Wallace High School

WALLACE HIGH SCHOOL

New S5/6: Course Choice Booklet

Curriculum for Excellence: Senior Phase

February 2020

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

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

scqf
scottish credit and qualifications framework

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

Introduction – Senior Phase (S5/6) Course Choice – February 2020

Dear Parent/Carer,

This booklet is designed to support the *best* choices for your child as they progress into the final years of the Senior Phase (S5-6) and their attempts to gain key qualifications that will allow them to access positive destinations, be that in university, college or the world of work. It is our hope that school has, to date, equipped your child with a broad set of skills and experiences, as well as qualifications. They now have the chance to select the subjects they wish to study to achieve their first set of Higher awards, or, for S6, their final key areas of study and experiential learning before they leave. Every individual is different and our process allows *breadth* of study (for those still undecided about their career pathway) and focused *specialisation* (for example, the chance to focus on multiple sciences, social subjects, languages, technologies or the arts).

The increased personalisation and choice that has been available throughout school now culminates in this options process for S5/6. It should also be noted at this stage that we continue to make available an adaptable curriculum for our full range of pupils – from those with Additional Support Needs to those who now require college and vocational options. This is done with the focused intervention of Pupil Support.

This booklet provides up-to-date information on all individual subject areas available on our enclosed options form. The options within this booklet have been created to maximise possibilities for breadth *and* depth of study to satisfy our full range of pupils. We will do our utmost to ensure that pupils receive their desired five choices. ***This is, however, always subject to staffing and timetabling restrictions in any school.***

The information in this booklet should be considered alongside oral and written reports on your child's performance and information from any open/information evenings as well as your child's individual course choice interview. The key is to make **evidence-based decisions** that give the greatest chance of continued **progression** and **success** for your child. The best advice for your child is ***not*** to make decisions based on: what friends are doing; what teacher you may get; or what you want to study if all the evidence is that you will not succeed here. Such choices generally lead to dissatisfaction and unhappiness, as nothing is more frustrating than struggling to progress and achieve in an area you are 'stuck in' due to bad choices. ***Do*** make subject choices based on: what you are strong in (have evidenced a good grasp of broad skills in); enjoy; and that will lead to progression into an area you may wish to study/work in beyond school. If you already have a focused plan on progression into a certain job or university course, check entry requirements etc. and ensure that your choices leave that path clearly open as you progress.

Pupils will select **five** options, which include strongly academic courses, more vocational options and, for S6, service options that will develop the individual, contribute to the school community and assist in providing a richer UCAS application. The table on the opposite page illustrates how pupils move through levels from this point. Final level of presentation in the coming year (National 3 – Advanced Higher) will depend entirely on performance. I hope that the many inputs we have provided support good choices but if you have any specific questions, please do not hesitate to contact our Pupil Support team for further advice. I wish your child every success in this exciting next stage of their education.

Mr Pennock, Head Teacher, February 2020

Contents

ART & DESIGN

Higher

Purpose
The Higher Course has an integrated approach to learning, and includes a mix of practical learning and analysis of art and design practice. In the Course, learners will draw upon their detailed understanding of art and design work and practice as they experiment with using a range of selected art and design materials, techniques and/or technology to develop their own creative ideas. Learners will further develop a range of complex problem solving skills, and a critical understanding of the impact of social, cultural and other external factors on artists' and designers' work and practice.

Recommended Entry
National 5 Grade A or B.

Course Details
The Course consists of two projects and a final written exam:

Art and Design: Expressive Activity
This project helps learners to develop in more detail their personal thoughts and ideas in visual form. In the project, learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce investigative drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats in response to the stimuli.

Art and Design: Design Activity
In this project, learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider complex design opportunities, and work to resolve design issues and constraints. In the project, learners will develop critical understanding of designers' working practices and the social and cultural influences affecting their work. They will develop and refine their design ideas by experimenting with and using a range of materials techniques and/or technology in 2D and/or 3D formats.

Assessment
Exam: This consists of an SQA set exam, designed to allow the candidate an opportunity to show an understanding of Art and Design examples, and social and cultural factors that surround them. The candidate should also be able to convey a personal response to given examples of Art and Design works. Potential candidates should be aware they will, throughout the year, be set written essays and homework in preparation for this formal, academic exam.

Progression
Successful completion of this course may lead to Advanced Higher in:

Art & Design: (Enquiry : Expressive); Art & Design: (Enquiry : Design); Art & Design: (Enquiry: Research & Appreciation)

SGA at Higher in Art and Design

Education (HNC/HND/Degree); Employment; Training (VQ) in
- Art & Design
- Communications & Media
- Manufacturing Industries

ART & DESIGN

Advanced Higher

Purpose
To promote further knowledge and understanding of the visual arts and design, their historical development and contemporary applications; to develop and apply skills of practical investigation, media handling, problem solving and evaluation through expressive and design practical activities, linked to related contextual, evaluative and historical studies.

Recommended Entry
Entry is at the discretion of the Centre and as such, candidates are expected to have attained an A or a B pass at Higher level.

Course Details
The course is designed to allow the candidate to focus on developing a personal enquiry into either an expressive or design-themed folio. Whichever course is chosen, Design or Expressive, consists of two mandatory projects. The first, the Enquiry project, is the practical folio itself. Here, candidates should:

- identify and investigate an area or theme of personal significance, interest and relevance
- actively research a variety of sources and stimuli (visual and other) leading to imaginative personal response
- show sustained exploration and creative personal development of lines of thought and action
- draw directly at first hand, from three-dimensional sources, for clear purposes
- resolve ideas, feelings, thoughts and interpretation into finished artwork of variety and high quality
- communicate personal thoughts, feelings, ideas and interpretations through the production of two-dimensional and/or three-dimensional visual forms
- develop ability and confidence in handling media, materials and processes

The second project is the Studies Unit. In this project, learners will work in a self-directed manner to investigate the working practices and approaches of others. They will critically analyse artists' or designers' work and practice, evaluating the impact of external factors on their creative choices. They will communicate informed and supported personal views, opinions and judgements on the designers' work. Potential candidates should be aware that this is a formal written response.

Assessment Requirements
Projects are assessed internally by your teacher in accordance with SQA guidelines. The course is assessed by external examinations, set and marked by the SQA.

Homework
Whilst no formal homework is set, potential candidates should be aware that they are expected to develop their folio both in and outside of school. A lack of self-instigated enquiry at this level is detrimental to the successful completion of the course.

Progression
- Application to Art College, University, Schools of Architecture, College of Fashion/Design.

HUMAN BIOLOGY

Higher

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

Recommended Entry
While entry to this course is at the discretion of the Centre, in order to cope with the demands of the course we suggest that learners would normally be expected to have attained the skills, knowledge and understanding required by the following:

- Minimum of a B pass in National 5 Biology and English is desirable

Course Details
The course has three areas of study:

Human Biology: Human Cells
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 key areas of division and differentiation in human cells, structure and function of DNA, gene expression and the genome are covered. Analytical thinking and problem-solving skills will be developed in context, through investigation of DNA, the expression of the genotype, and protein production, which allows study of mutations and genetic disorders. DNA technology is covered, including sequencing and medical and forensic applications. In addition, learners will study metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.

Human Biology: Physiology and Health
Learners will develop knowledge and understanding by focusing on the key areas of reproduction and the cardiovascular system. By studying these systems, learners will be able to develop their problem-solving and analytical thinking skills. Reproduction covers hormonal control and the biology of controlling fertility, including fertile periods, treatments for infertility, contraception, ante-natal care and post-natal screening. Learners will also cover relevant tissues and circulation, and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.

Human Biology: Neurobiology and Immunology
The Key Areas covered are: Divisions of the Nervous System and Neural Pathways, the Cerebral Cortex, Memory, Cells of the Nervous System and Neurotransmitters at Synapses, Non-Specific Body Defences, Specific Cellular Defences against Pathogens, Immunisation, Clinical Trials of Vaccines and Drugs.

Course Assessment
The course assessment covers the added value of the course.

Homework
Homework is highly structured, consisting usually of one formal piece of homework per week. Pupils can expect to spend 1-2 hours per week on homework plus time spent consolidating classwork.

Assessment

External assessment is based on:

- Two question papers, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the course to answer questions in human biology.

- An assignment which assesses the application of skills of scientific inquiry and related human biology knowledge and understanding. It allows assessment of skills that cannot be assessed by a question paper; for example, handling and processing data gathered through experimental work and research skills.

Progression

This Course may provide progression to:

- Advanced Higher Biology
- Other qualifications in Biology or related areas
- Further study, employment and/or training

BIOLOGY

Advanced Higher

Recommended Entry
Higher Human Biology with a pass at A or B level.

Course Details
The course has three areas of study:

Biology: Cells and Proteins
This topic builds on understanding of the genome from Higher Human Biology. Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multi-cellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists.

Biology: Organisms and Evolution
This topic builds on understanding of selection in the context of evolution and immune response from Higher Human Biology. Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit and is best observed in the natural environment.

This topic covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced. Evolution is considered from the impact of drift and selection on variation. The study of sexual behaviour provides opportunities to use the techniques of ethology. There are many opportunities to explore the systems approach required for the understanding of parasite biology. In addition, there are many opportunities to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances.

Investigative Biology
This topic builds on understanding of the scientific method from Higher Human Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research.

Learners will do this through the key aspects of the scientific method, literature and communication and ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions. The collection of experimental data will provide an opportunity to develop planning and organising skills.

Assessment Requirements
- End of topic tests
- End of course external examination
- Project

Homework
As for Higher Human Biology, you can expect regular homework which will include research essays, data interpretation and some practical work.

Progression
- An HND/Degree in a Biology-based course or a related area
- A career in a Biology-based discipline or a related area

BUSINESS MANAGEMENT

Higher

Course Details
Business Management develops enterprise skills and attributes by providing opportunities to study a range of business and organisational contexts. Pupils learn the ways in which society relies on businesses and other organisations to satisfy its needs, and an understanding of how to use business information to interpret and report on overall business performance. The Course also looks at the impact that external influences can have on organisations and decision-making processes.

The course is made up of five areas of study:

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

Recommended Entry
Learners would normally be expected to have attained a pass in Business at National 5 level.

Assessment
An award is achieved by passing the SQA exam as well as a Course Assignment.

