safety skills required for working in a lab and would also support you in developing the maths skills needed in many science subjects. This subject would be a good introduction to sciences at level 6 if you have done any level 5 science qualifications but aren't ready to progress to Higher Sciences yet. It would also be a good addition alongside Higher Science subjects as it will help you further practice your skills.

Homework

Homework will be given on a regular basis and will include exercises in applying knowledge and understanding, scientific inquiry and analytical thinking skills. Tasks will take the form of exam style questions, research of topical scientific issues and revision/preparation for assessments. Students will also be expected to revise material covered in class.

Assessments

All units are internally assessed to National standards and are graded on a pass/fail basis. To achieve the Level 6 course award learners must pass all four units.

Course Content

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 topical issues. Learners will develop skills in communication, collaborative working and leadership, and apply critical thinking in new and unfamiliar contexts to solve problems.

These are covered in the 4 units:

Fragile Earth

In this Unit there are opportunities for personalisation and choice. Learners will focus on two choices from the following four: ♦ energy ♦ metals ♦ water ♦ food

They will investigate these resources through activities related to their source, origin, production and/or extraction. Uses and benefits will be explored. Conflicts and also possible local, national, or global solutions will be identified. Learners will gain knowledge of how science is involved in environmental issues.

Human Health

In this Unit, learners develop an understanding of factors which contribute to a healthy lifestyle, through a personal, community-based and global approach. Learners cover procedures to measure physical fitness, investigate mental/social health issues and research media reports of national/international health areas.

Applications of Science

science's contribution to communication technologies and the impact that these have had on the environment/society. Learners research the production and use of new materials. They cover how science helps the understanding of risk and how it can be reduced in modern life.

Science Assignment

In this Unit, learners will draw on and extend the skills they have learned from across the other Units and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways.

Homework

Homework will be given on a regular basis and will include exercises in applying knowledge and understanding, scientific inquiry and analytical thinking skills. Tasks will take the form of exam style questions, research of topical scientific issues and revision/preparation for assessments. Students will also be expected to continually read over material covered in class.

Assessments

National 3 and 4

All units are internally assessed to national standards on a pass/fail basis. In addition there is an Added Value Unit which will be assessed by the teacher. This will include an assignment on a topical issue and a short test. To achieve the course learners must pass all units.

Preferred Entry Level

National 4 in a Science and Mathematics

Course content

Introductory Biology

Describe the structure and function of living cells, cellular biochemical processes: enzyme activity, respiration and photosynthesis, structure and function of the digestive and cardiovascular systems and the evolution of life on earth.

Introductory Physics

Explain the principles of waves and lenses laws, medical applications of radiation, heat energy, kinetics and electricity.

Fundamentals of Chemistry

Identify chemical and physical changes and predict the effects of changes to reaction conditions on rates of reaction. Describe the structure of atoms and relate atomic structure to position in periodic table and properties of elements. Apply the concepts of structure and bonding to a variety of substances and nomenclature and structure relating to organic chemistry.

Forensic Science

Explain and use scientific techniques in relation to their application in forensics. Investigate forensic evidence in a documented case(s). Describe current developments in forensic science technology.

Homework

Homework will be set weekly to revise and consolidation on learning that has taken place in class.

Assessments

All assessments are internally assessed through coursework, practical work and formal tests.

Course title: Skills for Work Creative Industries Level: National 5

Course Content

The National 5 Skills for Work Creative Industries course has been designed to provide an introduction to the creative industries and its sectors, which are varied and include some or all of the following existing National Qualification areas:

- Art and Design (including photography, animation, graphic design, product design).
- English (including poetry, creative writing, editorial writing, screen/playwriting).
- Dance (including choreography, hip hop, street dance).
- Drama (including acting, theatre performance and musical theatre).
- Media Studies (including television, radio, film).
- Music (including sound production and music business).
- Technical Theatre (including set design, lighting, sound).

The National 5 Skills for Work Creative Industries course is designed to provide a qualification which reflects the knowledge and skills required for employment/further study in the wide range of sectors in the creative industries. It also develops an awareness of the opportunities and range of employment within a chosen sector. The course will enable learners to develop practical skills together with employability skills and attitudes needed to work in the creative industries.

