

Dear Parent/Carer

Welcome to our S5/6 Course Choice Booklet for 2021-22 and guidelines for completing the Course Choice sheet which will be issued to your son/daughter. This Booklet outlines details of individual courses.

When your son/daughter has returned their signed form they will have a 1:1 interview with their SfP teacher to check that they have chosen courses at the recommended levels. Any changes made at this meeting will be communicated back for you to discuss and agree with your child.

**Course choices may also be reviewed in August post-SQA certification.**

Tynecastle High will again be running a Study Support Programme during the Easter holidays. Look out for this Programme on our school website, and please encourage your son/daughter to take advantage of this valuable opportunity.

Thank you for working in partnership with us to make your son/daughter's learning as successful as possible. If you have any further questions about any of these items of information, or any other aspect of your son/daughter's progress, please do not hesitate to contact his/her Support for Pupils teacher:

Braemar - Ms Louise Moultray/Mrs Zoe Lea  
Dunvegan - Mr Ross Rahimian  
Tantallon - Mr Oliver Cook  
Support for Learning – Ms Laurie Adair

Yours faithfully

Mrs Angela Bell  
Depute Headteacher

## Choosing a Course

As you consider your options for next year, remember that the decisions you take at this time will affect the choices you will be able to make in the years to come.

If you are returning to school next session, please give some thought to the following questions:

- what are your future career aspirations?
- what have you already achieved or do you hope to achieve in your forthcoming exams?
- what do you hope to achieve during session 2020-21?
- what else do you do in or outside school that can also contribute to your thinking and plans for the future?

Make sure that staying on at school is the best option for you. You might be ready to consider College courses, Modern Apprenticeships, training schemes or employment.

Choose your courses by considering the information in this booklet and discussing it fully with your parents/carers, teachers and Student Support teacher. Make sure that you choose the best combination of subjects for your future, both in the shorter and longer term. It may be possible too to study a course at a neighbourhood school or Edinburgh College. Further advice on making the right course choice decisions is available from Student Support and Careers staff or by accessing My World of Work online.

Do bear in mind that not all courses will ultimately be offered, due to course uptake and staffing considerations.

Angela Bell  
Depute Headteacher

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Course Name	National 3	NPA 3	National 4	Level 4	NPA 4	NPA 5	National 5	Higher	NPA 6	Advanced Higher
Administration and IT	✓		✓				✓	✓		
Applications of Mathematics	✓									
Art and Design	✓		✓				✓	✓		✓
Bakery					✓	✓				
Biology			✓				✓			✓
Business Management	✓		✓				✓	✓		
Chemistry			✓				✓	✓		✓
Computer Games Development					✓	✓			✓	
Computing Science			✓				✓	✓		✓
Creative Thinking						✓				
Cyber Security					✓	✓			✓	
Dance					✓		✓	✓		
Design and Manufacture			✓				✓	✓		
Design Engineer Construct									✓	
Drama – Musical Theatre									✓	
Early Learning & Childcare			✓				✓			
Employability Award						✓				
English	✓		✓				✓	✓		✓
English for Speakers of Other Languages	✓		✓				✓	✓		
Environmental Science	✓		✓							
Fashion and Textile Technology	✓		✓				✓	✓		
French			✓				✓	✓		
Geography	✓		✓				✓	✓		✓
Graphic Communication			✓				✓	✓		
Health and Food Technology	✓		✓				✓	✓		
History	✓		✓				✓	✓		✓
Human Biology								✓		
Laboratory Science							✓			
Languages for Life and Work		✓		✓						
Leadership in Sports Award						✓			✓	
Mandarin (Simplified)							✓	✓		✓
Mandarin (Traditional)							✓	✓		
Mathematics			✓	✓			✓	✓	✓	✓
Media							✓	✓		
Mental Health & Wellbeing					✓	✓				
Modern Languages for Life and Work	✓		✓							
Modern Studies	✓		✓				✓	✓		
Music Performance			✓				✓	✓		✓
Music Technology			✓				✓	✓		
PC Passport					✓	✓			✓	
Performance in PE						✓			✓	
Personal Development Award				✓						
Philosophy							✓	✓		
Photography						✓				
Physical Education	✓		✓			✓	✓	✓		
Physics			✓				✓	✓		✓