National Progression Award in Enterprise & Business (Level 6)

Course Details
The National Progression Award (NPA) in Enterprise and Business at SCQF level 6 is relevant to anyone considering starting a business, or with an interest in doing so. The focus of the qualification is to

- enhance and develop enterprising skills and attitudes
- develop knowledge to support business start-up activity
- develop knowledge and skills in promoting a business
- enhance and develop knowledge of customer management techniques
- provide practical, experiential learning about starting a business and transferable skills for employment

Recommended Entry
Learners would normally be expected to have followed the National 5 Business course in S4 but not achieved a pass (i.e. learners who passed the National 5 exam will follow the Higher Business course).

Assessment
An award is achieved by passing **five internal course assessments**. As a SCQF level 6 qualification, this course is rated by colleges and universities as carrying the same points as a grade C Higher pass.

Progression
Advanced Higher Business, Further Education or employment.

CHEMISTRY

National 5

Course Details

The Course develops scientific understanding of Chemistry issues and aims to develop learners' interest and enthusiasm for Chemistry through a variety of approaches to learning, with an emphasis on practical activities.

There are 3 areas of study:

Chemical Changes and Structures: examines atomic theory and how atoms combine.

Nature's Chemistry: investigates important everyday chemicals such as fossil fuels, foods and the wide range of consumer products obtained from plants.

Chemistry in Society: studies metals, modern materials such as plastics, and sustainable chemistry which researches the use of chemicals in society with an emphasis on economic and environmental issues.

Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

A final written examination and a research assignment.

CHEMISTRY

Higher

Purpose
The main aims of the course are for learners to:

- develop and apply knowledge and understanding of chemistry
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- develop scientific enquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation in a chemistry context
- develop the use of technology, equipment and materials, safely in practical scientific activities, including using risk assessments
- develop planning skills
- develop problem-solving skills in a chemistry context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

Recommended Entry
Entry to this course is at the discretion of the Centre, however, learners would normally be expected to have attained the skills, knowledge and understanding required by the following:

- National 5 Chemistry course or relevant component units at level A or B

Course Details
The course consists of four areas of study:

Chemical Changes in Structure
This topic covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will investigate collision theory and the use of catalysts in reactions. Learners will explore the concept of electro-negativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

Research in Chemistry
This topic covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions.

Nature's Chemistry
This topic covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered.

Chemistry in Society
This topic covers the knowledge and understanding of the principles of physical chemistry, which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations. Learners will use analytical chemistry to determine the purity of reagents and products.

Course Assessment
The course assessment covers the added value of the course.

Homework
Homework is highly structured, consisting of at least one formal piece of homework per week. Pupils can expect to spend 1-2 hours per week on homework plus time spent consolidating classwork. Regular Supported Study is available.

Assessment
External assessment is based on:

- A question paper, which requires learners to demonstrate knowledge and understanding and apply scientific inquiry, scientific analytical thinking and problem-solving skills.
- An assignment, which requires learners to carry out an in-depth study of a Chemistry topic. The topic will be chosen by the learner, who will investigate/research the underlying chemistry and the impact on the environment/society.

Progression
- to completion of an appropriate Group Award
- to Advanced Higher Chemistry
- to another Science subject at Higher
- to Higher Education: Degree and HND courses in chemistry and chemistry-related subjects such as environmental science, pharmacy, science and chemical engineering
- to employment including work-based training for SVQ Laboratory Operations

CHEMISTRY

Advanced Higher

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

Recommended Entry
Entry to this Course is at the discretion of the Centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:
- Higher Chemistry, ideally at Grade A

Course Details
The course comprises three areas of study:

Inorganic and Physical Chemistry
Learners who complete the topic will be able to:
- apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment
- draw on knowledge and understanding of the key areas of this Unit and apply scientific skills

Organic Chemistry and Instrumental Analysis
Learners who complete the topic will be able to:
- apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment
- draw on knowledge and understanding of the key areas of this Unit and apply scientific skills

Researching Chemistry
Learners who complete the topic will be able to:
- apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment
- apply skills of scientific inquiry and draw on knowledge and understanding to research, plan and carry out investigative practical work on a chosen chemistry topic

Assessment
All topics are internally assessed. Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper and project, requiring demonstration of the knowledge, skills and understanding acquired from across the topics and how they can be applied in unfamiliar contexts and/or integrated ways.

External assessment is based on:
- A question paper under exam conditions, which requires learners to demonstrate knowledge and understanding and apply scientific inquiry, scientific analytical thinking and problem-solving skills.

Progression
This Course may provide progression to:
- an HND/degree in a chemistry-based course or a related area
- a career in a chemistry-based discipline or related area

COMPUTING SCIENCE

National 5

Purpose
This course provides candidates with an understanding of the technologies and develops a wide range of practical skills that underpin our modern, digital world. The course also builds awareness of the importance of computing in meeting our needs today and for the future, in many fields including science, education, business and industry. Learners are introduced to an advanced range of computational processes, where they learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. They also gain an awareness of the important role that computing professionals play in meeting the needs of society today and for the future.

Recommended Entry
Completed S3 Computing course

Course Construction
The course has four areas of study:

Software Design and Development
The aim of this topic is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development.

Computer Systems
In this topic learners develop their understanding of how data and instructions are stored and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that protect computer systems.

Database Design and Development
Learners develop knowledge, understanding and advanced practical problem-solving skills in database design and development.

Web Design and Development
Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development.

Across all topics learners apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.

Assessment
Assignment (31%)
External SQA Exam (69%)

Homework
This will consist of reading course material and completing written assignments reinforcing new topics.

Progression
- Higher Computing Science, Further Education or Employment

COMPUTING SCIENCE

Higher

Purpose
This course provides candidates with an understanding of the technologies and develops a wide range of practical skills that underpin our modern, digital world. The course also builds awareness of the importance of computing in meeting our needs today and for the future, in many fields including science, education, business and industry. Learners are introduced to an advanced range of computational processes, where they learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. They also gain an awareness of the important role that computing professionals play in meeting the needs of society today and for the future.

Recommended Entry
National 5 Computing Science

Course Construction
The course has four areas of study:

Software Design and Development
The aim of this topic is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development.

Computer Systems
In this topic learners develop their understanding of how data and instructions are stored and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that protect computer systems.

Database Design and Development
Learners develop knowledge, understanding and advanced practical problem-solving skills in database design and development.

Web Design and Development
Candidates develop knowledge, understanding and advanced practical problem-solving skills in web design and development.

Across all topics learners apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.

Assessment
Assignment (31%)
External SQA Exam (69%)

Homework
This will consist of reading course material and completing written assignments reinforcing new topics.

Progression
- Advanced Higher Computing Science, Further Education or Employment

COMPUTING SCIENCE

Advanced Higher

Purpose
The purpose of the Course is to build on the knowledge, understanding and practical skills developed by the learner in the Higher Computing Science Course, and to provide a useful bridge towards study of computing science and other disciplines in higher education. This is achieved by extending learners' depth and breadth of learning, providing opportunity for independent and investigative work, while encouraging teamwork and requiring candidates to develop and present a proposal for a computing-based project.

Recommended Entry
Higher Computing Science, attaining Grade A

Course Construction
The Course has four areas of study:

Software Design and Development
Learners develop knowledge, understanding, and advanced practical problem-solving skills in software design and development. They do this by using appropriate software development environments. Learners develop object-oriented programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these modular programs work.

Database Design and Development
Learners develop knowledge, understanding and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using SQL to create and query relational databases. Learners apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.

Web Design and Development
Learners develop knowledge, understanding, and advanced practical problem-solving skills in web design and development. They do this through a range of practical and investigative tasks. Learners apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and PHP.

Computer Systems
This content is designed to be delivered in the context of the other areas of study and not as a stand-alone area of study. Learners develop their understanding of how data is stored in hexadecimal form and how flags are used during the fetch-execute cycle. They become aware of the environmental impact of data centres and the security risks of code injections.

Assessment
Project Assignment (50%)
External SQA Exam (50%)

Homework
This Course provides a good preparation for learners progressing to further and higher education, as learners doing Advanced Higher Computing must be able to work with more independence and less supervision, especially with regards to their chosen project.

Progression
Further Education or Employment

DANCE

Higher

Purpose
This course will encourage learners to be inspired and challenged when developing technical dance skills, and performing, creating and appreciating dance. Learners will use theoretical knowledge to inform practice and develop understanding of a range of dance techniques and choreographic skills. Learners will develop an appreciation of a range of theatre arts and dance practice. They will also learn to evaluate their own work and the work of others. The skills that learners acquire by successfully completing the course will be valuable for learning, for life and for the working world.

The course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of vocations and careers.

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

- National 5 Dance Course
- S1-3 Core PE

Course Details
This Course comprises three areas of study as follows:

- Dance: Technical Skills (Higher)
- Dance: Choreography (Higher)

Course Assessment

This Course includes 6 SCQF credit points to allow additional time for preparation for all course assessment. The Course assessment covers the added value of the course.

The central theme of the course is to develop approaches to enhance performance through monitoring and evaluation.

The course has an integrated approach to learning and includes a mix of practical learning and knowledge and understanding. As learners develop their technical and choreographic skills, they will also learn to appreciate the work of dance practitioners and will use this knowledge to inform and influence their creative thinking and performance. They will apply technical skills in the performance of different dance styles. They will also experiment with a range of choreographic skills and learn how to apply them imaginatively in dance.

Progression
This Course may provide progression to:

- A range of dance-related National Progression Awards (NPAs), Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- Further Study, employment and/or training

DESIGN & MANUFACTURE

Higher

Purpose
The Higher course provides opportunities for learners to build up the necessary skills required to put together design proposals which encompass knowledge of design factors, materials and manufacturing processes. The Course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. Creative design skills and an ability to communicate through manual sketching are imperative to allow learners to demonstrate their abilities in the use of idea generation techniques, interpreting drawings and diagrams, communicating design solutions and planning for manufacture. Pupils will build up an appreciation of the importance to a product of form, function, and performance. Using the knowledge of design factors pupils will be expected to develop strategies for the evaluation of products which will then lead into the refinement of their design solutions. The course is delivered as a series of design projects where pupils will be expected to demonstrate their knowledge of design for manufacture through completion of design folios.