The general aims of the course are to:

- Provide learners with a broad introduction to the creative industries in the UK.
- Provide learners with opportunities to develop employability skills.
- Allow learners to experience vocationally related learning.
- Encourage learners to develop a good work ethic.
- Encourage learners to take responsibility for their own learning and development.
- Provide learners with opportunities to develop a range of Core Skills through practical experiences.
- Facilitate progression to further education, employment and/or training.

Conditions of award

To achieve the award of National 5 Skills for Work Creative Industries course, learners must achieve all the required units as outlined below. They will be assessed pass/fail within centres. Skills for Work Courses are not graded and there is no final exam.

There are 4 Mandatory units:

1. Creative Industries: An Introduction

The unit introduces learners to different sectors of the creative industries and the career paths, job roles and responsibilities of those working within the industry. The unit will raise awareness of the employability skills and qualifications required by the industry. It also focuses on the generic skills and attitudes valued by employers, and provides opportunities for learners to evaluate their own progress, taking into account peer and teacher/lecturer feedback, and to set targets to improve their employability profile.

The unit allows learners to participate both collaboratively and on their own in practical tasks such as gathering industry and career information, matching their career interests to job requirements and evaluating their personal employability skills for the creative industries.

2. Creative Industries: Skills Development

The focus of this unit is primarily on practical activity. Learners will have the opportunity to practise and develop their craft and improve practical skills associated with a chosen job role in the creative industries. The learner will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative, working environment.

The unit requires learners to seek feedback from others and evaluate the effectiveness of the approaches used.

3. Creative Industries: The Creative Process

The unit focuses on creative thinking and collaborative working. It will provide learners with an awareness of the key stages of a creative process. They will be given a brief to interpret and they will contribute their own creative ideas to an overall team response.

Through discussion learners will explore different solutions to the given brief. They will work collaboratively to prepare and present a team response to the given brief and then evaluate the team response.

4. Creative Industries: Creative Project

The focus of this unit is primarily on practical activity carried out in a creative context. Learners will work as part of a team throughout the planning and implementation of a creative project to a given brief. Learners will contribute to and participate in all stages of the implementation of a creative project and evaluate the completed project and their contribution to it. This unit encourages the learner to use creative processes to plan, implement and evaluate a creative project.

This unit will give learners the opportunity to develop their creativity alongside key employability skills such as working with others and problem solving.

Progression

This course or its components may provide progression to:

- National Courses in a range of subject areas
- National Qualification Group Awards in the creative industries in a range of sectors
- Training/employment in the creative industries
- Further/higher education

Course Content

Information to follow



This National Progression Award is offered to S5/6 pupils and pupils in S4 who have completed the initial 3 years School of Football programme.

Course Content

The aims of the award:

- For S4 pupils, to enhance and consolidate learning from the first 3 years in the School of Football programme.
- Develop knowledge and understanding of current philosophies of sport and fitness and their implications on contemporary provision.
- Develop knowledge and skills in planning, implementing and evaluating across a range of sporting contexts or, for S4s, the context of football.
- Focus and develop an appropriate range of functional skills which reflect the ongoing changes within the industry.

The course comprises of 3 units which candidates are required to pass in order to gain the full award:

Unit 1 - Sport and Fitness: Coaching Development

Unit 2 - Sports Officiating and Organising

Unit 3 - Sporting Activity Participation and Performance

Assessment

Candidates are required to complete practical and theoretical outcomes demonstrating their knowledge of the unit content.

Unit 1

Explain technical skills and the importance of appropriate behaviour and attire in enhancing sporting activity participation and performance.

Participate and perform in the sporting activity sessions.

Monitor and evaluate progress of personal performance in the sporting activity.

Unit 2

Plan a progressive series of coaching sessions.

Carry out a risk assessment prior to delivery to ensure activity is safe.

Confidently deliver age & stage appropriate activity or, for S4s, football sessions.

Co-operate with other leaders to adjust to sessions where necessary.

Evaluate coaching sessions & suggest areas for personal improvement.

Unit 3

Fundamental controls & procedures applied during the tournament.

