

# **S4 into S5 Curriculum Pathways**

**A Guide for Pupils, Parents & Carers**

**2024 / 2025**

This booklet contains information about the Subjects and Courses, which are available to pupils in S5, the second year of Senior phase and National Qualifications.

The booklet is intended to be of interest to parents and pupils in Fourth Year as they look ahead to curricular demands of S5. Pupils will select five of their seven subjects to take forward into Higher or National Qualifications.

## **CONTENTS**

### **1. THE CURRICULUM**

- Rationale and design of the curriculum
- Broad General Education S1 – S3
- The Senior Phase S4 – S6 and new Qualifications
- Overview of Curriculum for Excellence in Boclair Academy
- Other aspects of the Curriculum
- Senior Phase Wider Achievement Programme
- Homework
- Attendance

### **2. PERSONALISATION AND CHOICE**

- Making Choices
- Equal Opportunities
- Preparation
- Timeline
- Some Do's and 'Don'ts

### **3. COURSE OUTLINES**

### **4. EXEMPLAR SUBJECT CHOICE FORM**

# 1. THE CURRICULUM

## Rationale and design of the curriculum.

In designing our curriculum we have kept at the core of the development a commitment to the four capacities embedded within Curriculum for Excellence and we remain committed to developing these capacities in all learners as they progress through each stage of school life: Successful Learners; Confident Individuals; Effective Contributors; Responsible Citizens. The curriculum in Boclair Academy embodies all aspects of school life and meets the commitment of Curriculum for Excellence to embody “the totality of all that is planned for children and young people throughout their education”

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary Learning
- Opportunities for Personal Achievement

We have also paid due diligence to the seven principles of curriculum design and ensures that they apply at all stages of learning, with different emphasis at different stages. These principles are

- |                           |                              |
|---------------------------|------------------------------|
| ➤ Challenge and enjoyment | ➤ Personalisation and choice |
| ➤ Breadth                 | ➤ Coherence and              |
| ➤ Progression             | ➤ Relevance                  |
| ➤ Depth                   |                              |

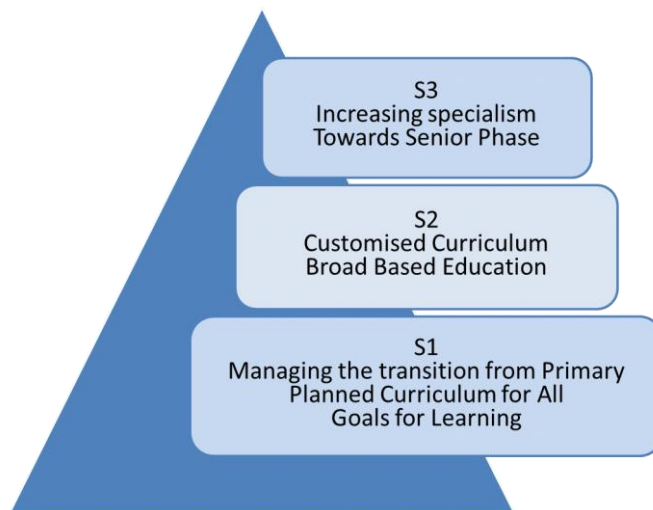
Our starting point for discussion and self evaluation exercises is taken from “Building the Curriculum 3” advice from Scottish Government.

<p><b>Values</b> Wisdom, justice, compassion, integrity The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p><b>The curriculum: ‘the totality of all that is planned for children and young people throughout their education’</b></p> <ul style="list-style-type: none"> <li>• Ethos and life of the school as a community</li> <li>• Curriculum areas and subjects</li> <li>• Interdisciplinary learning</li> <li>• Opportunities for personal achievement</li> </ul>	<p><b>Learning and teaching</b></p> <ul style="list-style-type: none"> <li>• Engaging and active</li> <li>• Setting challenging goals</li> <li>• Shared expectations and standards</li> <li>• Timely, accurate feedback</li> <li>• Learning intentions, success criteria, personal learning planning</li> <li>• Collaborative</li> <li>• Reflecting the ways different learners progress</li> </ul>
<p><b>Experiences and outcomes set out expectations for learning and development in:</b></p> <ul style="list-style-type: none"> <li>• Expressive arts</li> <li>• Languages and literacy</li> <li>• Health and wellbeing</li> <li>• Mathematics and numeracy</li> <li>• Religious and moral education</li> <li>• Sciences</li> <li>• Social studies</li> <li>• Technologies</li> </ul> <p>Curriculum levels describe progression and development.</p>		<p><b>All children and young people are entitled to experience</b></p> <ul style="list-style-type: none"> <li>• a coherent curriculum from 3 to 18</li> <li>• a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland’s place in it and understanding of the environment</li> <li>• a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities</li> <li>• opportunities for developing skills for learning, skills for life and skills for work</li> <li>• opportunities to achieve to the highest levels they can through appropriate personal support and challenge</li> <li>• Opportunities to move into positive and sustained destinations beyond school</li> </ul>
<p><b>Personal Support</b></p> <ul style="list-style-type: none"> <li>• review of learning and planning of next steps</li> <li>• gaining access to learning activities which will meet their needs</li> <li>• planning for opportunities for personal achievement</li> <li>• preparing for changes and choices and support through changes and choices</li> <li>• pre-school centres and schools working with partners</li> </ul>	<p><b>Principles for curriculum design:</b></p> <ul style="list-style-type: none"> <li>• Challenge and enjoyment</li> <li>• Breadth</li> <li>• Progression</li> <li>• Depth</li> <li>• Personalisation and choice</li> <li>• Coherence</li> <li>• Relevance</li> </ul>	<p><b>Arrangements for</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Qualifications</li> <li>• Self-evaluation and accountability</li> <li>• Professional development</li> </ul> <p><b>to support the purposes of learning</b></p>

## The Broad General Education S1 – S3

Within the Broad General Education (S1 to S3) our curriculum is built around the Experiences and Outcomes. Literacy, Numeracy and Health and well-being are planned within learning across the curriculum. Where appropriate, departments make connections across learning within the context of inter-disciplinary learning and the school has created a planning tool to help this process. In addition the school has developed a system for recognising and recording the many and various wider achievements of our young people.

In S3 the Broad General Education allows young people to experience a degree of personalisation and choice which increases specialism and deepens learning.



The Broad General Education (or Junior Phase) in Boclair Academy will begin at the start of S1, building on strong pastoral and curricular links with associated primary schools and continue through to the end of S3. Well planned transition arrangements are in place and are being developed further within the context of Curriculum for Excellence.

Courses and programmes are carefully matched to the outcomes and experiences as set out in the national advice on implementation of Curriculum for excellence and are underpinned by the principles and practice guidance contained within the curricular framework. Experiences and outcomes across subject areas are planned on a whole school basis to ensure our young people's entitlement to a broad general education up to and including the third level is met. Increasingly in S3 there will be a focus on Experiences and Outcomes for young people within the fourth level. This will enhance the transition from Broad General Education in S3 to the Senior Phase in S4 where young people will work towards National Qualifications throughout S4 and continue this work as they progress through S5 and S6.

At the end of S2 young people have the opportunity to personalise their curriculum by making a number of choices across the key curricular areas as well as additional elective options from all the curricular areas. This model is dependent upon young people experiencing the outcomes and experiences across the curriculum up to level 3 during the course of S1 and S2. In all pupils will continue with a broad eleven areas of study – five of which will be compulsory and six which young people choose following advice and support by teachers and guidance staff. Pupils will make a first and second choice as part of the option process. Courses will be matched against Experiences and Outcomes at third and fourth level. At the same time these courses will serve as a foundation year for study in S4 when young people undertake National Qualification courses at various levels.

## The Senior Phase S4 – S6 and new Qualifications

As pupils progress into the senior phase there is a broad range of contexts for learning which allow young people to follow a variety of learner pathways, and allow individuals to succeed in a variety of different ways. In S3 the Broad General Education allows young people to experience a degree of personalisation and choice which increases specialism and deepens learning. The Senior Phase in Boclair Academy will begin in S4 and continue through to the end of S6.

As pupils enter S5 it is expected that the majority of young people will continue their studies within the areas chosen for study throughout S4. There will however be some flexibility to ensure the most appropriate progression routes for all learners. All S4 pupils will have a meeting with their Guidance Teacher to discuss their progress and consider their next steps.

Some parents and carers may be unfamiliar with the new qualifications and the following illustration will hopefully offer a useful guide to the changes.

Previous National Qualifications	Replaced by	New National Qualifications
Access 1 & Access 2	>	National 1 & National 2
Access 3 Standard Grade (Foundation level)	>	National 3
Standard Grade (General level) Intermediate 1	>	National 4 - assessed by teachers
Standard Grade (Credit level) Intermediate 2	>	National 5 – final external assessment & coursework or performance
Higher	>	Higher
Advanced Higher	>	Advanced Higher

As pupils progress into S5 and S6 it is anticipated that young people will study five subjects (in S5) and between four or five subjects in S6 depending on the complexity and level of the courses being studied. The aim is to provide progression routes for all young people from S4 and it is anticipated that young people will choose to build on subjects studied the previous session at a higher level or build up a wider portfolio of National 4 and National 5 courses. There will be flexibility by this stage to group some S5 and S6 pupils within S4 classes to offer a wider range of courses.