Recommended Entry
National 5 Design & Manufacture (Grade A/B)

Course Details
The Course consists of two overarching topics – Design and Materials and Manufacture, in which learners will undertake a series of different projects. Learners will then be expected to complete a Course Assignment set by SQA, which accounts for part of the Higher grade:

Design and Manufacture: Design
This topic covers the processes of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals in order to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Design and Manufacture: Materials and Manufacturing
This topic covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to 'close the design loop' by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the various factors that influence the design and manufacture of products. It allows learners to consider the materials, manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

Assessment
The Course assessment involves a Design Assignment (completed in class time) and external exam which are both set and marked by the SQA.

Progression
Achievement of Higher Design & Manufacture should enable progress to:

Advanced Higher Design & Manufacture course
Further Education Courses in Design, Manufacturing, Engineering or related subjects.

EMPLOYABILITY and PC PASSPORT AWARDS

National Progression Awards SCQF Level 5

EMPLOYABILITY AWARD

Course Details
The National Progression Award (NPA) in Enterprise and Employability at SCQF level 5 equips young people with relevant and transferrable skills which can be used in any employment setting, including self-employment. The Course is designed in response to the Scottish Government's drive to enhance skills for learning, life and work. There are close links to our Skills Development Scotland Careers Advisor, and pupils are supported at all stages.

Content
The course consists of the following 4 Units:

- Personal Development: Self and Work (Enterprise Focus)
- Working for Yourself (Enterprise Focus)
- Work Experience (Employability Focus)
- Skills for Customer Care (Employability Focus)

This course is aimed at young people who wish to improve both 'soft' employability skills (such as self-reliance and project leadership) and with 'hard' employability skills (such as interview preparation and workplace awareness).

PC PASSPORT AWARD

Course Details
The aim of the NPA PC Passport at SCQF level 5 course is to further develop knowledge and skills gained in S4 following the PC Passport level 4 course. Learners will improve skills in the following key digital areas:

- word processing
- spreadsheets
- presentation software

This qualification will enable learners to develop a range of fundamental IT-based knowledge and skills. That knowledge and those skills are directly relevant to the world of business and employment and, as such, are important elements in the portfolio of skills and knowledge which a learner takes to the job market.

Both courses will be completed within one academic year.

Progression
College, training or employment.

ENGLISH

National 5

Purpose
The main purpose of this Course is to provide candidates with the opportunity to develop the skills of reading, writing, talking and listening in order to understand and to use language which is detailed in content. The Course offers candidates opportunities to develop and extend a wide range of skills.

As candidates develop their language skills, they will be able to process ideas and information more readily, apply knowledge of language in practical and relevant contexts, and gain confidence to use detailed language with clarity and purpose. Candidates develop analytical thinking and an understanding of the impact of language through the study of a wide range of texts.

Recommended Entry
Your teacher will recommend a National 5 course if you gain a pass at National 4.

Course Details
The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language.

Learners will be provided with the opportunity to develop listening and reading skills in the contexts of literature, language and media. They will develop the skills needed to understand, analyse and evaluate detailed and complex texts, including Scottish texts.

Learners will also develop talking and writing skills in a wide range of contexts. They will develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

Assessment
- Continuously assessed with a final written examination.
- The writing portfolio is to provide evidence of candidates' skills in writing for two different purposes: one broadly creative, and one broadly discursive.
- The new Performance-spoken language component is a mandatory part of the National 5 English Course and all candidates must successfully complete this component to achieve the Course award. It is assessed on an achieved/not achieved basis.

Homework
This course will involve a substantial commitment to homework -
- Reading and close analysis of literary texts
- Drafting and completion of writing pieces
- Completion of tasks in Reading for Understanding, Analysis and Evaluation
- Extensive revision of texts
- Preparation of talk tasks

Progression
- Higher English

ENGLISH

Higher

Purpose
The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language effectively. The Course 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.

Recommended Entry
Your teacher will recommend a Higher course if you gain an A or B pass at National 5.

Course Details
This Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language effectively.

Learners will be provided with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts, including Scottish texts.

Learners will also be provided with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

Assessment
- To gain the award of the Course, the learner must pass relevant areas of study as well as the final exam. Grading attainment in the course award is determined by external assessment of the final exam and the writing portfolio, which contains two pieces: one broadly discursive and one broadly creative.

- The new Performance-spoken language component is a mandatory part of the Higher English Course and all candidates must successfully complete this component to achieve the Course award. It is assessed on an achieved/not achieved basis.

Homework
This course will involve a substantial commitment to homework
- Reading and close analysis of literary texts
- Drafting and completion of writing pieces
- Completion of tasks in Reading for Understanding, Analysis and Evaluation
- Extensive revision of texts
- Preparation of talk tasks

Progression
- Advanced Higher English

ENGLISH

Advanced Higher

Purpose
The purpose of this Course is to allow learners to pursue particular interests and strengths in more specialised areas of study. Performance at Higher is evidence of a high level of skill in the subject. At Advanced Higher learners will encounter considerable academic and personal challenges. This should assist greatly in personal development and with the requirements for independent study in Higher Education.

Recommended Entry
An A or B award at Higher.

Course Details
The course is made up of two mandatory areas of study:

English: Analysis and Evaluation
The purpose of this topic is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches.

English: Creation and Production
The purpose of this topic is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing.

Assessment

The course assessment will take the form of:

- One question paper through which learners will write a critical response on drama, prose or poetry, and undertake a textual analysis of an unseen poem or extract from a range of genre, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s)
- A portfolio which will contain two pieces of writing
- Dissertation

Homework
Clearly, the many references to independent study above imply that homework is a course requirement. Most of the dissertation is completed independently in collaboration with the assigned staff tutor. It will also involve: Reading and close analysis of literary texts; drafting and completion of writing pieces; extensive revision texts.

Progression
English is a universal requirement and is thus relevant to all career areas. However, it is particularly important for and may lead to a career path in the following areas:

- Arts, Social Sciences and Religion
- Communications and the Media

FASHION AND TEXTILE TECHNOLOGY

National 5, Higher

Course Details

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

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

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

The Course has 3 projects:

Textile Technologies
This project provides learners with the opportunity to develop detailed knowledge and skills related to textile technologies. This includes the characteristics and properties of a range of textiles, and their uses. Learners will have the opportunity to make detailed fashion/textile items, to an appropriate standard of quality, using a pattern and a range of textile construction techniques. The project also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

Fashion/Textile Item Development
This project provides learners with the opportunity to explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for detailed fashion/textile items based on those trends. Learners will plan and make detailed fashion/textile items, to an appropriate standard of quality, that take into account fashion/textile trends. The project also provides learners with the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

Fashion and Textile Choices
This project provides learners with the opportunity to develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Learners will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will justify detailed fashion/textile items with a focus on factors that affect fashion and textile choice.

Assessment

The learner will undertake a practical activity to integrate, extend and apply the skills and techniques from across the projects to produce a completed fashion/textile item, to an appropriate degree of accuracy. Learners will work to a given brief with limited support. Learners will demonstrate knowledge and understanding by evaluating their work. The task will be sufficiently open and flexible to allow for personalisation and choice.

Learners will also sit an externally marked written exam and complete a Practical Activity. These three components will combine to form a final grade.

FOUNDATION APPRENTICESHIPS – PART-TIME

SCQF Level 6

Course Details

Foundation Apprenticeships are a blend of academic and work-based learning for young people in senior phase of secondary school. They are delivered with involvement of employers and provide industry recognised qualifications in key sectors where there is a real need for skilled employees.

Foundation Apprenticeships provide qualifications which are the same level of learning as a Higher (SCQF Level 6). There are three key components to a Foundation Apprenticeship:

- developing knowledge
- gaining skills; and
- demonstrating competence in the workplace

Based on existing Modern Apprenticeships they enable pupils to complete elements of a Modern Apprenticeship while still at school. They may suit pupils who want to achieve a qualification at SCQF6 but prefer an alternative to classroom learning.

What are Foundation Apprenticeships for?

Foundation Apprenticeships are for senior phase school pupils. Pupils will usually start their Foundation Apprenticeship in S5 with the intention of leaving school at the end of S6 with some Highers and/or National qualifications. However, there are also one year programmes as well.

In general they are open to pupils who:

- are capable of achieving at SCQF Level 6
- prefer an alternative way to learn rather than in the classroom and
- have an interest in developing a greater awareness of a specific industry with an aspiration to pursue a career in that area.

Individual learning providers may stipulate specific entrance criteria which you can find on the college website (link at end).

What qualifications are achieved?

Foundation Apprenticeships are a new qualification certificated by SQA and are set at SCQF Level 6. They include existing industry-recognised qualifications including National Certificates/National Progression Award units and SVQ units.

How long does it take to complete a Foundation Apprenticeship?

The majority of Foundation Apprenticeships take two years to complete, however there are some one year programmes planned for 2019.

How does a Foundation Apprenticeship fit in with other subjects?

Foundation Apprenticeships are taken with other school subjects. Pupils completing a Foundation Apprenticeship will spend part of their timetable at College/Learning Provider and with an employer. Some Foundation Apprenticeships may be delivered in school, this is still to be confirmed

Where can you progress to when you complete a Foundation Apprenticeship?

Straight to work: Gain skills employers want – like timekeeping, problem-solving, communication and teamwork. Gain connections with employers, relevant work experience and a qualification recognised by industry, all of which looks great on a CV.

A Modern Apprenticeship: In the same subject: complete a Modern Apprenticeship quicker as some of the elements have been completed during the Foundation Apprenticeship. In another subject: Gain experience of learning on the job that looks good to employers who are recruiting Modern Apprenticeships.

A Graduate Apprenticeship: Gain experience of learning through work, able to do it at a higher level. With a Graduate Apprenticeship, take your studies further, even up to Master's degree level while in employment.

College or University: Foundation Apprenticeships are recognised by all Scottish Colleges, for applications to HNC/D programmes in college, the Foundation Apprenticeship is a recognised entry qualification, in addition to relevant subject qualification as necessary. Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish Universities.

UCAS: Foundation Apprenticeships appear on the UCAS drop-down menu of qualifications. FA students applying to University are encouraged to emphasise benefits of the work based elements of the FA in their personal statements.

What Foundation Apprenticeships are available?