Situations requiring intervention by the official are identified and acted upon.

Appropriate decisions and actions are taken by officials.

Recording system is adhered to throughout the tournament.

Participants are controlled effectively throughout the tournament.

Preferred Entry Level

Whilst entry to the course will be at the discretion of the school, pupils would normally be expected to have an interest in a range of sporting activities and a desire to lead and organise sports events for young people.

Course Content

This course in Physical Education gives the opportunity to work towards SQA Skills for Work – Sport and Recreation at NAT 5 level. Pupils will work through the individual units associated with the course in the classroom and get the opportunity to develop leadership and organisational skills in a practical environment in the Games Hall and in the Fitness Suite.

All units must be passed to receive the full course award however, students can receive **one or more** units depending on the periods in which they uptake the course.

The course has 4 mandatory component units:

1. Assist with a Component of Activity Sessions (60 hours).1.5 credits
2. Employment Opportunities in the Sport and Recreation Industry (20 hours).0.5 credits
3. Assist with Fitness Programming (40 hours).1.0 credit
4. Assist with Daily Centre Duties (40 hours).1.0 credit

Homework

There may be some given in the form of session preparation and research.
Additional Employment information (if required).

Assessments

Assessment is continuous without any formal examination. Written evidence is gathered and assessed through tutor review and discussion with students. To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

Additional Information

A full change of PE kit must be brought for every practical lesson.
This course can provide progression to National Courses at Higher level, Scottish Vocational Qualifications (SVQs) in Sport and Recreation and further education or employment.

Preferred Entry Level

While entry is at the discretion of the centre, candidates would normally be expected to have one of the following:

- A general interest in sport with knowledge of rules and procedures through previous participation
- Sporting Activity: Association Football (SCQF level 5 or SCQF level 6) Unit, Units or course in Physical Education (SCQF level 5 or SCQF level 6)

Course Content

Candidates will develop their knowledge and understanding in order to referee a football match. The Unit specification has been written in the context of 'formal controls and procedures' to accommodate the protocols defined in the 'Laws of the Game'.

Unit 1

- Identify and interpret the Laws of the Game

Unit 2

- Identify and analyse the formal controls and procedures used in a football match.
- Produce misconduct and match reports in both formal letter and pro forma styles.
- Achieve the fitness standard required by the Scottish FA.
- Referee a football match using formal controls and procedures as defined in the Laws of the Game.

Assessment**Unit 1**

Outcome 1 will be assessed by an online multiple choice assessment of the formal controls and procedures, safety requirements and the role of officials in a football match.

A video assessment relating to formal controls and procedures will be included using the following format — a case study in the format of video clips within the online assessment containing match incidents, requiring the decisions of a referee, which each candidate can replay as often as required within the time limits of the assessment.

Outcome 2 will be assessed using observational checklist to be used during practical sessions which demonstrate the skills and knowledge developed in Outcome 1.

Unit 2

Outcome 1 will be assessed using Scottish FA's audio visual playback of match incidents (FIFA), to identify and analyse the formal controls and procedures used in a football match.

Outcome 2 will be assessed by recorded evidence of match reports, recording misconduct and other offences in a formal letter and pro forma styles.

Outcome 3 will be assessed by a fitness test approved by the Scottish FA and the production of a personal development diary.

Outcome 4 will be assessed once candidates have achieved Outcomes 1, 2 and 3 by refereeing a football match.

Preferred Entry Level

English, Geography or History at National 4 or above.

Course Content

The principal aim of Travel and Tourism Courses is to prepare candidates for employment and the course at National 4 and 5 acts as a starting point from which candidates could pursue a career in the industry. The course may also be of interest to anyone wishing to study travel and tourism as part of general education or as a consumer wishing to gain an insight into how the industry works.

At each level, the course consists of four units which cover the following broad areas:

Employability skills

The general aim of this unit is to enable learners to develop the skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to the different functions of travel and tourism organisations and employment opportunities across the industry. Learners will prepare for employment in a particular sector of the travel and tourism industry and gain an understanding of skills and qualities identified as employers as being most important.

Travel and Tourism: Scotland

The general aim of this unit is to enable learners to develop their knowledge of travel and tourism in Scotland, and of the skills required to meet the needs of customers.