## Overview of Curriculum for Excellence in Boclair Academy

The following table provides an overview of the progression in Boclair Academy from the Broad General Education (S1 – S3) through the Senior Phase (S4 – S6)

Year		Course
<b>Broad General Education</b>		
S1	>	S1 CfE Curriculum
S2	>	S2 CfE Curriculum
S3	>	S3 CfE Curriculum with element of choice
<b>Senior Phase</b>		
S4	>	National 4, National 5 and National Progression Awards
S5	>	National 5, Higher and National Progression Awards
S6	>	National 5, Higher, National Progression Awards and Advanced Higher

## **Other aspects of the curriculum**

### **Literacy and Numeracy**

Across the school all teachers take responsibility for developing literacy and numeracy skills of young people. Where appropriate Experiences and Outcomes which focus on developing literacy and numeracy are built in to learning and teaching activities.

### **Health and wellbeing**

Health and wellbeing experiences and outcomes are explicitly built in to the delivery of subjects such as Physical Education, Home Economics and Personal and Social Education. Across the school all teachers take responsibility for developing this aspect of young people's development and build this area into learning and teaching activities as appropriate.

### **Digital Learning**

All pupils are expected to gain experience of new technology, both through the study of Technological subjects, and through the use of new technology in all subjects.

### **Developing the Young Workforce**

Careers Education forms an important part of the Personal & Social Education programme. Pupils are introduced to the role of the Careers Adviser from Skills Development Scotland (SDS) and to several online resources, which provide access to an enormous amount of careers information. Throughout the course of S5 all pupils will be given opportunities to reflect on their learning across subjects within the context of future career pathways. There will be an opportunity to discuss future pathways with a range of partners such as colleges, employers and Skills Development Scotland.

### **Personal and Social Education**

There is a comprehensive PSE Course, aligned to the Experiences and Outcomes outlined in Curriculum for Excellence. Pupils are encouraged to assess their own developing skills and aptitudes, and to think through the various situations, which can arise, in personal relationships in the work place or in private life.

## Senior Phase Wider Achievement Programme



This first aid at work course at Level 6 qualification covers a wide range of First Aid emergencies. This course will enable all participants to deal with an emergency situation with confidence in a prompt, safe and effective way.

Our S5 pupils complete their Youth Philanthropy Initiative work with local charities. Three teams progress to the Boclair Final, which is judged by a panel made up of school staff, parents and Business partners.



We have established a strong link with the national organisation Medics Against Violence (MAV), and over 80 of our S6 pupils become MAV Interns. As well as developing their skills for learning, life and work, our MAV interns plan and deliver lessons to junior PSE classes on issues related to safety in our local communities and knife crime.

Our S6 pupils further develop their Saltire Award as part of the Boclair Buddies scheme, supporting our junior pupils through S1. Throughout the year buddies hold a number of wellbeing meetings and support the Guidance Team in looking after junior pupils.



Our Duke of Edinburgh Programme for S3 to S6 pupils continues to grow with a clear pathway for young people from Bronze to Gold. We currently work in partnership with the Duke of Edinburgh Award Scheme and East Dunbartonshire Council Outdoor Education Team to deliver the programme.



## Homework

In Fifth Year, pupils can expect an increase in the amount of homework. Courses at Higher level involve more homework than previous courses.

Homework falls into two kinds. Both are equally important.

Firstly, work set by the teacher - to be read or written or learnt - which will be specifically checked up on.

Secondly - work which pupils without specific instruction, should undertake, such as

- Keeping and tidying up notes
- Learning of basic information
- Reading of notes, booklets, and books
- Preparing for tests or other assignments

This kind of homework should be done every week, and not left to a desperate rush a couple of days before tests or exams. Throughout the course of S5 all pupils will be asked to complete extended homework tasks in the form of assignments, projects, extended essays and presentations. It is essential that adequate time is set aside to complete tasks.

In addition, at different points in the year learning will be measured through summative assessments. Young people will be given plenty of notice of such assessments and again it is essential that adequate time is spent revising.

**Satchel One** is our online homework tool designed to help our young people manage their homework tasks efficiently. Personal log in details are issued to every pupil in Boclair Academy to allow access to tasks set.

Forgotten passwords, lost homework sheets are no longer a problem! Just access Satchel One via the link on the school website and search your class and task.

## 2. PERSONALISATION AND CHOICE

### **Making Choices**

This information which follows has been produced to help pupils and parents select the subjects they wish to take forward into Higher and National Qualifications.

At Boclair we involve pupils, parents and staff as partners in the decision-making process. Our aim is to provide information, advice, recommendations and support so that the best choices are made for each individual.

### **How many subjects are studied?**

Pupils in S4 take forward five of their seven subjects as they move into S5 and prepare for qualifications at Higher level. English is compulsory and then pupils will choose four other subjects. Pupil choice will be heavily based on progress and achievement through S4, interest and career aspirations.

In addition, pupils will study Personal and Social Education and Physical Education.

### **Preparation through PSE**

In the weeks leading up to making choices, pupils are extensively informed and advised during the weekly Personal and Social Education periods. Pupils also receive a wide range of information through assemblies, from the school careers adviser, guidance staff and subject teachers.

Pupils, parents and carers can access further information and support materials on the excellent Skills Development Scotland Website My World of Work and on Planit Plus:

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

<https://www.planitplus.net>

This gives access to activities which help support course choice and information on subjects required for specific careers and entry requirements for College and University courses.

## Timeline

Event	Date
S4 Prelim Reports issued	February 2024
S4 Curriculum Planning Evening (6.00 pm)	8 <sup>th</sup> February 2024
S4 Curriculum Planning Interviews (BLR 1)	23 <sup>th</sup> February 2024
S4 Curriculum Planning Forms returned	26 <sup>th</sup> February 2024

## **SOME DO's AND DON'Ts**

**DO** Listen to advice from your teachers, your parents, and careers officer.

**DO** Remember that it may not be possible to offer every pupil her or his first choice of subjects. Of course we will do our best.

**DO** Select you **BEST** five subjects as generally speaking these are areas you will perform well in.

**DO** Consider also how much you **ENJOY** a subject. You will be much more motivated to work hard in subjects you enjoy.

**DO** Remember to think about what you may wish to do in S6 and as a potential career pathway.

**DON'T** Choose a subject just because your friend has chosen it.

**DON'T** Choose a subject just because you like the teacher. You may have a different teacher next session

**DON'T** Give up a subject without thinking whether or not you may need it

**REMEMBER** that throughout your life you have to make decisions. Make sure that you have thought about these matters carefully. Never hesitate to ask for advice or information. We are here to help.

# **3. S5 Course Outlines**

# ADMINISTRATION AND IT

## WHY STUDY ADMINISTRATION AND IT?

Administration and IT is arguably one of the most important skills that a young person will learn during their time at school. Almost every job they will do during their working life will require them to have some degree of IT skills.

- Microsoft Office skills are in the top 4 required skills for all occupations in the UK.
- 82% of jobs required Excel skills and on average Excel skills can increase an individual's earning potential by 12%.
- All universities and colleges expect pupils to leave school with good IT skills and as a result do not spend time teaching these skills in further education.
- A number of high profile graduate schemes have added an Excel test to the assessment centre as it is now an essential skill and no longer just a desirable skill.

If a pupil has achieved a National 4 at the end of S4, then they can progress to National 5 Administration & IT in S5.

## NATIONAL 5 ADMINISTRATION & IT

Towards the end of the year all pupils will sit an assignment & an exam which are both externally examined.

Assignment	Exam
March - 70 marks	Exam Diet - 50 marks
<ul style="list-style-type: none"><li>• Microsoft Word</li><li>• Microsoft PowerPoint</li><li>• Email &amp; E-diary</li><li>• Internet Research</li><li>• Theory</li></ul>	<ul style="list-style-type: none"><li>• Microsoft Excel</li><li>• Microsoft Database</li><li>• Theory</li></ul>

The National 5 course is graded A – D based on the total marks achieved across both of these course assessment components.

For more information please refer to <https://www.sqa.org.uk/sqa/47435.html>

## PROGRESSION – WHAT CAN PUPILS DO AFTER S4?

At the end of fifth year, pupils who have achieved a pass at National 5 can progress by:

- Studying Higher Administration and IT

## HIGHER ADMINISTRATION & IT

If a pupil has achieved a National 5 at the end of S4, then they can progress to Higher Administration & IT in S5.

<b>Assignment Practical</b> March - 70 marks	<b>Exam Theory</b> Exam Diet - 50 marks
<ul style="list-style-type: none"><li>• Microsoft Word</li><li>• Microsoft Excel</li><li>• Microsoft Access</li><li>• Microsoft PowerPoint</li><li>• Email &amp; E-diary</li></ul>	<ul style="list-style-type: none"><li>• Time and Task Management</li><li>• Effective Teams</li><li>• Working Practices &amp; Legislation</li><li>• Customer Service</li><li>• Communications</li><li>• Meetings</li></ul>

The Higher course is graded A – D based on the total marks achieved across both of these course assessment components.

For more information please refer to <https://www.sqa.org.uk/sqa/47918.html>

### HOMEWORK

Homework will be used to consolidate learning. No homework will be issued for practical as there is no expectation that pupils should have access to technology. Progress checks are used as an alternative to homework for theory. Pupils are provided with questions and must revise ahead of the progress checks. This allows pupils to receive valuable, regular and meaningful feedback on how to improve responses to past paper questions.

### ADDITIONAL INFORMATION

If learners chose both Administration and IT and Business Management in S5 then they will be able to achieve the NPA Business and Information Technology at Level 6 by completing the unit assessments. This is a very valuable qualification when applying for further education as it holds similar UCAS points as a traditional Higher. Pupils can achieve this award over S5 and S6.