Forth Valley College

Framework	Campus(es)	Attendance	
		Year 1	Year 2
Accountancy	Falkirk, Stirling	1 day per week	Aug – Dec: 2 days per week placement/college Jan – Jun: 1 day per week placement / college
Business Skills	Stirling, Falkirk, Clacks	College 1 day per week	Placement 1 day per week
Civil Engineering	Falkirk, Stirling	College 1 day per week 1 week placement in June	1 week placement over Easter
Creative & Digital Media	Stirling, Falkirk, Clacks	College 1 day per week	Placement 1 day per week
Engineering	Falkirk, Stirling, Clacks	College1 day per week 2 week placement in June	1 day per week 2 week placement in June

Forth Valley College

Framework	Campus(es)	Attendance	
		Year 1	Year 2
IT Hardware	Stirling, Falkirk, Clacks	College 1 day per week	Placement 1 day per week
IT Software	Stirling, Falkirk, Clacks	College/placement 1 day per week	Placement 1 day per week
Scientific Technologies	Stirling, Falkirk, Clacks	College half day per week	Placement 10 hours per week
Social Services & Healthcare	Stirling, Falkirk, Clacks	1 – 1.5 days per week placement/college	As year 1, 10 hours per week placement
Social Services (Children & Young People)	Stirling, Falkirk,Balfron, Clacks	As above	As above

Forth Valley College (1-year delivery)

Framework	Campus(es)	Attendance
Accountancy	Clacks	College 12 hours per week Aug – Dec. College/placement 20 hours per week Jan – Jun
Business Skills	Stirling, Falkirk, Clacks	12 hours per week college/placement
Civil Engineering	Falkirk, Stirling	College 12 hours per week, 1 week placements in Easter and June
Creative & Digital Media	Falkirk, Stirling, Clacks	College/placement 12 hours per week
IT Hardware	Falkirk	College/placement 12 hours per week
Social Services (Children & Young People	Falkirk, Stirling	College/placement 20 hours per week
Scientific Technology	Falkirk, Clacks	College/placement 12 hours per week
Application process: online, followed by interview		

Please note that if you are considering the Foundation Apprenticeship you must still make full course choice which can be reviewed if you are successful in applying for a Foundation Apprenticeship.

If you are interested in applying for a place, applications are open and the closing date for applications is mid-March. If you would like help with your application please speak to Fiona Lafferty, Careers Adviser.

More information can also be found at www.forthvalley.ac.uk/ways-to-study/foundation-apprenticeships/

GÀIDHLIG

Higher / Àrd Ìre

Purpose
The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language effectively. The Course 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.

Recommended Entry
Your teacher will recommend a Higher course if you gain an A or B pass at National 5 Gàidhlig.

Course Details
This Course is made up of two areas of study. The Course provides learners with the opportunity to develop their listening, talking, reading and writing skills in order to understand and use language effectively. The two units include the four language skills of listening, talking, reading and writing.

Gàidhlig: Analysis and Evaluation
The purpose of this area of study is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.

Gàidhlig: Creation and Production
The purpose of this area of study is to provide learners with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex texts in both written and oral forms.

Assessment
To gain the award of the Course, the learner must pass the final exam. Grading attainment in the course award is determined by external assessment of the final exam and the internal speaking assessment.

Homework
This course will involve a substantial commitment to homework -
- Reading and close analysis of literary texts
- Drafting and completion of writing pieces
- Completion of tasks in Reading for Understanding, Analysis and Evaluation
- Extensive revision
- Preparation of talk tasks
- Use of Gaelic out with school to develop their vocabulary and understanding of the language

Progression
- Advanced Higher Gàidhlig

GÀIDHLIG

Advanced Higher / Àrd-Ìre Adhartach

Purpose
The purpose of this Course is to allow learners to pursue particular interests and strengths in more specialised areas of study. Performance at Higher is evidence of a high level of skill in the subject. At Advanced Higher learners will encounter considerable academic and personal challenges. This should assist greatly in personal development and with the requirements for independent study in Higher Education.

Recommended Entry
An A or B award at Higher.

Course Details
The course is made up of two mandatory areas of study.

Gàidhlig: Analysis and Evaluation
The purpose of this area of study is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches.

Gàidhlig: Creation and Production
The purpose of this area of study is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing.

Assessment

To gain the award of the Course, the learner must pass all areas of study as well as the final exam. Grading attainment in the course award is determined by external assessment of the final exam and the internal speaking assessment.

Homework
As this is Advanced Higher, it is important that anyone taking the subject works well independently, and working on the subject at home should be done regularly, even if it has not been set by the teacher. Homework will include, but is not limited to:

- Reading and close analysis of literary texts
- Drafting and completion of writing pieces
- Extensive revision of texts
- Preparation of talk tasks
- Use of Gaelic out with school to develop their vocabulary and understanding of the language

Progression
Gàidhlig opens the doors to a lot of different career paths. Although you may not go on to study Gàidhlig, it can be useful in many jobs, and helps you stand out from the crowd. The skills learnt in Advanced Higher Gàidhlig can be applied in many areas of further education, and will no doubt be useful for future jobs.

GEOGRAPHY

Higher

Purpose
The main aims of this Course are to enable learners to develop:

- a wide range of geographical skills and techniques
- an understanding of the complexity of ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales
- understanding of spatial relationships and of the complexity of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues and their significance
- an interest in, understanding of, and concern for the environment and sustainable development

Recommended Entry
Learners would normally be expected to have attained the skills, knowledge and understanding required by the following:

National 5 Geography Course (or for S6 pupils a relevant Social Subject at Nat5)

Course Details
The Higher Geography Course has three areas of study:

Geography: Physical Environments
Learners will develop mapping skills in geographical contexts. They will develop and apply knowledge and understanding of the complex processes and interactions at work within physical environments on a local, regional and global scale. Key topics include: atmosphere, hydrosphere, lithosphere and biosphere. Personalisation and choice is possible through case studies and areas chosen for study, for example, the Lake District.

Geography: Human Environments
Learners will develop and apply knowledge and understanding of the complex processes and interactions at work within urban and rural environments and the management of urban and rural land use change in developed and developing countries. Key topics include: population, rural land use change and management, urban change and management (e.g. comparing the growth of Glasgow and Mumbai).

Geography: Global Issues
Learners will develop and apply knowledge and understanding of complex global geographical issues which demonstrate the interaction of physical and human environments and the strategies adopted in the management of these issues. Key topics include: Development and Health, Global Climate Change.

Assessment
To gain the award of the Course, the learner must pass the Course assessment at the end of the year. The Course assessment is graded A-D.

Added Value Assignment:
The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical issue.

Field Work:
The course includes a compulsory field trip to the Lake District National Park which includes a small charge (£10 - £15).

Homework

Homework is integral to the course and students will be required to complete regular exercises. In addition, students may be required to complete class work at home.

Progression

From the achievement of a Higher in Geography the student may be able to progress to:

- a course at an appropriate level in another Social Subject
- the HNC/HND award in further education
- to degree courses in higher education
- to employment where the knowledge and skills acquired in Geography prepare students for a wide variety of careers.

GEOGRAPHY

Advanced Higher

Purpose
The main aim of Advanced Higher Geography is to develop a detailed understanding of aspects of the contemporary world by using the concepts and techniques of geographical analysis.

Recommended Entry
Higher Geography with a pass at A or B level.

Course Details
The course consists of two areas of study:

Topic 1: Geographical Skills
- map skills
- graphical techniques
- statistical techniques

Topic 2: Geographical Issues
- evaluation of sources and viewpoints on current geographical issues

Assessment
Competencies will be assessed internally. An Added Value will be undertaken along with a final exam in May.

Field Work
The course requires a compulsory field trip to Lochramza field centre in Arran (£150).

Homework
Students will be required to carry out much of their research in their own time.

Progression
Advanced Higher Geography is regarded as very worthwhile preparation for tertiary education. Advanced Higher Geography offers a wide range of career opportunities.

GRAPHIC COMMUNICATION

Higher

Purpose
The Higher course provides learners with the opportunity to develop a wide range of graphic communication techniques relevant to varied sectors within industry. The course combines elements of manual sketching and preliminary planning, 3D computer aided modelling and production drawing, and promotional computer aided graphics. Learners will work through a series of tasks where they will use all of the course elements to produce graphic design proposals. These proposals should encompass knowledge of graphic design elements and principles, adherence to industry standards, and include additional technical detail of computer generated components and assemblies. The Course combines elements of creativity in graphic design and elements of understanding and interpretation of technical graphics used within engineering/construction/manufacturing sectors. Learners will experience a series of projects where they will use preliminary graphics to inform their final solutions which will then be completed using industry standard CAD/CAG software.

Recommended Entry
National 5 Graphic Communication (Grade A/B)

Course Details

2D Graphic Communication
Learners will develop their creativity and presentation skills within a 2D graphic communication context, allowing learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

3D and Pictorial Graphic Communication
Learners will develop their creativity and presentation skills within a 3D and pictorial graphic communication context, allowing learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Assessment
The Course Assessment involves an Assignment and external exam which are both set and marked by the SQA.

Progression
Successful completion of this course may lead to:

Advanced Higher in Graphic Communication

Education (HNC/HND/Degree); Employment in
Art & Design
Computing & ICT
Construction
Engineering

HISTORY

Higher

Purpose
The main aims of the Course are to develop:

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- the skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- an understanding of the relationship between factors contributing to, and the impact of, historical events.
- the skills of analysing, evaluating and synthesising historical information
- the skills of researching complex historical issues, drawing well-reasoned conclusions

Recommended Entry
Learners would normally be expected to have attained the skills, knowledge and understanding required by the following:

National 5 History Course (or for S6 pupils a relevant Social Subject at Nat5)

Course Details
The course consists of three areas of study:

Historical Study: Scottish
Learners will develop techniques to evaluate a range of historical sources. Complex issues in Scottish history will be studied from the topic 'Impact of the Great War, 1914 -1928'. Learners will develop knowledge and understanding of this area of historical study.

Historical Study: British
Learners will develop techniques to evaluate the impact of historical developments. Complex issues in British history will be studied from the topic 'Migration and Empire'. Learners will develop knowledge and understanding of this area of historical study.