Customer Service

The general aim of this unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.

Travel and Tourism: UK and Worldwide

The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom (out-with Scotland) and the rest of the world, and the skills required to meet the needs of customers.

Homework

Homework will be based on research about destinations and production of a Folio.

Assessment

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

Foundation Apprenticeships – Business Skills

Who is it for?

The Foundation Apprenticeship in Business Skills is a two year course open to you in S5-6. You can take a Foundation Apprenticeship as one of your senior subject choices. You'll get the chance to learn in a real workplace and develop the new skills your future employers need, giving you a competitive edge while you're still at school.

You will need to be ready for working and studying at SCQF Level 6 (Higher equivalent) but in a vocational setting. The requirements of the course are set out below. Attainment will be measured by ongoing assessment and throughout an employer work placement.

How does it work?

1. You'll get time out of the classroom and complete an extended work placement with a top local employer interested in hiring young people.
2. Your Foundation Apprenticeship course will combine hands-on learning with essential knowledge, which you'll get the chance to apply on your work placement.
3. It fits alongside your other subjects in your senior timetable.

What are the benefits?

1. It's the same level of learning as a Higher (SCQF6). The difference is that you are assessed as you go along, so there's no final exam.
2. The time you spend on your placement will give you technical workplace knowledge, plus confidence, communication and teamwork skills.
3. You can use your Foundation Apprenticeship to get into a Modern Apprenticeship, Graduate Apprenticeship, or straight to work. It also counts as one of your entry qualifications into all colleges and universities across Scotland.

What's the qualification?

You'll gain a Foundation Apprenticeship in Business Skills, which is the same level of learning as an SQA Higher (SCQF level 6).

This includes:

- A National Progression Award (NPA) in Business Skills at SCQF level 6
- A Contemporary Business Issues unit
- Core units of an SVQ in Business and Administration at SCQF level 6
-

What will I learn?

Your NPA in Business Skills will cover the following topics:

- Understanding Business
- Management of People and Finance
- PC Passport: Working with IT Software – Word Processing and Presenting Information
- PC Passport: Working with IT Software – Spreadsheet and Database
- Contemporary Business Issues

- You'll complete the units of your SVQ in Business and Administration mainly in the workplace, as part of your placement. You'll learn how to:
- Plan, manage and improve your own performance in a business environment
- Communicate in a business environment
- Support other people to work in a business environment
- Design and produce documents in a business environment

Your Foundation Apprenticeship will also help you to develop core skills valued by employers, particularly:

- Communication,
- Problem Solving,
- Time management, and
- Working with Others

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

Where could it take me?

Your Foundation Apprenticeship gives you lots of options: it's up to you where you go next.

- A Modern Apprenticeship: On completing your Foundation Apprenticeship, you'll have achieved core units of the Modern Apprenticeship in Business Administration.
- Further Education: Continue your studies at college, with an SVQ 4 in Business & Administration or another cross-sector area such as Management, business related HNCs and HNDs. Your workplace experience will support your college application.
- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities for most of their courses. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- Straight to a job: Use your qualification and work experience to find a job in business. Your Foundation Apprenticeship in Business Skills will also give you a good insight into other business-related subjects, such as digital marketing, procurement, supply chain management and enterprise.

Entry Requirement

- Achieved or working towards National 5 Mathematics and English
- The ability to work towards a SCQF Level 6 (Higher) qualification
- An interest in developing greater awareness of the industry or considering a career in the Business sector

Where will the qualification be delivered?

The Business Skills Foundation Apprenticeship will be delivered in Midlothian at a suitable Training venue and is available to all Midlothian S5 pupils. Midlothian Council (CLL) will cover the cost of all travel to and from the Training venue and your work placement.

Who will deliver the course?

The course will be delivered by Midlothian Council (CLL) Assessors who have many years' experience of delivering qualifications in this subject area. CLL are an SQA Accredited Centre.

How will the course be delivered?

The first year of the course will be classroom based in order to develop knowledge needed for the world of work and in doing so, working towards the National Progression Award. There will also be an element of work experience in the first year. The second year will mainly be delivered in the workplace and will enable workplace competence to be developed. The course will be delivered on Tuesday and Thursday afternoons.