# ART & DESIGN

## WHY STUDY ART & DESIGN?

Art & Design provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work. The courses are designed to encourage pupils to be creative and to express themselves in different ways. Learning through Art and Design helps learners to develop an appreciation of aesthetic and cultural values, identities and ideas. Pupils will develop their knowledge of Art and Design, practice and practical, media handling skills in both expressive and design contexts. Learners will develop important skills, attitudes and attributes. Learning in the Course will include active involvement in creative activities and the creative use of media, materials and/or technologies.

## COURSES

Art & Design will be offered at the following levels:

National 5 and Higher

Courses consist of 3 units: Expressive, Design and Art and Design Studies

Further details of units and course content can be obtained from

[www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence)

[www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

## ASSESSMENT OF COURSES

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

The course assessment for National 5 and Higher will be externally administered by the SQA and graded A – D.

## HOMEWORK

Pupils will be issued with homework tasks at regular periods throughout the year. The tasks will range from observational drawing to research and development work for both practical and critical (written) activities. In addition to this, pupils may be set an individual task by their classroom teacher that builds upon their own course work.



# BUSINESS MANAGEMENT

## WHY STUDY BUSINESS MANAGEMENT?

Regardless of the job that our young people will do as they enter the world of work they will be working in some form of a business. It might be a small independent business or a large corporation. Studying Business Management will enhance the employability of any learner by teaching them how to actively contribute the success of these vital businesses as employees, managers or owners.

- Business degrees are the most popular degree in the UK
- Progression to Advanced Higher within the department
- Constant links to the real world making it relevant and engaging.

## NATIONAL 5 & HIGHER BUSINESS MANAGEMENT COURSE ORGANISATION

At the end of S5 all pupils will sit an assignment & an exam which are both externally examined.

<b>Assignment</b>	<b>Exam</b>
Completed in February - 30 marks	Exam Diet - 90 marks
A report on a business in order to identify strengths and weaknesses. As well as recommendations on how to improve going forward.	<ul style="list-style-type: none"><li>• Understanding Business</li><li>• Marketing</li><li>• Operations</li><li>• Human Resources</li><li>• Finance</li></ul>

The National 5 & Higher course are graded A – D based on the total marks achieved across both of these course assessment components.

For more information please refer to

N5 - <https://www.sqa.org.uk/sqa/47436.html>

Higher - <https://www.sqa.org.uk/sqa/47919.html>

## PROGRESSION – WHAT CAN PUPILS DO AFTER S5?

At the end of S5, pupils who have achieved a pass at National 5 award can progress by studying Higher Business Management. At the end of S5, pupils who have achieved a pass at Higher can progress by studying Advanced Higher Business Management

## HOMEWORK

Homework will rarely be issued for Business Management. Occasional progress checks are used as an alternative. Pupils are provided with questions and must revise ahead of the progress checks. This allows pupils to receive valuable, regular and meaningful feedback on how to improve responses to Past Paper questions.

## ADDITIONAL INFORMATION

If learners chose both Administration and IT and Business Management in S5 then they will be able to achieve the NPA Business and Information Technology at Level 6 by completing the unit assessments. This is a very valuable qualification when applying for further education as it holds similar UCAS points as a traditional Higher. Pupils can achieve this award over S5 and S6.

# HIGHER COMPUTING SCIENCE

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us from systems and devices in our homes and places of work, to how we access education, entertainment, transportation and communication

## **Recommended entry**

National 5 Computing Science Course at grade C or above

## **The Course aims are to enable learners to:**

- develop and apply aspects of computational thinking in a range of contemporary contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

## **The course consists of the following 4 units:**

### Software Design and Development

- Analyse, Design, Implement, Test and Evaluate computer programs using Python
- Explore commonly used data structures and standard algorithms

### Database Design and Development

- Analyse, Design, Implement, Test and Evaluate computer programs using Microsoft Access and SQL
- Explore complex database structures using advanced techniques like aggregate functions and calculations

### Web Design and Development

- Analyse, Design, Implement, Test and Evaluate computer programs using HTML and CSS
- Incorporate interactive content using JavaScript

### Computer Systems

- Explore data representation, computer structure, security precautions and the environmental impact of computer systems

## **Skills acquired include:**

applying computational thinking to understand problems across a range of contexts, analysing problems, designing, implementing, testing and evaluating digital solutions, developing skills in programming, investigating and evaluating the legal, environmental, economic, and social impact of contemporary computing technologies.

## **Course Assessment:**

Final Exam: 67%

Coursework Assessment: 33%

Respect

Honesty

Fairness

Ambition

# CHEMISTRY - HIGHER

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemists play a vital role in the production of everyday commodities. Chemistry research and development are essential for the introduction of new products. The chemical industry is a major contributor to the economy of the country.

The Course provides opportunities for learners to recognise the impact chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others. An experimental and investigative approach is used to develop knowledge and understanding of chemistry concepts with knowledge of chemical apparatus and techniques being a key course component.

## Recommended Entry

The Course is suitable for learners who have achieved National 5 Chemistry or an equivalent qualification.

## Course Description

This Course emphasises practical and experiential learning opportunities, with a strong skills-based approach to learning. It takes account of the needs of all learners, and provides sufficient flexibility to enable learners to achieve in different ways.

The Higher Chemistry Course is comprised of 4 units of study;

*Chemical Changes and Structure (Higher)*

*Nature's Chemistry (Higher)*

*Chemistry in Society (Higher)*

*Researching Chemistry (Higher)*

## Assessment Arrangements

The Higher Chemistry Course is externally assessed and has 3 components. These are an examination comprised of 2 papers; Paper 1 (25 marks), Paper 2 (95 marks) and an Assignment (20 marks).

## Job/Career Links

The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health or manufacturing industries.

Chemistry is an important subject in many careers, and here are just a few examples:

*Medicine*

*Dentistry*

*Vet Medicine*

*Material Science*

*Environmental Science*

*Drug development*

*Cosmetics*

*Forensics*

*Food industry*

# DANCE – HIGHER AND NATIONAL 5

## Purpose and aims of the Course

The Course is practical and experiential, and provides scope for personalisation and choice.

Learners will develop technical and choreographic skills in dance in order to be able to appreciate and produce creative and imaginative performances.

## Course outline

### Performance:

Solo performance taught from a choice of two styles of dance. This will be taught by the dance tutor.

### Practical Activity:

Choreography – choreograph a dance for two dancers for a minimum of 1 and a half minutes linked to a chosen theme.

Choreographic Review – essay based appraisal of own choreography based on devices, structure and theme of dance.

## Course assessment

### Higher:

- 2 hour question paper: 40marks (30%)
- Performance: 70marks (40%)
- Practical Activity: 70marks (30%)

### National 5:

- 1 hour question paper: 30marks (20%)
- Performance: 35marks (35%)
- Practical Activity: 65marks (45%)

### NPA 4

Internally assessed (pass/fail)

Closely aligned with the N5 course to facilitate progression

Candidate graded on Performance and Practical Activity only

<https://www.sqa.org.uk/sqa/45710.html>

# DESIGN & MANUFACTURE - NATIONAL 5

## WHY STUDY DESIGN & MANUFACTURE?

Design & Manufacture introduces learners to the multi-faceted world of product design and manufacturing. The course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to explore the properties and uses of materials and to make models and finished products.

The course allows learners to engage with technologies. It allows them to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing. The course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in design, manufacturing, engineering, science, marketing, and related disciplines.

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

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

**NATIONAL 5** consists of two units:

- Design
- Materials and Manufacturing

Further details of units and course content can be obtained from:

[www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence).

[www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

## ASSESSMENT

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, case studies, examinations and projects. The National 5 course will be assessed by the SQA by means of a course assignment and external exam paper.

The course assessment for National 5 will be externally administered by the SQA and graded A – D. Course assessment will consist of an assignment and a question paper; the assignment is worth 55% of the overall award and consists of design skills and practical skills. The design will be marked externally and the practical element by the teacher.

## HOMEWORK

Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.

# DESIGN AND MANUFACTURE - HIGHER

Manufacturing industry remains the cornerstone of the Scottish economy. Any decline poses a threat to the health, sustainability and diversity of the country and therefore to its infrastructure and the prosperity of its citizens... because of its diverse, dynamic nature, manufacturing needs people with equally diverse and adaptable skills.' Make it in Scotland ([www.makeitinscotland.co.uk](http://www.makeitinscotland.co.uk)). This Course will help develop creative, flexible learners who are able to work autonomously, to achieve good quality, feasible proposals or outcomes through active experiences of product design. At its heart is creativity. The Course develops the ability to apply skills and knowledge in different situations — attributes which are becoming more and more valuable to individuals and organisations.

The Course offers candidates opportunities to explore the impact of design and technological activities in everyday life. Candidates will consider the complete life of a product, from its initial conception, through manufacture and marketing, to its impact on society.

This Course uses a wide range of teaching and learning approaches. Candidates are encouraged to adopt a broad view of the process of design and manufacture, take responsibility for their own actions and decisions, devise plans and procedures, develop and organise ideas and solve problems, make effective use of new and existing knowledge and justify their design decisions.

The Course will also provide candidates with the opportunity to solve practical problems in applied contexts.

Candidates undertaking this Course will be in a strong position to pursue further study in all areas of design and manufacturing. The Course will also contribute to personal development, augmenting transferable skills which will be useful regardless of the career path followed.

## Recommended Entry

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following or equivalent:

- National 5 Design and Manufacture at Grade A to C
- National 5 Art and Design at Grade A to C

## Course Details

There are two compulsory units making up the course.

- Design
- Materials and Manufacture

Course codes are shown in brackets after the unit names on the page below.