Historical Study: European World
Learners will develop techniques to evaluate the factors contributing to historical developments. Complex issues in European and world history will be studied from 'The USA 1918 – 1968'. Learners will develop knowledge and understanding of this area of historical study.

Assessment
To gain this award of the Course, the learner must pass the Course assessment at the end of the year. The Course assessment is graded A-D.

Added Value Assignment:
The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of an historical issue.

Homework
Homework is integral to the course and students will be required to complete regular exercises. In addition, students may be required to complete class work at home.

Progression

From the achievement of a Higher or Units in History the student may be able to progress to:

- a course in an appropriate level in another Social Subject
- the HNC/HND award in further education
- degree courses in higher education
- employment where the knowledge and skills acquired in History prepare students for a wide variety of careers.

HISTORY

Advanced Higher

Recommended Entry
Higher History with a pass at A or B level.

Course Details
Pupils studying Advanced Higher History will work through Section 7: Germany: from Democracy to Dictatorship 1918 -1939.

The Course will consist of a mixture of taught lessons, tutorial discussions and self-study, similar to any Arts Faculty course you are likely to study at College or University. You will be asked to write regular essays and complete assigned reading most weeks.

The main benefits gained from studying Advanced Higher History are vastly improved literacy skills. You will also source materials and books for study, to reason and argue your views with others, to discover the works of a wide variety of historians in the subject you choose, and generally to prepare you for the level of academic challenge and self-disciplined study which you will face at University.

Assessment Requirements
The Course is assessed by a question paper and dissertation. The question paper consists of Part A: Historical Issues and Part B: Historical Sources. Students will work on their dissertation throughout the year with guidance and supervision from their class teacher.

Homework
As indicated above, you will have essays and background reading to do each week. Some periods are reserved each week for reading studies, to help you keep up with the reading required for essays and source work. However you will be expected to read at home also.

Progression
To College or University

LABORATORY SCIENCE – SKILLS FOR WORK

National 5

Course Details

The Course provides a broad experiential introduction to Laboratory Science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally and globally.

They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and Health and Safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.

Learners will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses. This will also involve reporting of the results, conclusions and evaluations of the investigation.

Throughout all areas of study, the Course emphasises the employability skills and attitudes valued by employers, which will help to prepare learners for the workplace. Learners will review their own employability skills, and will seek feedback from others on their strengths and weaknesses.

At SCQF Level 5, learners work alone or with others on straightforward tasks with support.

The Course comprises the following mandatory areas of study:

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

Recommended Entry

Learners would normally be expected to have attained:

- National 4 Science
- National 4 or 5 in Biology, Chemistry or Physics
- National 4 Units in Biology, Chemistry or Physics
- National 5 Units in Biology, Chemistry or Physics

Assessment

There is no external assessment (exam) for this Course.

Learners must successfully complete each Unit to complete the Course.

The Units are internally assessed and externally verified by SQA.

APPLICATIONS OF MATHEMATICS

National 5

Purpose
The purpose of the Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The Course develops confidence in being able to handle mathematical processes and information in a range of real-life contexts. The Course also enables learners to make informed decisions based on data presented in a variety of forms.

The mathematical skills within this course are underpinned by numeracy and are designed to develop learners' skills in mathematical reasoning relevant to learning, life and work.

Recommended Entry
This Course is suitable for learners who have gained a qualification in National 3 or National 4 Applications of Mathematics.

Course Details
The Course is made up of three areas of study:

Numeracy
Learners who complete this topic will be able to:
- Use numerical skills to solve real-life problems involving money/time/measurement
- Interpret graphical data and situations involving probability, to solve real-life problems involving money/time/measurement

Managing Finance and Statistics
Learners who complete this topic will be able to:
- Use reasoning skills and financial skills linked to real-life contexts
- Use reasoning skills and statistical skills linked to real-life contexts

Geometry and Measures
Learners who complete this topic will be able to:
- Use reasoning skills and measurement skills linked to real-life contexts
- Use reasoning skills and geometric skills linked to real-life contexts

Assessment
- An award is achieved by passing the SQA exam.
- Some pupils (Christmas Leavers) will focus on achieving passes in Units rather than the final exam.

Progression
Progression from this course will be to employment or training. Please note this Course is not a suitable pathway to Higher Mathematics.

MATHEMATICS

National 5

Purpose
This Course will develop learners' ability to:
- Understand and use mathematical concepts and relationships
- Select and apply operational skills in algebra, geometry, trigonometry and statistics within mathematical contexts
- Select and apply skills in numeracy
- Use mathematical models
- Use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions

Recommended Entry
Pupils should have achieved a Pass in National 4 Mathematics and see the Faculty Manager in person.

Course Details
The Course is made up of three areas of study:

Expressions and Formulae
The aim of this area of study is to develop skills including the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

Relationships
The aim of this area of study is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Applications
The aim of this area of study is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning.

Assessment
An award is achieved by passing the SQA exam.

Homework: pupils are expected to dedicate at least an hour of homework and personal study per week from the start of the Course.

Progression
Progression from this course is to Higher Mathematics.

MATHEMATICS

Higher

Purpose
This Course will develop, deepen and extend the mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

Recommended Entry
This Course is suitable for learners who are secure in their attainment of the National 5 Mathematics Course or an equivalent qualification.

Course Details
The Higher Course is made up of three areas of study:

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

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

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

Assessment
An award is achieved by passing the SQA exam.

Homework
Pupils are expected to dedicate 2 hours towards homework and personal study per week from the beginning of the course.

Progression
Progression from this course would be onto Advanced Higher in S6 or further study, employment or training.

MATHEMATICS

Advanced Higher

Purpose

Mathematics is important in everyday life. It helps us to make sense of the world we live in 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, access risk and make informed decisions. The course aims to:

- motivate and challenge candidates by enabling them to select and apply complex mathematical techniques in a variety of mathematical situations
- extend candidates' skills in problem solving and logical thinking
- clarify candidates' thinking through the process of rigorous proof
- allow candidates' to interpret, communicate, and manage information in mathematical form, skills which are vital to scientific and technological research and development
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- deepen candidates' skills in using mathematical language and exploring advanced mathematical ideas

The course is highly advised for any student considering engineering or any other maths related subject in Further Education. The course covers some of the content of First Year University maths courses.

Recommended Entry

Student will need to have attained a pass in Higher Maths at grades A or B.

Course Details

The Course content is grouped into three areas of study:

- Calculus
- Algebra, proof and number theory
- Matrices, vectors and complex numbers

Assessment

Course assessment is through two exam papers weighted as follows:

- non-calculator – 35 marks
- calculator – 80 marks

Unlike many Advanced Higher courses there is no assignment and assessment is through exam only

Progression

The Course may provide progression to:

- other qualifications in Mathematics or related areas
- further study, employment and/or training

MODERN LANGUAGES: FRENCH/SPANISH

National 5

Purpose
The main purpose of the Course is to develop the skills of reading, listening, talking and writing, in order to understand and use the language.

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

- Read, listen, talk and write in the modern language
- Understand and use the modern language
- Apply knowledge and understanding of the modern language

Recommended Entry
Entry to this Course is at the discretion of the Centre, however, learners would normally be expected to have attained the skill, knowledge and understanding required by the following or by equivalent qualifications and/or experience:

- National 4 French or Spanish course, or relevant component Units

Course Details
There are two areas of study:

Understanding Language
The purpose of this topic is to provide learners with the opportunity to develop reading and learning skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.

Using Language
The purpose of this topic is to provide learners with the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.

Assessment
Continuously assessed with a Talking Performance exam during the year, a writing assignment and a final examination for Listening, Reading and Writing.

Progression
This Course may provide progression to:

- Other SQA qualifications in Modern Languages or related areas
- Further study, employment or training in the following areas:
    - Arts, Social Sciences & Religion
    - Hospitality, Catering & Tourism
    - Languages
    - Law

MODERN LANGUAGES: FRENCH/SPANISH

Higher

Purpose
This course provides learners with opportunities 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, and it offers opportunities for personalisation and choice.

Recommended Entry
A pass at National 5, ideally at grade A or B for the best chance of success at this level.

Course Details
The course is made up of two areas of study to develop learners' knowledge and understanding of detailed and complex language in the context of society, learning, employability and culture:

Modern Languages: Understanding Language
Opportunity to develop and extend reading and listening skills in French.

Modern Languages: Using Language
Opportunity to develop and extend talking and writing skills in French.

Learners will also develop their skills, knowledge and understanding. These include:

- Reading, listening, talking and writing skills in French in the context of society, learning, employability and culture
- Knowledge and understanding of detailed and complex language required to understand and use French
- Knowledge and understanding required to apply the language skills of translation
- Applying grammatical knowledge and understanding

Development of skills for learning, skills for life and skills for work
The skills that learners will be expected to improve on and develop through the course are based on the SQA's *Skills Framework*: *Skills for Learning*, *Skills for Life* and *Skills for Work*

- Employability, enterprise and citizenship
- Thinking skills

Assessment
Continuously assessed with a Talking Performance exam during the year, a writing assignment and a final examination for Listening, Reading, Translation and Writing.

Homework
Regular, written work will be required, both short exercises and essays on a regular basis. Pupils will have to revise classwork at home and learn vocabulary as well as revising grammar.

Progression
- Modern Languages Advanced Higher, or any relevant component units
- Scottish Baccalaureate in Languages
- Higher Modern Language in another modern language
- Modern Languages for Work Purposes Units
- Further study, training or employment

MODERN LANGUAGES: FRENCH/SPANISH

Advanced Higher

Purpose
This Course aims to enable learners to:
- further develop the ability to listen and talk, read and write in a modern language, as appropriate to purpose, audience and context
- further develop the ability to understand and use a modern language in a range of contexts
- further develop the language skills of translation
- further develop grammatical knowledge
- develop the ability to plan and research, integrating and applying language skills, as appropriate to purpose, audience and context
- develop independent learning and higher order language skills

Course Details
The Course is made up of three mandatory areas of study:

Understanding Language
The purpose of this topic is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of complex and sophisticated language in the contexts of society, learning, employability and culture.

Using Language
The purpose of this topic is to provide learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of complex and sophisticated language in the contexts of society, learning, employability and culture.

Specialist Study
The purpose of this topic is to provide learners with the opportunity to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature, or media, or language in work.