How long is the course?

The course delivered over two Academic Years – so you will be committing to studying through S5 and S6.

How many places are available?

20

How can I apply?

Talk to your Guidance teacher, SDS Careers Adviser in school.

Further Information

You can find out more about Foundation Apprenticeships at www.apprenticeships.scot or on @apprenticeship_scot You can hear from Foundation Apprentices and employers on YouTube by searching for 'apprenticeships.scot':

Please note:

This information sheet is for guidance only and may be subject to change. Midlothian Council (Communities and Lifelong Learning) will be responsible for the delivery of this Foundation Apprenticeship from 2022- 2024.



Foundation Apprenticeships – IT: Software Development

Who is it for?

The Foundation Apprenticeship in IT: Software Development is a two year course open to you in S5-6. You can take a Foundation Apprenticeship as one of your senior subject choices. You'll get the chance to learn in a real workplace and develop the new skills your future employers need, giving you a competitive edge while you're still at school.

You will need to be ready for working and studying at SCQF Level 6 (Higher equivalent) but in a vocational setting. The requirements of the course are set out below. Attainment will be measured by ongoing assessment and throughout an employer work placement.

How does it work?

1. You'll get time out of the classroom and complete an extended work placement with a top local employer interested in hiring young people.
2. Your Foundation Apprenticeship course will combine hands-on learning with essential knowledge, which you'll get the chance to apply on your work placement.
3. It fits alongside your other subjects in your senior timetable.

What are the benefits?

1. It's the same level of learning as a Higher (SCQF6). The difference is that you are assessed as you go along, so there's no final exam.
2. The time you spend on your placement will give you technical workplace knowledge, plus confidence, communication and teamwork skills.
3. You can use your Foundation Apprenticeship to get into a Modern Apprenticeship, Graduate Apprenticeship, or straight to work. It also counts as one of your entry qualifications into all colleges and universities across Scotland.

What's the qualification?

You'll gain a Foundation Apprenticeship in IT Software Development, which is the same level of learning as an SQA Higher (SCQF level 6).

This includes:

- A National Progression Award (NPA) in Software Development at SCQF level 6
- Core units of a Diploma for IT & Telecommunications Professionals at SCQF level 6
- A work placement

What will I learn?

Your NPA in IT Software Development will cover the following topics:

- Computing: Applications Development
- Computing: Authoring a Website
- Software Design and Development

Your Foundation Apprenticeship will also help you to develop core skills valued by employers, particularly:

- Communication,
- Problem Solving,
- Time management, and

- Working with Others

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

Where could it take me?

Your Foundation Apprenticeship gives you lots of options: it's up to you where you go next.

- A Modern Apprenticeship: On completing your Foundation Apprenticeship, you'll have already achieved core units of the Modern Apprenticeship in IT and Telecoms, giving you a head start.
- A Graduate Apprenticeship: You'll have the right skills and experience to progress to a Graduate Apprenticeship in IT: Software Development.
- Further Education: Continue your studies at college, with an HNC or HND in an ICT and digital subject. Your workplace experience will support your college application.
- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities for most of their courses. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- Straight to a job: Use your qualification and work experience to find a job in the ICT and digital technologies industry.

Entry Requirement

- Achieved or working towards National 5 Mathematics and English and science related subject
- Pupils should be working towards achieving one or two Highers over S5 and S6, one of these must be Computing
- Consideration will be given to all those not meeting these exact qualifications by way of completing a screening activity at Edinburgh College to establish eligibility.

Where will the qualification be delivered?

The IT: Software Development Foundation Apprenticeship will be delivered in Midlothian at a suitable Training venue and is available to all Midlothian S5 pupils. Midlothian Council (CLL) will cover the cost of all travel to and from the delivery venues and your work placement.

Who will deliver the course?

The course will be delivered by Edinburgh College on behalf of CLL. The college Assessors who have many years' experience of delivering qualifications in this subject area. Edinburgh College are an SQA Accredited Centre.

How will the course be delivered?