As well as the units mentioned above, pupils must also complete a Course Assignment, which allows pupils to display competence in the learning which has taken place in the units above.

## Assessment

The course is assessed by a final 2 ¼ hour exam worth 47% of the course award, and the other 53% from the Course Assignment.

Pupils will attend Product Design 6 periods per week.

To be successful, you will need a good attendance record, you will need to work steadily throughout the session, you must be able to work independently and you will need to do some work at home.

# ENGLISH – NATIONAL 4 AND 5

## Purpose

National 4 is internally assessed and has no exam or portfolio. There is, however, an added value unit.

National 5 has both a final exam and a folio. The folio, as in Higher, contains two pieces of writing, creative and transactional.

The assessments required for each course can be seen below.

<b>National 4</b>	<b>National 5</b>
Analysis and Evaluation Unit (Pass/Fail)	Spoken Language (talking and listening)
Creation and Production Unit (Pass/Fail)	Portfolio (worth 30% of the final grade)
Literacy Unit (Pass/Fail)	Exam (worth 70% of the final grade)
Added Value Unit (Pass or Fail)	<i>Section 1 - Reading for Understanding, Analysis, and Evaluation</i> 1 x Close Reading (30 marks)
Demonstrate ability to apply language skills to investigate a subject independently and present on it orally or in writing	<i>Section 2 – Critical Reading</i> 1 x Critical Essay (20 marks) 1 x Scottish Text (20 marks)

Self, peer and teacher assessment will be used to ensure you understand what is required and receive appropriate feedback on how to improve.

At both N4 and N5 levels, pupils must pass all of the unit assessments to achieve an overall course award. These assessments take place during class time throughout the year.

The National 5 portfolio of writing is taken together with the end of course exam to determine a final grade.

A brief outline of the course assessments is shown below:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience through the study of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

# ENGLISH - HIGHER

## Purpose

The main purpose of the Course is to provide learners with the opportunity to build on the skills of listening, talking, reading and writing from National 5. The Course offers learners opportunities to extend a wide range of skills and develop their ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language Entry to this course in S5/6 will be for learners who have attained National 5 English.

## Assessment:

### *Internal assessments*

- Spoken Language

### *External assessments*

- Portfolio of Coursework – Writing (2 pieces: one Creative and one Discursive) 30 marks
- Question Paper – Reading for Understanding, Analysis and Evaluation 30 marks
- Critical Reading (Scottish Text analysis and Critical Essay on a second text) 40 marks

The Portfolio of Writing is compiled in the course of the session. Learners will have the opportunity to redraft their work. The Portfolio will be submitted to SQA for external marking.

The Question Paper will have two papers: Reading for UAE and Critical Reading.

In the Reading for Understanding, Analysis and Evaluation paper, learners will answer questions designed to test their understanding, analysis, evaluation, summarising, inferencing and comparative skills. The passages will be non-fiction and previously unseen.

In the Critical Reading paper, there will be two sections: a section for analysis of one of the set Scottish text studied in class and a critical essay on a different text from another genre studied in class.

The final grade will be awarded on the overall mark attained in the Question Paper and the Folio of Writing.

Pupils may go on to study Advanced Higher English or English literature or language at college or university.



# GEOGRAPHY

## WHY STUDY GEOGRAPHY?

Geography creates new experiences for learners to explore the physical environment around them and to study the ways in which people interact with this environment. The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged so that learners can interact with their environment.

The contexts for study focus on local, national and global examples. Geography draws upon the social and natural sciences; interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

In the 21<sup>st</sup> century, with growing awareness of the impact of human activity upon the environment and scarce resources, the study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. This qualification will equip learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

What we study:

### **HUMAN**

- Urban areas
- Population
- Rural areas

### **PHYSICAL**

- Rivers
- Limestone
- Land use conflicts

### **GLOBAL ISSUES**

- Climate Change
- Development and Health
- Map Skills

## **COURSES**

National 5 and Higher

Further details of units and course content can be obtained from:

[www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence) and [www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

### **Course Details**

The course comprises three mandatory units and an assignment

*Geography: Physical Environments*

*Geography: Human Environments*

*Geography: Environmental Interactions*

### **Assignment (Research Project)**

This project allows you to choose a particular area of geography you are interested in. Ideally it will include field work.

This will contribute to 20% of your overall grade.

## ASSESSMENT

All courses will be assessed and marked throughout the session by teachers. These assessments are appropriate to the subject and level of study. Assessments may include a combination of practical work, creative tasks, group activities, case study research, short formal assessments and projects.

*To be awarded the Course, pupils must demonstrate that they meet the requirements of the Units and a Course assessment (National 5).*

Course assessment for National 5 and Higher will be externally administered by the SQA and graded A – D.

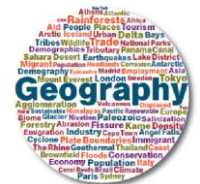
## FIELDWORK

A fundamental part of the National Geography course is that pupils undertake a variety of fieldwork. This fieldwork will involve pupils choosing an area of study and will then perform fieldwork based on their choice of topic.



## HOMEWORK

Homework will be issued to all pupils. The homework will vary from questions, watching the news, research using the internet, newspapers, journals and use of the library, in order to gain a further understanding of topical issues is encouraged. All formal homework will be marked and feedback given to pupils on their progress. All homework is uploaded on to Show My Homework which can be viewed on the school website.



# GRAPHIC COMMUNICATION - NAT 5

## WHY STUDY GRAPHIC COMMUNICATION?

The course introduces learners to the diverse and ever-increasing variety of presentation methods employed in graphic communication. The course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The course is of broad general benefit to all learners. It also provides a solid foundation for those considering further study, or a career, in graphic design, engineering, advertising, marketing, and related disciplines.

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

## COURSES

Graphic Communication will be offered at National 5. Further details of units and course content can be obtained from

[www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence).

[www.sqa.org.uk/cfeforparents](http://www.sqa.org.uk/cfeforparents)

## ASSESSMENT OF COURSES

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

The course assessment for National 5 will be externally administered by the SQA and graded A – D. The course assessment will consist of an assignment and a question paper; the assignment is worth 33% of the overall award and its purpose is to draw on, extend and apply the skills and knowledge developed and acquired during the Course. This assignment will be externally marked by the SQA. The question paper is worth 67% of the overall award.

## HOMEWORK

Homework will be given to pupils through a wide range of activities to help reinforce the learning in the classroom.

# GRAPHIC COMMUNICATION - HIGHER

Communication in all its forms is vital to society and the means of passing on information graphically is an important and relevant skill. Communication through graphics, in whatever medium, permeates all spheres of life, including education, industry and commerce. In increasingly global markets, graphic communication is a chosen medium in aspects of life from consumer to education, industry and commerce. The development of skills in the production, interpretation and analysis of graphics in a range of contexts is of broad educational value.

Higher Graphic Communication offers progression in the acquisition of knowledge and skills from the National Qualification in Graphic Communication. The Higher course is intended to prepare candidates for more advanced study or for employment. The structure of the course reflects the use of graphics in business and industry, both in content and methodology, while embracing the changes brought about by the continuing advances in technology. Manual and computer skills and their effective application will be developed through preliminary, production and promotional graphics.

Emphasis will be placed on the graphics incorporated in the product design process from concept through to marketing. This element will be assessed by means of an extended form of coursework.

## Recommended Entry

Students would normally be expected to have attained National 5 Graphic Communication at Grade A to C.

## Course Details

There are two compulsory units:

- 2D Graphic Communication
- 3D and Pictorial Graphic Communication

Making up the course. Course codes are shown in brackets after the unit names on the opposite page. As well as the units mentioned above, pupils must also complete a course assignment. The assignment will be set by the SQA and will draw on, extend and apply the skills and knowledge developed and acquired during the Course.

## Assessment

The course is assessed by a final 2 ½ hour exam worth 64% of the course award, and the other 36% from the course assignment. Pupils will attend Graphic Communication 6 periods per week. This time will be split between sketching, drawing board work and computer graphics (desk top publishing and 3D modelling)

To be successful, you will need a good attendance record, you will need to work steadily throughout the session, you must be able to work independently and you will need to do some work at home.

## **2D Graphic Communication (H27V 76)**

The general aim of this Unit is to help learners to develop their creativity and presentation skills within a 2D graphic communication context. Learners will:

- Produce and interpret 2D orthographic sketches and drawings
- Produce 2D computer-aided designed/draughted production drawings
- Produce preliminary 2D designs and illustrations for a multi-page promotional document
- Create a multi-page 2D promotional publication and a project set of promotional publications

## **3D and Pictorial Graphic Communication (H27W 76)**

The general aim of this Unit is to help learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. Learners will:

- Produce and interpret pictorial sketches and drawings
- Produce 3D computer-aided designed/draughted models and associated production drawings
- Produce pictorial and 3D illustrations of everyday objects
- Plan and produce promotional publications incorporating pictorial and/or 3D models

## **Course Assignment**

In the course assignment pupils will undertake a project which will take them through the preliminary, production and promotional graphics used to solve a design situation set by the SQA. This assignment will normally be undertaken from February to March during class time.

# HISTORY – NATIONAL 5

## WHY STUDY HISTORY?

History opens up the world of the past for learners. The purpose of History is to provide learners with insights into their own lives and the society in which they live.

By examining the past they discover their heritage as members of a community, a country and a wider world. They place themselves in the context of the past.

## Units

Scottish Unit: The Era of the Great War, 1910-28.

British Unit: The Atlantic Slave Trade, 1770-1807

European and World Unit: Hitler and Nazi Germany, 1919-39

## ASSESSMENT OF COURSES

Pupils will sit an 80 mark exam and produce an Assignment which will be marked out of 20.