Assessment
In the Course, Added Value will focus on:
- Challenge
- Application – learners will provide evidence of their listening and talking, reading and writing skills, and their ability to understand and use the modern language in a range of contexts.

The Course Assessment will take the form of:
- Two question papers, through which learners will demonstrate their reading, translation, listening and discursive writing skills in the modern language.
- A performance, through which learners will demonstrate their talking skills in the modern language
- A portfolio, written in English, through which learners will demonstrate their analytical skills in relation to literature or media or language in work, within the context of the modern language.

Progression
Includes opportunities for vertical and lateral progression to careers in:

- Business; Diplomatic Service; Education; Interpreting; Law; Media; Tourism; Translating

MODERN STUDIES

Higher

Purpose
The main aims of Modern Studies are to enable learners to develop:

- a range of research and evaluating skills
- understanding of the democratic process and complex political issues
- understanding of complex social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- understanding of different views about the extent of state involvement in society
- understanding of the nature and processes of conflict resolution
- understanding of the importance of human and legal rights and responsibilities and their application in different societies

Recommended Entry
Learners would normally be expected to have attained the skills, knowledge and understanding required by the following:

National 5 Modern Studies Course (or for S6 pupils a relevant Social Subject at Nat5)

Course Details
The Course has three areas of study:

Democracy in Scotland and the United Kingdom
Learners will study topics such as: the United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of political institutions and processes; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.

Social Issues in the United Kingdom
Learners have a choice of social issues: contexts for study will focus on Social Inequality. In the social inequality context, learners will focus on a contemporary aspect of social inequality in the UK and Scotland as well as the impact on a group in society.

Modern Studies: International Issues
Learners have a choice of international issues: contexts for study will focus on either a political and social/economic study of a major world power (e.g. South Africa) **or** the study of a significant contemporary world issue (e.g. Global security). World powers may be chosen from members of the G20 group of countries, including the European Union but excluding the United Kingdom. The study of a world issue will focus on a significant recent issue or conflict which has a global impact.

Assessment
To gain the award of the Course, the learner must pass the Course assessment at the end of the year. The Course Assessment is graded A–D.

Added Value Assignment
The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a political issue. The assignment will have 30 marks (approximately 33% of the total mark).

Homework

Homework is integral to the course and students will be required to complete regular exercises. In addition, students may be required to complete class work at home and keep up to date on current affairs.

Progression

From the achievement of a Higher in Modern Studies the student may be able to progress to:

- a course at an appropriate level in another Social Subject
- the HNC/HND award in further education
- degree courses in higher education
- employment where the knowledge and skills acquired in Modern Studies prepare students for a wide variety of careers.

MUSIC

Higher

Purpose
The Higher course provides opportunities for learners to gain an experience of performing, creating music and developing related knowledge and understanding of music concepts and styles. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for their own learning.

The aims of the Course are to enable learners to:
- develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- critically reflect on and evaluate their own work and that of others

Course Structure
This course consists of three 40 hour projects.

All candidates must take the three projects:

- ***Music: Composing Skills*** – composing original music showing originality, creativity and compositional techniques.
- ***Music: Understanding Music*** – listening to a wide range of music based on a conceptual approach, contextual analysis and music literacy.
- ***Music: Performing*** – perform solo in one of the following combinations:
    - two instruments
    - one instrument and voice

All courses include 40 hours over and above the 120 hours for the projects.

Recommended Entry
Entry is at the discretion of the Centre. Candidates would normally be expected to have attained a National 5 Grade A or B.

Assessment
The course is assessed by a combination of internal assessment by the teacher and external assessment by the SQA.

Progression
Successful completion of the course may lead to:
- Advanced Higher in Music
- training or employment
- Degree courses in music
- HNC or HND courses in Music
- other degree and higher education courses which use Higher Music as a general entry qualification.

MUSIC

Advanced Higher

Course Structure
The course consists of three projects:

Music: Performing Skills
In this project, learners will develop a range of advanced performing skills appropriate to their two selected instruments, or to their one selected instrument and voice. Through regular practice and reflection, learners will develop and creatively refine their performing skills while exploring a variety of musical and technically challenging music.

Music: Composing Skills
In this project, learners will develop a range of advanced skills in creating music. They will experiment with and apply a range of compositional techniques and devices in refined and sophisticated ways when creating their own original music, drawing on their understanding of composers' work and approaches and the creative process.

Understanding and Analysing Music
In this project, through listening, learners will develop their understanding of music styles, music concepts and musical literacy. Learners will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works.

Recommended Entry
Entry is at the discretion of the Centre. Candidates would normally be expected to have attained a Higher award in Music with a pass at A or B level.

Assessment
The course is assessed by a combination of internal assessment by the teacher and external assessment by the SQA.

Progression
Successful completion of the course may lead to:

- training or employment
- Degree courses in music
- HNC or HND courses in Music
- other degree and higher education courses which use Higher Music as a general entry qualification.

MUSIC TECHNOLOGY

Higher

Purpose
The purpose of the Higher Music Technology Course is to enable learners to develop their knowledge and understanding of music technology, and of music concepts, particularly those relevant to 20th and 21st century music, and to engage in the development of technical and creative skills through practical learning. This Course will provide opportunities for learners to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

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

Course Structure
The Course consists of the following three topics:

Music Technology Skills
In this topic, learners will develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. Learners will explore a range of uses of this technology through practical activities.

Understanding 20th and 21st Century Music
In this topic, learners will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments. Learners will develop a broad understanding of the music industry, including an awareness of the implications of intellectual property rights.

Music Technology in Context
In this topic, learners will use music technology skills in a range of contexts which may include live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts, and computer gaming.

Assessment
To gain Higher Music Technology, learners must complete class projects at Higher level and pass the Course assessment (Assignment and Question Paper).
- Evidence of learning throughout the year, may be oral, observational, a diary or blog or presentations, podcasts, answers to questions, and may be stored in an e-portfolio. Digital recordings of performances will be included.
- The Course Assessment consists of a written question paper (exam marked by SQA) and an assignment project which will together make up an overall grade in which learners will demonstrate their knowledge, understanding and skills by planning, implementing and evaluating a completed sound production. The Course Assessment is graded A-D.

Progression
Successful completion of the course may lead to:
- HNC or HND in Music Technology
- Careers in TV, events management, sound production, radio, media

PERSONAL DEVELOPMENT/WELLBEING/RELIGION, BELIEF AND VALUES AWARDS

SCQF Level 5 & 6

PERSONAL DEVELOPMENT SCQF Level 5 & 6

Course Details

This course has four mandatory areas of study:

Personal Development: Self Awareness
Personal Development: Self in Community
Personal Development: Self and Work
Personal Development: Practical Abilities

Our Personal Development Awards aim to help learners become more independent and to develop their potential as contributing members of their societies. Learners will develop self-reliance, self-esteem and confidence through supported and independent learning. Personal Development Awards are available at SCQF levels 5 & 6.

WELLBEING AWARD SCQF Level 5

Course Details

Health and Wellbeing: Exploring Wellbeing
The general aim of this Unit is to explore what it means to have a sense of personal wellbeing. Differing views of mental, emotional, social and physical health and wellbeing will be considered and compared. Learners will develop an understanding of wellbeing as a holistic concept, influenced by individual, social, global and environment factors. Learners will undertake an investigation into wellbeing and present their findings in a suitable way.

Health and Wellbeing: Improving Wellbeing
Learners undertake an activity aimed at improving the wellbeing of themselves and/or others. They will set targets and carry out a plan for improving wellbeing and evaluate and review the planned activity. This will include a review of how the activity has impacted upon their personal wellbeing.

RELIGION, BELIEF AND VALUES AWARD SCQF Level 5 & 6

Purpose

The purpose of this Award is to encourage learners to explore and reflect on their personal faith or values. Learners will deepen their understanding of faith or values through practical engagement in the local, national or global communities.

Course Details

Investigating Religion and Belief
Learners will analyse and reflect on a chosen topic involving religion or religious belief. They will develop knowledge and understanding of the topic by reflecting on relevant religious and other viewpoints, and their personal faith or values. They will have the opportunity to discuss and debate the topic they are investigating.

Values in Action

Learners will put their faith or values into action through active engagement in the community. This may be achieved through a wide range of settings and contexts. Learners will record the activity they have taken part in. They will think critically and reflect on how it contributes to their understanding of their faith or values.

The learner will be required to provide evidence of:

- Active engagement in their local, national or global community
- An explanation and analysis of how the activity demonstrated their faith or values
- Reflection and critical analysis of how the faith or values they have put into action compare with relevant religious viewpoints and viewpoints independent of religious belief

PHOTOGRAPHY

Higher (S6 only)

Purpose
The Course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. Using an integrated approach to learning, learners will plan, develop and produce imaginative photographs. They will also develop their appreciation of photographic work and practice.

The aims of the Course are for learners to:

- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills in using photographic media, techniques and processes
- develop knowledge and understanding of a range of photography practice
- develop skills in problem solving, critical thinking and reflective practice
- analyse the impact of social and cultural influences on photographers and their work

Pupils should have a prior interest in photography and should be aware of the technical aspects of using a Digital SLR camera.

Recommended Entry
National 5 Art & Design, Graphic Communication

Course Details
The Course is made up of two topics:

Image Making
In this topic, evidence will be required to show that the learner can analyse the factors influencing photographers and their work. Learners will also be required to evidence use of a range of camera skills and photographic processes for specific effect and their ability to produce effectively composed photographs, manage files and output images.

Contextual Imagery
In this topic, evidence will be required to show that the learner has knowledge and understanding of the range of social and cultural factors that have influenced photographers and their work. Learners will develop their applied use of a range of photographic processes. They will plan for and compose images before producing and presenting a range of creative photographic work and skills.

Assessment
Pupils must build up a portfolio of work to meet the Higher standards.

Grading is based on an internal project.

There is no external examination for this course.

PHYSICAL EDUCATION

Higher

Purpose
The main purpose of the Course is to enable learners to develop, demonstrate and evaluate movement and performance skills for effective performance in a range of challenging contexts. Learners will use evaluation and analysis to develop and apply strategies, techniques and skills that will enable them to build on and enhance their performance.

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

- National 5 Physical Education Course

Course Details
The Course at Wallace High School involves performance in **swimming** and **basketball or football** throughout the academic session. Full participation in both these activities is a mandatory part of the course.