The first year of the course will be classroom based in order to develop knowledge needed for the world of work and in doing so, working towards the National Progression Award. The second year will be delivered in Edinburgh College (Midlothian Campus) and the workplace and will enable workplace competence to be developed. The course will be delivered on Tuesday and Thursday afternoons.

How long is the course?

The course delivered over two Academic Years – so you will be committing to studying through S5 and S6.

How many places are available?

20

How can I apply?

Talk to your Guidance teacher, SDS Careers Adviser in school

Further Information

You can find out more about Foundation Apprenticeships at www.apprenticeships.scot or on @apprenticeship_scot You can hear from Foundation Apprentices and employers on YouTube by searching for 'apprenticeships.scot':

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Foundation Apprenticeships – Social Services and Healthcare

Who is it for?

The Foundation Apprenticeship in Social Services and Healthcare is a two year course open to you in S5-6. You can take a Foundation Apprenticeship as one of your senior subject choices. You'll get the chance to learn in a real workplace and develop the new skills your future employers need, giving you a competitive edge while you're still at school.

You will need to be ready for working and studying at SCQF Level 6 (Higher equivalent) but in a vocational setting. The requirements of the course are set out below. Attainment will be measured by ongoing assessment and throughout an employer work placement.

How does it work?

1. You'll get time out of the classroom and complete an extended work placement with a top local employer interested in hiring young people.
2. Your Foundation Apprenticeship course will combine hands-on learning with essential knowledge, which you'll get the chance to apply on your work placement.
3. It fits alongside your other subjects in your senior timetable.

What are the benefits?

1. It's the same level of learning as a Higher (SCQF6). The difference is that you are assessed as you go along, so there's no final exam.
2. The time you spend on your placement will give you technical workplace knowledge, plus confidence, communication and teamwork skills.
3. You can use your Foundation Apprenticeship to get into a Modern Apprenticeship, Graduate Apprenticeship, or straight to work. It also counts as one of your entry qualifications into all colleges and universities across Scotland.

What's the qualification?

You'll gain a Foundation Apprenticeship in Social Services and Healthcare, which is the same level of learning as an SQA Higher (SCQF level 6).

This includes:

- A National Progression Award (NPA) in Social Services and Healthcare, at SCQF level 6
- Core units of an SVQ in Social Services and Healthcare, at SCQF level 6
- A work placement

What will I learn?

Your NPA in Social Services and Healthcare will cover the following topics:

- Social Services in Scotland
- Safeguarding People
- Communication in Care Relationships
- Safe Practice and Wellbeing in Social Services
- Human Development and Social Influences

Your Foundation Apprenticeship will also help you to develop core skills valued by employers, particularly:

- Communication,
- Problem Solving,
- Time management, and
- Working with Others

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

Where could it take me?

Your Foundation Apprenticeship gives you lots of options: it's up to you where you go next.

- A Modern Apprenticeship: On completing your Foundation Apprenticeship, you'll have already achieved core units which can help you progress to the Modern Apprenticeship in Social Services and Healthcare giving you a head start.
- Further Education: Continue your studies at college, with an HNC or HND in a social services subject. Your workplace experience will support your college application.
- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities for most of their courses. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- Straight to a job: Use your qualification and work experience to find a job in the social services industry.

Entry Requirement

- Achieved or working towards National 5 Mathematics and English
- The ability to work towards a SCQF Level 6 (Higher) qualification
- An interest in developing greater awareness of the industry or considering a career in the Care sector

Where will the qualification be delivered?

The Social Services and Healthcare Foundation Apprenticeship will be delivered in Midlothian at a suitable Training venue. Midlothian Council (CLL) will cover the cost of all travel to and from the delivery venue and your work placement.

Who will deliver the course?

The course will be delivered by Midlothian Council's Learning and Development (L&D) Department through the accredited SVQ Assessment Centre. Their Assessors who have many years' experience of delivering qualifications in this subject area. L&D are an SQA Accredited Centre.

How will the course be delivered?

The first year of the course will be a blended learning approach. Classroom based in order to develop knowledge needed for the world of work and in doing so, working towards the National Progression Award. There will also be an equal element of work experience in the first year. The second year will also cover workplace learning and development to enable workplace competence. Also accreditation of specific unit areas which are classroom based. The course will be delivered on Tuesday and Thursday afternoons.