The course assessment for National 5 will be externally administered by the SQA and graded A-D.

## Fieldwork

Pupils will be given the chance to participate in Fieldwork at a site in Scotland. They will also be given the opportunity to take part in our trip to the First World War Battlefields sites in France and Belgium.

## HOMEWORK

Homework will mainly comprise of completion of exercises and tasks started in class, research activities and preparation for class debate, and will be given approximately once per week.

# HISTORY – HIGHER

## Why should I study Higher History?

### Purpose

The purpose of the course is to gain understanding of our human past in Britain and the wider world by studying a selection of topics that cover a broad range of issues relating to social and political change.

Everything changes, all the time, and we need to understand how changes come to happen e.g. How did Britain become a more democratic country or what made America move away from intolerance and racism to a fairer society that gave everybody equal rights? What part was played by individuals, by pressure groups or by governments?

History helps us to understand how the world works.

### Course Outline. There are three units

#### *Unit 1 – Ireland A Time of Troubles 1900 - 1985*

A study of developing tensions in Ireland and the struggle against British rule.

#### *Unit 2 – The USA 1918 - 1968*

Focussing on civil rights issues. We study changing attitudes to immigration in the 1920s, the influence of the Ku Klux Klan, the reasons for the growing pressure for civil rights after 1945, the nature of the civil rights movement in 1950s and 1960s, the achievements of the civil rights movement, the role of leaders like Martin Luther King and Malcolm X, the contribution of Presidents like John F Kennedy and L B Johnson.

#### *Unit 3*

The Treaty of Union 1689-1740. A study of political and economic change in Scotland, illustrating the themes of identity, conflict and authority worsening relations with England, arguments for and against union with England. The passing of the Act of Union, The effects of the Union to 1740.

### Entry Requirements

You need to have a pass in National 5 in History or another Social Subject to have a realistic chance of coping with Higher History.

### Assessment

There are two parts to the external assessment at the end of the course.

The exam requires pupils to answer essay and source questions.

There is also the Assignment, which is externally assessed.



# HUMAN BIOLOGY - HIGHER

## **Purpose**

The purpose of the Course is to develop learners' interest and enthusiasm for human biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of human biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. The Course provides a broad-based, integrated study of a range of biological topics which develop the concepts of human biology. The Course content is set in contexts that are of particular significance and relevance to the human species.

## **Course Details**

### *Human cells*

In this Unit, learners will develop knowledge and understanding through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. The Unit covers the key areas of division and differentiation in human cells; structure and replication of DNA; gene expression; genes and proteins in health and disease; human genomics; metabolic pathways; cellular respiration; energy systems in muscle cells.

### *Physiology and Health*

In this Unit, learners will develop knowledge and understanding by focusing on the key areas of the structure and function of reproductive organs and gametes and their role in fertilisation; hormonal control of reproduction; the biology of controlling fertility; ante and postnatal screening; the structure and function of arteries, capillaries and veins; the structure and function of the heart; pathology of cardio vascular disease (CVD); blood glucose levels and obesity linked to cardiovascular disease and diabetes.

### *Neurobiology and Immunology*

In this Unit, learners will develop knowledge and understanding through the key areas of divisions of the nervous system and parts of the brain; perception and memory as storage, retention and retrieval of information; the cells of the nervous system and neurotransmitters at synapses; communication and social behaviour. Within the immunology section, learners will cover key areas of non-specific defences; specific cellular defences; the transmission and control of infectious diseases; active immunisation and vaccination and the evasion of specific immune responses by pathogens. Analytical thinking and problem solving skills will be developed contextually within these topics.

## **Course Assessment**

The course assessment will be externally administered by the SQA and graded A – D. From session 2018-19, the exam total 120 marks, over two papers lasting 3 hours in total.

Pupils will also complete an assignment taking the form of an extended research project. This will also be marked by the SQA and contributes 20% towards the final grade.



# MATHEMATICS - NATIONAL 5

What will I get out of National 5 Mathematics?

- Understanding of mathematics and its importance in everyday life.
- Explain and justify decisions with mathematical reasoning and knowledge.
- Develop confidence in the subject and a positive attitude to further study.
- Provide students with the skills to use in work, life and learning.
- Enjoyment and fun
- A qualification that is essential for majority of jobs and careers

The course develops important mathematical techniques which are critical to successful progression beyond National 5 in Mathematics and many other curriculum areas. The skills, knowledge and understanding in the course also support learning in technology, health and wellbeing, science, and social studies.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

## **Assessment arrangements**

In class assessments will be carried out throughout the year to monitor understanding of progress. There are no course work elements to the National 5 and final grades are solely based on an external end of year examination. Some pupils may complete the 3 unit assessments throughout the year.

## **Job / career links**

The demand for mathematics experts has grown exponentially in a number of careers—and so has the interest in these jobs.

Mathematician, actuary, data scientists, and statistician jobs are among the most promising career paths based on their income levels, growth outlook, and low-stress work environments. A number of work place apprenticeships and trade based careers require a National 5 qualification. A qualification in mathematics opens many opportunities for a range of future careers.

More can be found here:

<https://www.learnhowtobecome.org/careers-in-mathematics/>

# MATHEMATICS - HIGHER

What will I get out of Higher Mathematics?

- A greater understanding of the applications of algebra, trigonometry, and calculus.
- Develop understanding and mathematical reasoning
- Look at mathematics in different industries including engineering, science, finance and data.

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

## Assessment arrangements

In class assessments will be carried out throughout the year to monitor understanding of progress. There are no course work elements to the Higher and final grades are solely based on an external end of year examination. Some pupils may complete the 3 unit assessments throughout the year.

## Recommended Entry

This course is suitable for learners who have previously achieved a National 5 Mathematics qualification, ideally at a grade A or B.

## Job / career links

For those who have a head for figures, pursuing a job related to mathematics is a choice that can add up to a rewarding and lucrative career. Whether they are using math to solve business problems or help an individual make investments that will fund their retirement nest egg, students who love math can use their degrees in a number of ways after graduation. This guide gives information about several mathematics careers, including what these jobs entail, their growth and earning potential, and the skills needed to be successful.

More can be found here:

<https://www.learnhowtobecome.org/careers-in-mathematics/>

# MEDIA STUDIES - NATIONAL 5 & HIGHER

The main purpose of the Media course is to analyse and create media content. The course enables learners to understand and develop their media literacy skills and appreciate the opportunities and challenges that occur within the media industry. This course provides learners with opportunities to develop both theoretical knowledge of the media and the ability to create media content.

During the course learners will analyse media texts, and design, and plan. The knowledge and skills that learners acquire by successfully completing the course will be valuable for learning, life and work.

The course aims to develop:

- The ability to analyse and create media content, as appropriate to purpose, audience and context.
- Knowledge and understanding of the role of media within society.
- The ability to apply media literacy concepts and terminology.
- The ability to plan and research when creating media content, appropriate to purpose, audience and context.
- The ability to evaluate the learner's own practice and that of others.

To gain National 5, learners must pass all Units and the Course Assessment (Assignment, Case Study and Question Paper).

Units are assessed as pass or fail by the school/centre (following SQA external quality assurance to meet national standards).

Unit assessment (or 'evidence of learning') will involve the completion of media production tasks or activities which may be evidenced in digital texts, presentations, a video, discussions, extended writing, multi-modal notes or podcasts. A portfolio of work may be prepared.

The Course Assessment consists of an Assignment (marked by the SQA), a Case Study (internally assessed in accordance with SQA guidelines) and a Question Paper (exam marked by the SQA). The Assignment will require learners to create media content to a brief; the Case Study will require analysis of a media text. The Course Assessment will be graded A to D.

# MODERN LANGUAGES

## NATIONAL 5 FRENCH and SPANISH

### What are the aims of the National 5 Modern Languages courses?

Gaining an award at National 5 in a foreign language is an indication that you are able to use detailed, complex language and have reached a worthwhile level of competence.

### What does the course consist of?

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

- read, listen, talk and write in a modern language
- apply knowledge and understanding of a modern language

Learning a new language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Candidates reflect, communicate and develop ideas through language. The course provides candidates with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

The themes / topics covered throughout National 5 are:

Society, Learning, Employability, Culture.

### How will I be assessed?

The SQA exam in May assesses the skills of reading, translation, writing and listening. In addition, you will complete a written assignment in class. Finally, you will sit a talking assessment with your teacher in March. This makes up 25% of your final grade at National 5 level.

### What can I do with the National 5 award?

You will be in a position to:

- specialise in the study of French / Spanish at higher / further education level.
- use your language skills for specific purposes, such as the study of a subject at university as part of a degree.
- draw on your knowledge about how language works to learn a different foreign language.
- use your skills to access media, including films, TV programmes and newspaper or magazine articles in French / Spanish for personal enjoyment.

# MODERN LANGUAGES

## HIGHER FRENCH and SPANISH

### What are the aims of the Higher Modern Languages course?

Gaining an award at Higher in a modern language is an indication that you are able to use detailed, complex language independently and flexibly.

### How does the Higher course differ from the National 5 course?

The Higher course builds on the skills developed at National 5. You will learn how to carry out a more detailed discussion in the language. You will also learn a wider range of grammatical skills and will learn how to translate into English.

### What does the course consist of?

The course provides learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, work and life; develop understanding of how language works; use different media effectively for learning and communication; and use language to communicate ideas and information. In particular, the course aims to enable learners to develop the ability to:

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

### The themes / topics covered in these units are:

Society, Learning, Employability, Culture.