The Course has two areas of study:

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

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

Progression
- an Advanced Higher course in Physical Education
- an HNC/HND in associated subject areas
- a degree in Physical Education
- degree courses in associated subject areas
- a career in amateur/professional sport or dance
- employment in the fitness, health, leisure and recreation industries
- employment in sports/dance development

PHYSICAL EDUCATION

Leadership Award and Volunteering Award SCQF Level 5 & 6

Purpose
The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take or plan to take a leading role in their activities.

Available at SCQF Levels 5 and 6, the Award allows individuals to build self-confidence and self-esteem and encourages learners to respect the cultures and beliefs of others working alongside them.

Recommended Entry
This Award may appeal to a wide range of candidates, including:
- S5 and S6 pupils involved in leadership activities or who wish to develop leadership skills
- College students wishing to develop leadership skills
- Trainees preparing for employment
- Employees studying as part of a CPD programme
- Individuals involved in voluntary activities

Course Details
The Award at either Level consists of two areas of study.

Whether a candidate achieves at SCQF Level 5 or SCQF Level 6 depends on the amount of support they receive, their level of participation, their level of understanding and the level of maturity displayed.

At Wallace High School, the key focus for this Award will be centred on Sports Leadership and Volunteering. Wallace High School pupils will be given the opportunity to gain national governing sports awards such as the SFA Early Touches and SRU Rugby Ready coaching qualifications as part of this course.

Leadership: An Introduction (20 hours)
Candidates carry out research to find out about leadership styles and the skills and qualities found in effective leaders. Candidates are required to produce a report on their findings and evaluate their own potential for leadership.

Leadership in Practice (40 hours)
Candidates take a leading role in an activity. They will prepare to carry out the activity by considering the factors involved, such as resources, people, time and potential risks. Candidates then carry out the activity, monitoring progress and making changes as needed. At the end, candidates review their experience, drawing conclusions about themselves as a leader.

Progression
This Award may provide progression to:

- SCQF Level 6 from Level 5
- The Personal Development Award at SCQF Level 6
- Employment
- Career progression

PHYSICAL EDUCATION

Referee Development Award (SQA) and Leadership Award Through Football

Purpose

Candidates will develop their knowledge and understanding in order to referee a football match. Candidates should be provided with the opportunity to develop their knowledge, understanding and ability through experiential learning situations, underpinned with support and lecture inputs, as and when required.

The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take or plan to take a leading role in this activity. Pupils will work closely with our associated primary schools to deliver and develop a football program.

Course Details

The SQA Referee Development Award provides an opportunity for secondary school pupils to become involved in refereeing and broaden their football knowledge.

The award, run in partnership with the Scottish Qualifications Authority and Specsavers, is a core part of the Scottish FA Referee Operations department's strategy to encourage and increase participation in refereeing. This is a level 7 course designed to be delivered in school. The course assists schools to provide an easy to deliver vocational course.

There are two areas of study:

Level 1: Laws of the Game – this is mainly theoretical, and focuses on identifying and interpreting the laws.

Level 2: Practical Refereeing – this requires pupils to apply theoretical knowledge to interpret situations, and includes the fitness component, report writing, and the opportunity to referee a match.

Progression

Upon successful completion of the course, candidates will be able to join the local Referees' Association and start a career in refereeing. This is a great opportunity for candidates to keep physically active, be involved in football and generate additional income.

PHYSICAL EDUCATION

Achieving Excellence in Sport SCQF Level 6

Purpose

The NPA Achieving Excellence in Sport has been developed to support candidates wishing to pursue sporting excellence in a chosen career path. The competence achieved will allow candidates to make other career decisions and follow different pathways within a sporting environment; learn about specific training programs, strength and conditioning, and risk assessments; and organise and lead a sports event. The National Progression Award is designed to equip candidates with the skills, knowledge and understanding required for progression to further academic and/or professional qualifications. This qualification is at SCQF Level 6.

Course Details

Aims of the Award:

- Develop the candidate's personal ambitions for their own performance enhancement.
- Develop the candidate's knowledge and skills in the process of the achievement of excellence.
- Develop knowledge and skills in target setting, personal career management planning, and implementing and evaluating the process over a period of time.
- Enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills.
- Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow candidates to progress to another level of education, if so desired.
- Further develop study skills and skills in investigating aspects of the industry which are specific to their interests, personal abilities and needs.
- Offer opportunities to develop core skills in a setting relevant to the industry.
- Allow candidates to acquire some of the basic skills and knowledge required by the industry.

PHYSICS

National 5

Course Details

Physics employs a wide range of teaching strategies including practical work and applications to maximise pupil learning.

There are 3 areas of study:

Dynamics and Space: studies space exploration, cosmology, and forces and motion.

Waves and Radiation: examines the electromagnetic spectrum, sound engineering and the characteristics of light and nuclear radiation.

Electricity and Properties of Matter: studies how heat and light interact and how electrical energy has become an important factor in everyday life.

Assessment

Pupils will be given regular homework and progress will be monitored by regular assessments.

A final written examination.

Learners are also required to complete a research project on how Physics has impacted on the environment and society.

PHYSICS

Higher

Purpose
This course has been designed to articulate with and provide progression from the National 5 Physics course. Through a deeper insight into the structure of the subject, the Course aims to provide, reinforce and extend the knowledge and understanding of the concepts of physics and related problem solving skills and practical abilities acquired at the National 5 level by providing a deeper insight into the structure of the subject. The course endeavours to provide learning experiences leading to the acquisition of worthwhile knowledge, skills and attitudes.

Recommended Entry
While entry is at the discretion of the Centre, students would normally be expected to have attained a National 5 Physics award at level A or B.

Course Details
The course comprises four areas of study:

Physics: Our Dynamic Universe
The general aim of this topic is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of our dynamic universe. Learners will apply these skills when considering the applications of our dynamic universe on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

This topic covers the key areas of kinematics, dynamics and space-time. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Physics: Particles and Waves
The general aim of this topic is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of particles and waves. Learners will apply these skills when considering the applications of particles and waves on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

This topic covers the key areas of particles and waves. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

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

This topic covers the key areas of electricity, and electrical storage and transfer. Learners will research issues, and apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Assignment
This topic 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. The assignment is completed under SQA conditions during class time and is worth up to 20% of the final grade.

Homework

Homework is in the form of regular exercises set throughout the course, completion of any class work and preparation for end-of-topic tests as part of the internal course assessment. Students can expect regular homework as well as ongoing supported study.

Assessment

External assessment is based on:

- Assignment
- A question paper under exam conditions, which requires learners to demonstrate knowledge and understanding and apply scientific inquiry, scientific analytical thinking and problem-solving skills.

Progression

- to Advanced Higher Physics
- to degree, HND or HNC in science, mathematics, computing or engineering field
- to completion of a Group Award
- to employment in science, mathematics, engineering, technology or related area.

PHYSICS

Advanced Higher

Purpose
The Advanced Higher Physics Course has been designed to articulate with and provide progression from the Higher Physics Course. Through a deeper insight into the structure of the subject, the Course aims to provide an opportunity for reinforcing and extending the candidate‘s knowledge and understanding of the concepts of physics and developing the candidate‘s skills in investigative practical work. The purpose of the Course is to build on the knowledge and skills developed by the learner in the Higher Physics Course and to use their mathematical knowledge and skills to analyse and solve problems in real-life contexts.

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

- Higher Physics, ideally attaining Grade A

Course Details
The course comprises four mandatory areas of study:

Physics: Rotational Motion and Astrophysics
Learners who complete this topic will be able to:

- apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment/practical investigation
- draw on knowledge and understanding of the key areas of this Unit and apply scientific skills

Physics: Quanta and Waves
Learners who complete this topic will be able to:

- apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment/practical investigation
- draw on knowledge and understanding of the key areas of this Unit and apply scientific skills

Physics: Electromagnetism
Learners who complete this topic will be able to:

- apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment/practical investigation
- draw on knowledge and understanding of the key areas of this Unit and apply scientific skills

Investigating Physics
Learners who complete this topic will be able to:

- apply skills of scientific inquiry and draw on knowledge and understanding to research, plan and carry out investigative practical work on a chosen physics topic

Assessment
All topics are internally assessed. Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed within a question paper and project, requiring demonstration of the knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

External assessment is based on:

- A question paper under exam conditions, which requires learners to demonstrate knowledge and understanding and apply scientific inquiry, scientific analytical thinking and problem-solving skills.

Progression

This Course may provide progression to:

- an HND/Degree in a Physics-based course or related area
- a career in a Physics-based discipline or a related area

POLITICS

Higher (S6 only)

Purpose
The main aims of the Politics Course are to enable learners to develop:

- a range of research and evaluating skills
- the ability to analyse political ideas, events, issues, parties and electoral performance
- knowledge and understanding of significant political concepts and ideologies
- knowledge and understanding of the complexity of political systems through comparative study
- breadth and depth in their knowledge and understanding of individual rights, duties and citizenship

Recommended Entry
The course is open only to learners in S6. Learners would normally be expected to have attained the skills, knowledge and understanding required by the following:

National 5 Modern Studies Course (or relevant Social Subject at NAT5)

Course Details
The Course has three areas of study:

Politics: Political Theory
Learners will draw balanced conclusions about the nature and relevance of political concepts such as power, authority and legitimacy, within a variety of political systems. This will be achieved through the study of a range of political ideologies from across the political spectrum. Learners will develop and apply knowledge and understanding of at least two political ideologies and relevant political theorists, for example, comparing the UK and the USA's political system.

Politics: Political Systems
Learners will compare and contrast the political processes of different political contexts. They will develop and apply knowledge and understanding of the role of constitutions and the legislative, executive and judicial branches of government, and adopt a comparative approach, for example, the study of the powers of the Scottish Parliament and its relationship with the UK.

Politics: Political Parties and Elections
Learners will interpret and evaluate electoral data relevant to UK political parties. They will develop and apply knowledge and understanding of the ideas and issues within a political party in the UK and how these and other factors have impacted on their electoral performance.

Assessment
To gain the award of the Course, the learner must pass the Course assessment at the end of the year.

Added Value Assignment:
The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a political issue.