How long is the course?

The course delivered over two Academic Years – so you will be committing to studying through S5 and S6.

How many places are available?

20

How can I apply?

Talk to your Guidance teacher, SDS Careers Adviser in school.

Further Information

You can find out more about Foundation Apprenticeships at www.apprenticeships.scot or on @apprenticeship_scot You can hear from Foundation Apprentices and employers on YouTube by searching for 'apprenticeships.scot':

Please note:

This information sheet is for guidance only and may be subject to change. Midlothian Council (Communities and Lifelong Learning) will be responsible for the delivery of this Foundation Apprenticeship from 2022 - 2024.



Foundation Apprenticeships – Social Services (Children and Young People)

Who is it for?

The Foundation Apprenticeship in Social Service (Children and Young People) is a two year course open to you in S5-6. You can take a Foundation Apprenticeship as one of your senior subject choices. You'll get the chance to learn in a real workplace and develop the new skills your future employers need, giving you a competitive edge while you're still at school.

You will need to be ready for working and studying at SCQF Level 6 (Higher equivalent) but in a vocational setting. The requirements of the course are set out below. Attainment will be measured by ongoing assessment and throughout an employer work placement.

How does it work?

1. You'll get time out of the classroom and complete an extended work placement with a top local employer interested in hiring young people.
2. Your Foundation Apprenticeship course will combine hands-on learning with essential knowledge, which you'll get the chance to apply on your work placement.
3. It fits alongside your other subjects in your senior timetable.

What are the benefits?

1. It's the same level of learning as a Higher (SCQF6). The difference is that you are assessed as you go along, so there's no final exam.
2. The time you spend on your placement will give you technical workplace knowledge, plus confidence, communication and teamwork skills.
3. You can use your Foundation Apprenticeship to get into a Modern Apprenticeship, Graduate Apprenticeship, or straight to work. It also counts as one of your entry qualifications into all colleges and universities across Scotland.

What's the qualification?

You'll gain a Foundation Apprenticeship in Social Services (Children and Young People), which is the same level of learning as an SQA Higher (SCQF level 6).

This includes:

- A National Progression Award (NPA) in Social Services (Children and Young People), at SCQF level 6
- Core units of an SVQ in Social Services (Children and Young People), at SCQF level 6
- A work placement

What will I learn?

Your NPA in (Children and Young People) will cover the following topics:

- Safeguarding Children and Young People
- Play for Children and Young People
- Communication with Children and Young People
- Development of Children and Young People
- Promote the Wellbeing and Safety of Children and Young People

Your Foundation Apprenticeship will also help you to develop core skills valued by employers, particularly:

- Communication,
- Problem Solving,
- Time management, and
- Working with Others

These transferable skills are necessary and highly desirable for working in a range of other related jobs.

Where could it take me?

Your Foundation Apprenticeship gives you lots of options: it's up to you where you go next.

- A Modern Apprenticeship: On completing your Foundation Apprenticeship, you'll have already achieved core units which can help you progress to the Modern Apprenticeship in Social Services (Children and Young People) giving you a head start.
- Further Education: Continue your studies at college, with an HNC or HND in a social services or childcare subject. Your workplace experience will support your college application.
- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities for most of their courses. You'll already have quality experience in the industry – this will make your UCAS stand out from the crowd.
- Straight to a job: Use your qualification and work experience to find a job in the social services industry.

Entry Requirement

- Achieved or working towards National 5 Mathematics and English
- The ability to work towards a SCQF Level 6 (Higher) qualification
- An interest in developing greater awareness of the industry or considering a career in the Care sector

Where will the qualification be delivered?

The Social Services (Children and Young People) Foundation Apprenticeship will be delivered in Midlothian at a suitable Training venue. Midlothian Council (CLL) will cover the cost of all travel to and from the delivery venue and your work placement.

Who will deliver the course?

The course will be delivered by Midlothian Council's Learning and Development (L&D) Department through the accredited SVQ Assessment Centre. Their Assessors who have many years' experience of delivering qualifications in this subject area. L&D are an SQA Accredited Centre.