### How will I be assessed?

The SQA exam in May assesses the skills of reading, translation, writing and listening. In addition, you will have to complete a written assignment in class. Finally, you will sit a talking assessment with your teacher in March. This makes up 25% of your final grade.

### What can I do with the Higher French or Spanish award?

From Higher French and / or Spanish you will be in a position to:

- specialise in the study of the language at a higher / further education level.
- use your language skills for specific purposes, such as the study of a subject at university as part of a degree.
- draw on your knowledge of how languages work to learn a different foreign language.
- use your skills to access media, including films, TV programmes and newspaper or magazine articles in French / Spanish for personal enjoyment.

# MODERN STUDIES – NATIONAL 5

## NATIONAL 5 COURSE OUTLINE

In National 5 Studies we will study **three** sections from the following:

### Section 1: Democracy in the UK (or Scotland)

- power and decision-making in the UK ( Scotland)
- participation in the UK (or Scotland)
- pressure group and the media's power and influence
- representation in the UK and Scotland (work of MPs and MSPs)
- voting systems in the UK and Scotland

### Section 2: Social Issues in the United Kingdom: Social Inequality

- nature of social inequality
- causes of social and economic inequality
- consequences of social and economic inequality
- government, private sector and voluntary sector responses to inequality

### Section 3: International Issues - A World Power: The United States of America

- the U.S. political system
- U.S. political institutions and their ability to dominate government decision-making
- socio-economic inequality and its impact group in American society
- effectiveness of U.S. government responses to socio-economic inequality
- economic, political and military influence of the USA on other countries

**OR**

### International Issues - A World Issue – Global Underdevelopment

- factors that cause underdevelopment
- effects of underdevelopment on individuals, families, communities, governments and the international community
- effectiveness of responses to underdevelopment by the UK and the international community

## ASSESSMENT

At National 5 there are **TWO** parts to the course assessment

- **Question paper** – 80 marks (80%)– 2 hour 20 minutes
- **Assignment** - 20 marks (27%) – 1 hour

**The question paper** assesses your ability to demonstrate the following skills, knowledge and understanding:

- **supporting and opposing a view** using a limited range of sources of information
- **making and justifying a decision** using a limited range of sources of information
- **drawing and supporting conclusions** using a limited range of sources of information
- giving detailed **descriptions and explanations** with some **analysis**

**The assignment** assesses your ability in:

- choosing, **planning** and **researching** a relevant Modern Studies issue
- **evaluating** the reliability and trustworthiness of sources of information
- drawing on knowledge and understanding by **explaining** and **analysing** key features of an issue
- evaluating and offering **conclusions** on an issue you have researched

## PROGRESSION

Higher Modern Studies

# MODERN STUDIES - HIGHER

## COURSE OUTLINE

The course comprises **three** sections or areas of study.

### Section A: Political Issues in the United Kingdom - Democracy in Scotland and the UK

- possible alternatives for the governance of Scotland
- implications of the UK's decision to leave the European Union (EU)
- effectiveness of parliamentary representatives in holding government to account
- strengths and weaknesses of different electoral systems used in elections within the UK
- factors which influence voting behaviour including class, age and media
- ways in which citizens can influence government decision-making, including pressure groups

### Section B: Social Issues in the United Kingdom - Social Inequality in the UK

- reasons why income and wealth inequality exists
- reasons why health inequalities exist
- effect of inequality on a group in society (women)
- individualist and collectivist debate
- effectiveness of measures taken to tackle inequalities, including government measures

### Section C: International Issues

#### A World Power: The United States of America

- the extent to which the American political system allows democratic participation
- American political institutions and their ability to dominate government decision-making
- socio-economic inequality in the USA and its impact on groups in American society
- effectiveness of the US government responses to socio-economic inequality
- political, military and economic international influence of the United States

OR

#### A World Issue – Global Underdevelopment

- social, economic and political factors that cause underdevelopment
- effects of underdevelopment on individuals, families and local communities
- effects of underdevelopment on governments and the international community
- effects of underdevelopment on governments and the international community
- responses to underdevelopment by the UK and the international community

## ASSESSMENT

At Higher there are **three** parts to the course assessment

- **Question paper 1** – 52 marks (47%) (extended responses) – 1 hour 45 minutes
- **Question paper 2** – 28 marks (26%) (sources) – 1 hour 15 minutes
- **Assignment** – 30 marks (27%) – 1 hour 30 minutes

**Question paper 1** assesses your ability to demonstrate your essay skills, knowledge and understanding by giving detailed explanations and analysis of complex issues from the mandatory content of the Course.

**Question paper 2** assesses your ability to demonstrate the following skills:

- detecting and explaining the degree of **objectivity** using a range of sources of information
- drawing and supporting complex **conclusions** using a range of sources of information
- evaluating the **reliability of a range of sources** of information

**The assignment** allows you to demonstrate the following skills, knowledge and understanding of a modern studies issue and communicating information using the conventions of a report

## PROGRESSION

Advanced Higher Modern Studies or Higher Education to study law or social sciences

Respect

Honesty

Fairness

Ambition

# MUSIC PERFORMANCE



## WHY STUDY MUSIC PERFORMANCE?

Music Performance is an exciting, practical course that allows learners to expand their interest in music and develop new skills. Through studying Music, learners will develop a wide range of skills relevant to learning, life and work. Learners will be able to nurture vital skills needed for personal and professional life while studying something that they enjoy and feel connected to. Studying Music has many proven benefits that will help learners both inside and outside of the classroom.

### **Skills developed through Music:**

- ✓ Creativity
- ✓ Confidence
- ✓ Perseverance
- ✓ Self-discipline
- ✓ Fine motor skills
- ✓ Problem solving
- ✓ Patience
- ✓ Independent learning

### **Proven benefits of Music:**

- ✓ Improved memory
- ✓ Boosted concentration
- ✓ Positive impact on mental health
- ✓ Increased focus
- ✓ Decreased stress
- ✓ Improved self-esteem
- ✓ Increased motivation

## MUSIC COURSES

In S5, Music Performance is offered at National 5 and Higher level. Learners will follow the course most suitable for their level of attainment. All Music Performance courses are built around three main contexts for learning:

- **Performing Skills** - Learners develop performing skills on two selected instruments, or on one selected instrument and voice. There is an expectation that learners will participate in musical ensembles and performance opportunities provided through our extra-curricular programme.
- **Understanding Music** – Learners develop a deep knowledge and understanding of different styles of music. They learn to identify a variety of level-specific music concepts within different pieces of music and continue to improve their musical literacy.
- **Composing Skills** – Learners create their own original music by studying a range of compositional methods and improvisation, including how composers create music in real life contexts. Learners will use notation software and other digital audio workstations to compose, record and enhance their own music.

## COURSE ENTRY REQUIREMENTS

For National 5, learners will normally be expected to have attained a pass (including the Added Value unit) in National 4 Music Performance.

For Higher, learners will normally be expected to have attained a pass in National 5 Music Performance at Grade A to C.



# NATIONAL 5 MUSIC PERFORMANCE

## WHAT DO YOU STUDY?

The National 5 course aims to provide learners with a broad practical experience of music. Course activities allow learners 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 learners to:

- Broaden their knowledge and understanding of music and musical literacy
- Identify level-specific music concepts, signs and symbols both aurally and in print
- Create original music using compositional methods
- Prepare and perform an **8-minute** programme of music on two selected instruments or one instrument and voice. The music performed must be by **ABRSM Grade 3** or above.

Learning continues to be topic based, covering the following:

- Music History (1600 – present day)
- Jazz and Blues
- World Music
- Rock and Popular Music
- Scottish Music
- Vocal Music

# HIGHER MUSIC PERFORMANCE

## WHAT DO YOU STUDY?

The Higher course aims to provide learners with a broad practical experience of music. Course activities allow learners to work independently and can help them to plan and organise, to make decisions and to take responsibility for their own learning. The course aims to enable learners to:

- Broaden their knowledge and understanding of music and musical literacy
- Identify complex level-specific music concepts, signs and symbols both aurally and in print
- Create an extended piece of original music using recognised compositional methods
- Prepare and perform a **12-minute** programme of music on two selected instruments or one instrument and voice. The music performed must be by **ABRSM Grade 4** or above.

Learning continues to be topic based, covering the following periods of musical history in detail:

- Baroque Music (1600-1750)
- Classical Music (1750-1810)
- Romantic Music (1810-1900)
- Modern Music (1900-2000)
- Contemporary/popular music of the 20<sup>th</sup> century

## **ASSESSMENT**

Learners sitting National 5 or Higher in S5 will have external assessment for all parts of the course. This consists of a question paper with audio-based questions, a musical performance on both instruments/one instrument and voice which is marked by a visiting examiner, and a composing assignment which is submitted to the exam board. Staff will continually assess learners throughout the session to ensure accurate monitoring and tracking. Both courses are graded from A-D, with each component weighted as shown below:

<b>Component</b>	<b>% of Final Award</b>
Question paper	35%
Composing assignment	15%
Performance*	50%

*\*It is worth noting that the performance component is externally assessed in February/March.*

## **HOMEWORK**

Learners will be given a variety of homework tasks throughout S5. These will include music literacy tasks, research on genre and styles, concept revision etc. In addition, daily practice on both instruments/voice will make up a significant part of the homework set in S5. All homework will be published on Satchel One. In addition, class and revision resources will be regularly provided through Teams.