PRACTICAL COOKERY

National 5

The course in Practical Cookery is designed to offer further development of practical skills and understanding appropriate to food preparation and cookery. It will enable candidates to:

- use food preparation techniques and cookery processes in the preparation of a range of dishes
- understand the importance of food safety and hygiene, and working safely and hygienically
- select, weigh, measure and use appropriate ingredients to prepare and garnish dishes
- understand the importance of sustainable ingredients
- understand current dietary advice relating to the use of ingredients
- follow recipes in the preparation of dishes and carry out an evaluation of the product
- demonstrate planning, organisational and time management skills
- produce dishes, taking into account the number of portions and the cost or portion size, and present them appropriately

The course has been designed primarily as a practical course and aims to provide the development of techniques and skills required for food production appropriate to domestic and hospitality situations. The aims include:

- the development of practical skills and associated underpinning knowledge
- the development of an awareness of how recipes can be adapted to produce healthier dishes
- an insight into the potential of preparing selected international dishes

The benefit of achieving this course award is best summed up as follows:

- the practical nature of all the units contained within the course provides the development of craft and practical skills
- the recommended integrated approach within and across units provides an insight into working within the food production section of the hospitality industry where many processes happen simultaneously
- the course encourages the development of research and information seeking skills and puts the results gained into practice
- the course helps to develop numeracy, communication and planning skills

The course consists of three areas of study and an external exam. The areas of study are:

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

These courses are internally assessed but can be subject to verification from SQA Examiners.

The external exam is one hour long and will be externally marked by SQA.

Due to the nature of this course, a payment of £60 is required per pupil to cover the cost of ingredients.

PRACTICAL METALWORKING

National 5

Purpose
The National 5 Practical Metalworking course provides opportunities for candidates to gain a range of theoretical and practical metalworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents as well as an understanding of health and safety.

The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society.

Through this, they develop skills, knowledge and understanding of:

- metalworking techniques
- measuring and marking out metal sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical metalworking context

Recommended Entry
Due to the level of skill required, candidates will be required to already have a good level of workshop competency, and therefore, have already achieved a National 5 pass in Practical Woodworking or Design and Manufacture. Course entry without this experience will be at the discretion of the department.

Course Details
This course develops skills in three main areas. Each area provides opportunities for candidates to understand safe working practices, sustainability issues, and good practice in recycling within a workshop environment. Each area of study covers a different set of metalworking skills. All areas include skills and associated knowledge in measuring, marking out, cutting and joining techniques. The areas of study are:

Bench skills
Candidates develop skills, knowledge and understanding in the use of metalworking hand tools, bench-fitting work, routine sheet-metal work, measuring and marking out, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar metalwork tasks.

Machine processes
Candidates develop skills, knowledge and understanding in the use of metalworking machines, equipment, related processes, materials, measuring and marking out, involving complex features.

Fabrication and thermal joining
Candidates develop skills, knowledge and understanding in fabrication, forming and joining of metalwork components with some complex features. Candidates develop skills in thermal joining techniques and in measuring and marking out.

Assessment
Candidates will undertake a practical assignment set by SQA, which will be completed in class and internally assessed. This assignment will be worth 70% of the overall course grade. Candidates will also complete an external written exam, worth 30% of the course grade.

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

Higher

Purpose
The main aims of the course are to enable learners to:

- develop the ability to critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact
- extend and develop a range of skills, including investigating religious, moral and philosophical questions and responses, critical analysis, evaluation and the ability to express detailed, reasoned and well-structured views
- develop in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions
- develop in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them

Recommended Entry
Entry to this course is at the discretion of the Centre, however, learners would normally be expected to have attained the skills, knowledge and understanding required by the following:

- Religious, Moral & Philosophical Studies course or relevant component units at National 5
- a Social Subject at an equivalent level, e.g. History or English at National 5

Course Details
This course comprises three areas of study:

World Religion
Learners will develop skills to interpret and comment on the meaning and context of sources related to the religion selected for study. They will develop in-depth, factual and abstract knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within Buddhism and the contribution these make to the lives of followers.

Morality and Belief
Learners will develop skills to evaluate and express detailed reasoned and well-structured views about contemporary moral questions and responses. They will develop in-depth, factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses. The religious viewpoints studied must be from one of the world's six major religions, exploring gender issues and relationships.

Religious and Philosophical Questions
Learners will develop skills to critically analyse religious and philosophical questions and responses. They will develop in-depth, factual and theoretical knowledge and understanding of these. Religious viewpoints studied must be from one of the world's six major religions, exploring the origins of life.

Homework
All courses will require students to undertake regular homework. This is necessary if students are to keep up with course work and to enable them to obtain a good pass in the Course.

Assessment
During the SQA Exam diet – Question Paper 1 and Question Paper 2

By March - Assignment

Progression

On attaining a course at Higher in Religious, Moral and Philosophical Studies, students may progress to:

- a course at the same level in a related subject
- a degree or further education course in Theology or Social Sciences
- general entrance to a university or college
- vocational training or employment
- this course may also form part of one or more Scottish Group Awards

SCOTTISH BACCALAUREATE IN LANGUAGES (S6 only)

Purpose

- Promote languages as a valued and important area for study and employment
- Raise the status and value of S6 and motivate candidates in their last year of school
- Provide qualifications which are valued for entry to Higher Education
- Provide a bridge between school and Higher Education/employment
- Encourage collaboration between schools and Further/Higher Education Institutions
- Encourage greater coherence in study in Fifth and Sixth Years
- Allow candidates to relate and apply learning to realistic contexts
- Enable candidates to compete in the international job market
- Develop the generic skills needed for learning, employment and life

Interdisciplinary Project

The defining feature of the Scottish Baccalaureate in Languages is the interdisciplinary project and the added value it brings to the Baccalaureate as a whole.

Key features of the interdisciplinary project:

Application of subject knowledge in a relevant context

The project must enable candidates to: use their knowledge of languages, develop and apply cognitive and generic skills. Candidates will choose a context which must encourage them to apply, extend and evaluate their own skills in using this knowledge, in one or more of the broad contexts of employability, enterprise, citizenship, sustainable development or economic development.

Cognitive and generic skills development

The project will require candidates to show that they can effectively use the following skills:

- Application of subject knowledge and understanding
- Research skills: analysis and evaluation
- Interpersonal skills: negotiation and collaboration
- Planning: time, resource and information management
- Independent learning: autonomy and challenge in own learning
- Problem-solving: critical thinking; logical and creative approaches
- Presentation skills
- Self-evaluation: recognition of own skills development and future areas for development

Recommended Entry

The Baccalaureate is intended for candidates who, in Fifth and Sixth Years, are working at Higher and Advanced Higher level in two different, eligible subjects, together with English or Gàidhlig or ESOL.

Course Details

The Scottish Baccalaureate in Languages requires three, different eligible courses, two of which must be at Advanced Higher level, and one at Higher level. One of these courses must be English (or Gàidhlig* or ESOL) at Higher or Advanced Higher level.

The mandatory components are:

- Interdisciplinary Project Unit Advanced Higher SCQF Level 7 (16 SCQF points)
- Two courses Advanced Higher SCQF Level 7 (64 SCQF points)
- One course Higher SCQF Level 6 (24 SCQF points)

The Interdisciplinary Project Unit will be graded A, B or C.

Eligible Courses in the Languages Framework
Candidates must achieve three eligible courses at the required levels, one of which must be:

- English* (or ESOL or Gàidhlig*)

Candidates must achieve two eligible, specialist Courses at the required levels. Two specialist Courses must be taken from the list of Courses:

- Cantonese*
- Gaelic (Learners)*
- German*
- French*
- Italian*
- Latin*
- Mandarin*
- Spanish*
- Urdu*

* currently available at Advanced Higher level

For example, a candidate who achieves Advanced Higher English, Advanced Higher French and Higher Spanish would be eligible for the Scottish Baccalaureate in Languages, as would a candidate who achieves Higher ESOL, Advanced Higher Italian and Advanced Higher German.

SCOTTISH STUDIES

SCQF Level 4, SCQF Level 5

Course Details
This course provides opportunities for learners to develop their skills, knowledge and understanding of Scotland - in terms of its people, languages (for example Scots and Gaelic), society, culture, natural environment and heritage – and to make connections across the curriculum.

There are four Units of study:
Scottish Studies: Scotland in Focus. This is a mandatory Unit.

Learners must then complete three Units from the following groups:
Society and the Environment – Geography, Physical Environments, History, Historical Study, Scottish.
Business, Industry & Employment – Travel and Tourism, Scotland

Assessment
Pupils will be given regular homework and progress will be monitored by regular assessments. Learners must pass all of the required Units at National 4. All Units will be internally assessed and National 5 pupils will sit a final exam.

PEOPLE AND SOCIETY

National 4

Course Details
The Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of people and society.

People and Society: Investigating Skills
In this Unit, learners will develop a range of straightforward investigating skills, including choosing suitable sources of information for an investigation, collecting information from sources of different types, and organising information. This will be taught through a Geography topic.

People and Society: Comparing and Contrasting
In this Unit, learners will develop straightforward skills of using information to compare and contrast. This will be taught through a History topic.

People and Society: Making Decisions
In this Unit, learners will develop straightforward skills of using information to make decisions. This will be taught through a Modern Studies topic.

Assessment
Learners must pass all the required Units. An Added Value project must also be completed on one of the above Units.

WEB DESIGN FUNDAMENTALS

SCQF Level 5

The National Progression Award (NPA) Web Design Fundamentals is an award consisting of 3 Units at SCQF 5 covering the topics of creating websites and developing graphics, animation and interactive content for inclusion in websites.

Candidates will gain fundamental knowledge required for creating websites and producing content of websites, while also gaining practical skills in a range of software applications.

The target audience for this qualification would be:

- S3 and S4 school pupils who will undertake the qualification as part of the school's vocational education programme. This is seen as the primary target market for the qualification. For such candidates the NPA provides a good basis for progression on to any of the suite NPAs at levels 5 and 6.

- S5 and S6 school pupils who will undertake the qualification as a broadening of the curriculum.

There is no external assessment for this Course. Assessment is done through the three mandatory units below.

Computing: Web Design Fundamentals	SCQF level 5
2 eligible Courses	SCQF level 5
1 eligible Course	SCQF level 5