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How long is the course?

The course delivered over two Academic Years – so you will be committing to studying through S5 and S6

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Other Foundation Apprenticeships available –

Accountancy

Creative and Digital Media

Scientific Technologies

Global Infrastructure and Built Environment



LEAPS S6 TRANSITION COURSE

Get the edge you need for university!

- **The LEAPS Transitions Course**

About the course:

The LEAPS Transitions Course is designed to give you the skills and experience you need to make a positive transition from school to university.

The course will form one option on your S6 school timetable, and will run from September 2022 until Easter 2023. Throughout the course you will work with academics and students from other schools on first-year university-level academic skills, developing your confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to get the 'uni' experience before starting it for real.

This course will be benchmarked at SCQF Level 7 – i.e. 1st-year university level. University admissions officers may take the course into consideration when deciding if they will offer you a place, as by taking the course you are showing that you are committed to preparing for university-level study. Although this course will not provide you with a qualification to use for university entry requirements, we would strongly suggest that you refer to it (and the key academic skills you are developing) in your UCAS Personal Statement.

Due to the Covid-19 crisis, how and where we teach the course is subject to review. Overall, the approach will be blended, with a mix of online and (we hope) face-to-face sessions on university campuses in Edinburgh. Closer to the start date of the course, we will confirm how this will look for you.

There is no charge for you to take the LEAPS Transitions Course. LEAPS covers the cost of your travel (by public transport where possible), your tuition and your access to university facilities.

- **Conditions-To be able to take this course, you need to:**

- be in S6* when the course starts
- be [LEAPS eligible](#)
- have the ability to gain three Highers by the end of S6
- be attending a secondary school in the City of Edinburgh, Midlothian, Scottish Borders or West Lothian**
- be planning to make a UCAS application (this year, or in the future)

*If you are planning to leave school and make a UCAS application during S5, please speak to your guidance teacher and [contact us](#) to discuss.

- **If you would like to register for the course, please contact your Guidance Teacher asap for information and the link to complete the registration form .**

- **This must be done by Friday 21 March 2025**

Summary of SQA Qualifications Offered

Subject	Qualification Level Offered					
	National 3	National 4	National 5	Higher	Adv Higher	NPA
Administration and IT		√	√	√		
Art & Design	√	√	√	√	√	
Biology		√	√	√*	√	
Business	√	√	√	√		
Chemistry		√	√	√	√	
Classical Studies				√		
Computing		√	√	√		√
Dance			√	√		
Design & Manufacture		√	√	√		
Drawing Skills						√
Early Education & Childcare			√			
English	√	√	√	√	√	
English for Speakers of Other Languages				√		
Exercise & Fitness Leadership						√
Fashion & Textile Technology		√	√	√		
French	√	√	√	√	√	
Furniture Making						√
Geography	√	√	√	√	√	
Graphic Communication		√	√	√	√	
Health & Food Technology			√	√		
Health Sector			√			
History	√	√	√	√	√	
Leadership				√		
Mathematics (Applications)	√	√	√			
Mathematics		√	√	√	√	
Media		√	√			
Mental Health & Wellbeing			√			
Modern Studies				√		
Music		√	√	√	√	
Music Technology			√	√		
Musical Theatre						√
Photography				√		√
Physical Education		√	√	√	√	
Physics		√	√	√	√	
Practical Cookery			√			
Practical Metalwork		√	√			
Practical Woodworking		√	√			
Religion, Belief & Values Award			√			
RMPS	√	√	√	√		
Science	√	√	√			
Scientific Technologies						√
Scottish Studies			√	√		
Skills for Work – Creative Industries			√			
Skills for Work – Health Sector			√			
Spanish	√	√	√	√		
Sport & Fitness						√
Sport & Recreation			√			
SQA Referee Development Award					√	

Travel & Tourism		√	√			
Foundation Apprenticeships	SQF Level 6					
Accountancy	√					
Business Skills	√					
Creative and Digital Media	√					
IT Software Development	√					
Scientific Technologies	√					
Social Services : Healthcare	√					
Social Services : Children and Young People	√					
Global Infrastructure and Built Environment	√					

*Human Biology