## **PROGRESSION – WHAT COMES AFTER S5?**

Progression routes at the end of S5 for Music Performance:

- A learner achieving National 5 may choose to progress to Higher
- A learner achieving Higher may choose to progress to Advanced Higher, which consists of two pathways: Composition Portfolio or Performance

# MUSIC TECHNOLOGY



## WHY STUDY MUSIC TECHNOLOGY?

Music Technology is a creative, practical subject for anyone with an interest in the production of music and audio. Music Technology is an expanding industry that can lead to a variety of careers. Learners will be introduced to several industry standard digital audio workstations that will make their skills desirable in the workplace. Through studying Music Technology, learners will develop many skills relevant to learning, life and work.

### **Skills developed through Music Technology:**

- ✓ Creativity
- ✓ Adaptability
- ✓ Perseverance
- ✓ Reliability
- ✓ Confidence
- ✓ Self-Discipline
- ✓ Responsibility
- ✓ Problem solving

### **Possible career pathways:**

- ✓ Audio engineer
- ✓ Music production
- ✓ Foley artist
- ✓ Event management
- ✓ Studio engineer
- ✓ Broadcasting
- ✓ Radio
- ✓ Audio and lighting technician

## COURSES

In S5, Music Technology is offered at National 5 and Higher level. Learners will follow the course most suitable for their level of attainment. All Music Technology courses are built around three main contexts for learning:

- **Technology Skills** – Learners develop skills in using hardware and software to capture and manipulate audio. This includes working with microphones, applying effects and using different controls and processes to enhance recordings. There is an expectation that learners will participate in live sound opportunities provided through our extra-curricular programme.
- **Understanding Music** – Learners develop their knowledge and understanding of popular music from the 20th and 21st century. They learn to identify a variety of level-specific music concepts within different pieces of music and understand how technologic developments and cultural influences impact on the development of music.
- **Technology in Context** – Learners use music technology skills in a range of real-life contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, advertising and computer gaming.

## COURSE ENTRY REQUIREMENTS

For National 5, learners will normally be expected to have attained a pass (including the Added Value unit) in National 4 Music Technology.

For Higher, learners will normally be expected to have attained a pass in National 5 Music Technology at Grade A to C.

# NATIONAL 5 MUSIC TECHNOLOGY

## WHAT DO YOU STUDY?

The aim of the National 5 Music Technology course is to enable learners to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. Learners 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 music industry.

The course aims to enable learners to:

- Develop skills in the analysis of music in the context of a range of 20th and 21st century music. Styles and genres studied include rock 'n' roll, Scottish/Celtic rock, 60s pop, punk, country, musicals, and hip hop/rap.
- 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.
- Use music technology creatively in sound production within a range of contexts.

## ASSESSMENT

Learners sitting National 5 will have external assessment for all parts of the course. This consists of a question paper with audio-based questions and an assignment. The assignment consists of two projects and is submitted to the exam board. Staff will continually assess learners throughout the session to ensure accurate monitoring and tracking. The National 5 course is graded from A-D, with each component weighted as shown below:

Component	% of Final Award
Question paper	30%
Assignment*	70%

The assignment comprises two meaningful and appropriately challenging tasks set by the SQA. The learner can choose any two appropriate contexts, such as (but not limited to) live performance, multi-track recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming.

Productions should involve a **minimum of 5 parts** and be between **1 and 3 minutes in length**.

*\*It is worth noting that the performance component is externally assessed in March.*

# HIGHER MUSIC TECHNOLOGY

## WHAT DO YOU STUDY?

The aim of the Higher Music Technology course is to enable learners to develop and extend their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. Learners 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 learners to:

- Develop skills in the analysis of music in the context of a range of 20th and 21st century music. Styles and genres studied include 20<sup>th</sup>/21<sup>st</sup> century classical music, electroacoustic, indie, jazz funk, new wave, RnB, reggae, soul and world music.
- 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 within a range of contexts.
- Critically reflect on their own work and that of others.

## ASSESSMENT

Learners sitting National 5 will have external assessment for all parts of the course. This consists of a question paper with audio-based questions and an assignment. The assignment is a large scale creative production and is submitted to the exam board. Staff will continually assess learners throughout the session to ensure accurate monitoring and tracking. The Higher course is graded from A-D, with each component weighted as shown below:

Component	% of Final Award
Question paper	30%
Assignment*	70%

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

Learners produce the audio for a film soundtrack, audiobook, radio broadcast, computer game or other similar context as specified by the SQA.

Learners must combine multi-tracked recording(s) of sound and/or music and multi-tracked, electronically produced sound and/or music into a complete production appropriate to the chosen context.

The production must involve a **minimum of 10 parts** and be between **4 and 7 minutes in length**.

*\*It is worth noting that the performance component is externally assessed in March.*

## **PROGRESSION – WHAT COMES AFTER S5?**

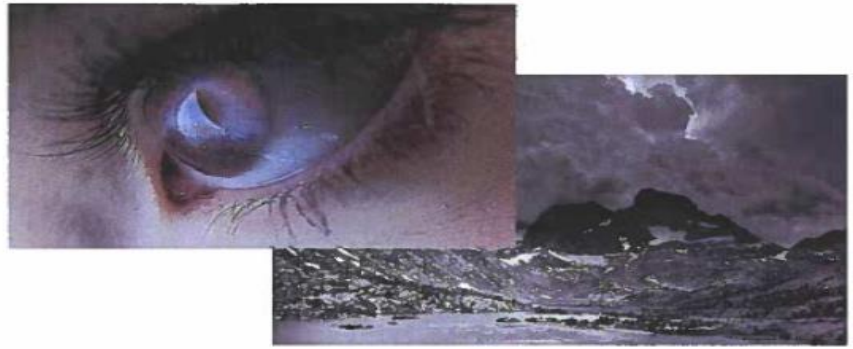
Progression routes at the end of S5 for Music Technology:

- A learner achieving National 5 may choose to progress to Higher
- A learner achieving Higher may choose to progress to Advanced Higher: Composition Portfolio. This course requires one instrument to be performed at ABRSM Grade 5 standard.

## **HOMEWORK**

Learners will be given a variety of homework tasks throughout S5. These will include music documentaries, research on genre and styles, concept revision etc. In addition, learners should be updating their project session logs, this will make up a significant part of the homework set in S5. All homework will be published on Satchel One. In addition, class and revision resources will be regularly provided through Teams.

# PHOTOGRAPHY - HIGHER



## Aims of the Course

The Higher Photography course is designed to help learners develop practical skills in photography, utilising a variety of camera techniques and image making processes.

Through this course, pupils will learn about the working methods of key photographers in order to create photographs for a range of contexts.

The Research Project allows pupils to be creative and pursue a personal line of enquiry. It allows pupils time to develop their own unique working process and the opportunity to refine and showcase skills gained over the duration of the course.

## There are four parts to the course:

1. Introduction to Photography – During this unit pupils are introduced to basic camera controls and image making techniques.
2. Masters of Photography – The aim of this unit is to develop learners' ability to apply a range of photographic processes and techniques in a range of contexts. Learners will develop analytical skills and a critical understanding of the historical, scientific, social and cultural factors influencing photographers and their work. On completion of the Unit, learners will be able to produce creative photographic imagery and evaluate their own photographs and their own working process.
3. Research Project – Pupils will research and investigate a negotiated brief. They will develop their work for a theme by planning, producing, reviewing, selecting and editing photographs. Pupils will submit 12 final images to be professionally printed. All work is recorded in a project book that clearly explains their creative photographic journey.
4. SQA Exam – Pupil undertake a prelim in January and a final SQA exam in June, these test the candidate's ability to analyse photographic work and their knowledge of photography, properties of light, camera controls and image making techniques etc. Pupils are asked to revise course notes and practice exam paper in preparation for these tests.

SQA assess a **Folio of work** containing all photographic work, notes, experiments, together with 12 final photographs. A **plan** for the project is submitted with the practical folio. A written **evaluation** of the project is completed under exam conditions and is also assessed alongside the folio. The combined folio is worth 100 marks and make up 77% of your final grade.

SQA assess a **question paper** (written exam). It is worth 30 marks and makes up 23% of your final grade.



# PHYSICAL EDUCATION - HIGHER

Higher Physical Education is an opportunity to further develop your physical performance and your understanding of the factors that impact on performance in both team games and individual activities.

Pupils who follow this course will investigate their own performance level in 3 different activities. They will then train to get better and will investigate whether their performance level has improved as a result of this training.

Pupils at Higher level will look at the impact of **physical, mental, social and emotional** factors in performance and make some judgements about which may have the biggest impact on them.

The focus on the course is about making you a better performer, and understanding what you need to do to make you a better performer.

## Assessment

50% of the course award is assessed through practical performance assessments: candidates will choose 2 practical activities to be assessed in.

The other 50% of the course award assessment comes from an externally assessed exam which is 2 hours 30 minutes long.

## Who should follow this course?

Most importantly, the Higher PE course is for people who enjoy and have a real interest in sports and who wish to work hard and improve.

Candidates in S5 and S6 should ideally have followed the National 5 course in S4. We do however, welcome entrants from S6 who have not followed the National 5 course, but who have passed at Higher level in other subjects in S5.

## Career Links

The Higher Physical Education course is recognised exactly like all other Higher courses for use as an entry qualification to University and College. Therefore, Higher Physical Education is a suitable choice for any S6 pupil looking to bolster their academic grades for entry to University.

Higher Physical Education is also a particularly relevant qualification for any career in which working with others is a key skill. In particular, this may include careers in:

- Education
- Emergency Services
- Health
- Sport & Leisure
- Sport Science
- Careers in Administration, Journalism and Management

## HOMEWORK

Homework will be issued regularly and is a crucial part of the course.

# PHYSICS - HIGHER

## Purpose

This course is designed to reinforce and extend the knowledge and understanding of the concepts of physics and related problem solving and practical abilities acquired in the National 5 Physics course.

## Recommended Entry

Students would normally be expected to have attained at least a C grade at National 5 Physics and a pass at National 5 Maths.

Students who have attained C grades at National 5 Physics will find this course challenging.

## Course Details

### Our Dynamic Universe (Higher)

This unit contains the study of Motion, Forces, Energy, Power, Collisions, Explosions, Gravitation, Special Relativity and the Expanding Universe.

### Particles and Waves

This unit contains the study of The Standard Model, Electrical Charge, Nuclear Reactions, Wave Particle Duality, Interference, Refraction of Light and Spectra.

### Electricity

This unit contains the study of Alternating Current, Electrical Circuit Theory, Capacitors, Semi-Conductors and p-n junctions.

### Researching Physics

The general aim of this Unit is to develop skills relevant to undertaking research in physics. Learners will collect and synthesise information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/the environment.

The Unit offers opportunities for collaborative and for independent learning. Learners will develop knowledge and skills associated with standard laboratory apparatus and in the recording and processing of results. The communication of findings will develop skills in scientific literacy.

### Progression

to Advanced Higher Physics

# PE – SQA FOOTBALL REFEREEING

The Football Refereeing course is accredited by the SQA and successful candidates will gain 16 credit points at SCQF Level 7 (equivalent to two units at Advanced Higher level).

The Football Refereeing course is also fully recognised and delivered in collaboration with the Scottish Football Association. This means that candidates who are successful in passing the course will automatically become fully qualified referees.

The course combines two units and teaching approaches will include lecture, seminar, group work, video clip analysis and practical sessions:

Unit 1 – Laws of the Game

Unit 2 – Practical Refereeing

## Assessment

Unit 1 is assessed through an online theory test. This is a multiple choice test made up of match incident clips and written questions. The pass mark is 80%.

Unit 2 is assessed through the completion of match incident reports, video tests of match incidents, fitness testing and culminates in candidates refereeing an 11-a-side match.

### Who should follow this course?

The course is open to anyone with an interest in football and/or refereeing.

It is important to note that given that the pass mark is 80% and the course is set at SCQF Level 7, candidates will require to undertake substantial academic learning and study in their own time.

## Career Links

Successful completion of the course enables candidates to immediately gain part-time employment and generate income in their spare time.

The course is also very good experience for candidates looking to enter careers in Sport or in which working with others is an important skill.

There are also opportunities for further progression within the Scottish and International

Refereeing frameworks for individuals who continue refereeing and show an aptitude and desire to apply effort.

# RMPS - HIGHER

## Course Details

The course comprises three mandatory units and an assignment

## Unit – Title and Brief Description

### *World Religion: Buddhism*

In this unit, you will study the ancient religion of Buddhism which has a rich tradition dating back to around 500 BCE. Buddhism has a unique set of ideas about the human condition, desire and suffering which you will explore using Buddhist methods like meditation. This unit will pose questions such as; what does it mean to be human? What happens when we die? What is the nature of reality?

### *Morality and Belief: Morality and Justice*

In this unit, you will look at the moral issues relating to crime and justice. You will explore the causes of crime and how criminals are treated in different parts of the world. You will investigate a wide variety of criminal case studies and justice systems and question whether or not capital punishment should be an available method of punishment, both in the U.K. and abroad. This unit will pose challenging questions such as; how should we punish different crimes and criminals? Should some criminals be put to death for their crimes? What human rights should criminals have?

### *Religious and Philosophical Questions: The Problem of Evil and Suffering*

In this unit, you will try to answer one of philosophy and theology's hardest questions; If God is good, why do they allow so many bad things to happen? This is known as 'The Problem of Evil and Suffering'. Throughout this unit you will explore and challenge different responses to this question before making up our own minds. This unit will pose challenging questions such as; does God exist? If God exists, what is God like? Do human beings have freewill? What is the cause of evil?

### *RMPS Assignment (Research Project)*

The task is open to any religious, moral and philosophical topic or issue you are interested in. This may be related to areas you have studied or an area you are particularly interested in. This will contribute to 27% of your overall grade.

## Progression

Related Higher National programmes.

Higher Education programmes in which RMPS is accepted as either a humanities or an arts and social science subject.

# NAT 5/HIGHER SCOTTISH STUDIES

## Why Scottish Studies?

The Scottish Studies Award provides opportunities for learners to develop their knowledge and understanding of Scotland — its people, languages (such as Scots), society, culture, natural environment and heritage — and to make connections across the curriculum. The Award also provides recognition for learners who choose to make these connections by studying aspects of three subject areas in a Scottish context.

At level 5 the Award has a broad and flexible framework, providing scope for personalisation and choice, which reflects covering content from a selection of Travel and Tourism, Geography, Environmental Science, Modern Studies and RMPS.

## Suggested Entry Requirements?

This award should be relevant to a wide range of learners who have an interest in finding out about Scotland, its people, linguistics, society and culture.

**N5:** Entry to this course will be based on recommendation by your Social Subjects/English/RME/Guidance teachers.

**Higher:** Entry to this course will be based on achievement of a C or D award at National 5 in English, Geography, History, Modern Studies or RMPS.

## What is the course about?

The Award may be of particular interest to learners living and studying in Scotland, as it will provide them with opportunities to broaden their understanding and appreciation of the society in which they live. This, in turn, may provide opportunities for learners to reflect on, and build, their own sense of identity as residents of Scotland and the wider world.

The main aims of the awards are to give learners the opportunity to:

- develop and apply skills, knowledge and understanding in a chosen subject areas
- make interdisciplinary connections by studying these subject areas in a Scottish context
- develop an in-depth understanding of the contribution that Scotland and its people past and/or present, have made and continued to make in these areas
- Research an aspect of Scottish Studies that is of particular interest to them
- develop the skills of planning, researching, selecting and analysing information, and skills of evaluation
- Demonstrate, under non-directive supervision, their ability to work independently.

## How will it be assessed?

This level 5/6 (National 5 or Higher equivalent) will be assessed internally through course work and unit assessments. There is no externally marked exam however learners must complete a research project on any aspect of Scotland that interests them. The level 6 (Higher) is worth 21 UCAS points.

## Where will Scottish Studies take you?

Passing Scottish studies will help you gain the skills and confidence to attempt a Higher in English, Geography, Modern Studies, History or RMPS.

Respect

Honesty

Fairness

Ambition

# TRAVEL AND TOURISM - NATIONAL 5

## Course Details

The course comprises four mandatory units, to achieve the award of Travel and Tourism: Skills for Work course, learners must pass all of the required Units. There is no Course assessment. This course is ungraded.

## Units –

### *Travel and Tourism: UK and Worldwide*

Learners will be required to produce evidence on three destinations, one from the UK, one European and one long haul. Pupils will learn about their chosen destinations and produce a detailed itinerary with accommodation, activities, attractions and amenities.

### *Travel and Tourism: Employability*

Learners will be required to produce evidence of three different job roles and review their own employability skills and attitudes.

### *Travel and Tourism: Customer Service*

Learners will be required to interact with other learners, staff and peers within the school in different situations. Using appropriate verbal and written communication and working as part of a team to achieve a collective goal.

### *Travel and Tourism: Scotland*

Learners will be required to produce evidence on three destinations, within Scotland. Pupils will learn about their chosen destinations and produce a detailed itinerary with accommodation, activities, attractions and amenities.

## What employment opportunities are there?

For candidates who wish to use these National Certificates as an entry to employment in either the travel or tourism or related sectors, there is ample opportunity to develop skills which will increase 'employability'.

These skills include:

- an understanding of the workplace and the employee's responsibilities
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience

The course in Travel and Tourism designed to offer an opportunity for pupils to progress to higher education and/or further training, and to improve employability skills with a knowledge and understanding of travel and tourism issues. The course will involve working as part of a team, communication, numeracy and IT. Pupils will be required to develop practical skills related to the industry through investigation, demonstration, external visits and team activities.

## 4. Exemplar S5 Subject Choice Form

Name: \_\_\_\_\_

Registration Class: \_\_\_\_\_

All pupils must study five subjects including English which is already entered as the 1<sup>st</sup> choice for next session. Pupils should enter their remaining course choices for S5 in order of preference. In order to maximise their potential, it is expected that young people choose their strongest four subjects as they progress into S5 depending on what is on offer to S5 students.

Current S4 Subjects	S5 Choices	
	Subject choice order of preference	Subject
English	1	<i>English</i>
Mathematics	2	
Subject 3	3	
Subject 4	4	
Subject 5	5	
Subject 6	Alternative	
Subject 7	Alternative	

Guidance Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/carer signature \_\_\_\_\_ Date: \_\_\_\_\_

(For office use) Seemis updated: \_\_\_\_\_ Date: \_\_\_\_\_

# **SCHOOL VISION, VALUES AND AIMS**

## **VISION**

Boclair Academy is committed to ensuring a range of high quality opportunities for all young people in order to maximise the potential of all.

## **VALUES**

In Boclair Academy all our work is underpinned by a commitment to our core values of: Respect, Honesty, Fairness and Ambition.

## **AIMS**

to provide a broad and balanced curriculum, the highest quality of learning and teaching

to allow pupils to develop a depth of knowledge and a range of skills and experiences

to encourage pupils to take responsibility for their own learning

to encourage pupils to participate fully in the life of the school, the wider community and society in general

to promote an ethos of success and achievement for all

to provide a caring environment in which pupils feel confident and secure

to promote equal opportunities and respect for others

to encourage parents to work in partnership with the school





## *Maximising Potential*

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