Practical Cake Craft							✓			
Practical Cookery	✓		✓				✓			
Practical Woodworking Skills			✓				✓			
Spanish	✓		✓				✓	✓		
Sport and Fitness – Team Sports						✓			✓	
Travel and Tourism			✓				✓			
Young Enterprise						✓				

Options from S4	Options from S5	Options from S6
National 3s or 4s, NPAs, PDAs, School/College Partnership (7 subjects) then...	National 3s, 4s, 5s, PDAs, NPAs, Highers Foundation Apprenticeship, School/College Partnership, Work Experience, Volunteering. (5-7 subjects) then...	National 3s, 4s, 5s, PDAs, NPAs, Highers, Advanced Highers, Foundation Apprenticeship, School/College Partnership, Work Experience, Volunteering. (3-7 subjects) then...
...continue to S5 OR Job, Apprenticeship or College	...continue to S6 OR Job, Apprenticeship, College or University (with at least 3 Highers)	...Job, Apprenticeship, College or University (with at least 3 Highers)

**Your Guidance Teacher will help you decide on the best options for you in 1:1 meetings.**

**What are Nationals?** You can study subjects at different levels. National 3 and 4 have no exam but you must pass assessments in school during the year. National 5 has an exam in May. Your subject teachers will help you decide what level is right for you.

**What are Highers?** You can study subjects at Higher level if your subject teachers think you are ready. You need Highers to go to university.

**What is an NPA?** National Progression Award. Vocational learning. Examples: Photography, PC Passport, Sport Leadership....

**What is a PDA?** Personal Development Award. Vocational learning. Examples: Employability, Leadership, Volunteering...

**What is School/College Partnership?** You study at school but spend 2 afternoons a week at college. Examples: Business skills, Police Studies, Acting, Music Production, Construction...

**What is a Foundation Apprenticeship?** You spend part of the week in school and part of the week at college or working. Examples: Civil Engineering, Scientific Technologies, Accountancy, Food and Drink Technologies.

**What can you study at College after you leave school?**

You can study courses at different levels. Many courses are vocational. Examples: car mechanics, childcare, construction, accountancy, computing, health and beauty, social care... If English is not your first language, you must pass a National 5 ESOL assessment or study ESOL at college for 1 year before you choose another course.

**What is an Apprenticeship?** You work for an employer, learn skills and earn money. You get a qualification. There are 4 different levels.

## Courses and Assessment

Subjects are offered at four different levels:

<b>Previous Experience</b>	<b>Suggested Level of Study</b>
New entry or progression from National 3	National 4
Progression from National 4	National 5
Recommendation by teacher	NPA
Progression from National 5 level at A or B	Higher
Progression from Higher level at A or B	Advanced Higher

Course content varies considerably from subject to subject. This booklet provides brief outlines of the courses being offered in session 2020-21 at Tynecastle. Further details on individual courses can be found on the school website under the Faculties menu.

### **Course Description**

This practical and experiential course encourages students to exercise imagination and creativity.

Students will investigate and research projects, develop ideas, produce outcomes, analyse and evaluate their own and the work of others. They will express themselves in their work while also developing a knowledge and understanding of the varied working practices and approaches of professionals. Students develop broad generic skills as part of their learning experience. The course allows students to widen their horizons regarding a range of vocations and careers.

There are 2 areas of study

- Expressive activity
- Design activity

### **Assessment**

At N4 level Each area of study has a unit which will be assessed internally and students must pass each unit to achieve a course award. These units are rigorously internally assessed and are verified by the SQA.

At National 4 there is an added value unit- Practical Activity (national 4)

At National 5 assessment of the course comprises 3 components which are all assessed externally by the SQA.

1. Expressive Portfolio
2. Design Portfolio
3. Written Examination

### **Home Study Expectations**

Students can expect to be doing at least 2 hours of homework per week, which will include the following:

- Research for design projects
- Collecting and drawing an appropriate range of objects
- Producing a range of fully developed ideas for both expressive and design outcomes
- Researching and writing essays on the work of artists and designers
- There is an expectation that learners will attend class at extra times to ensure that they meet deadlines and produce their very best work.

### **Possible next level of study**

Higher and Advanced Higher Art and Design



## **Possible career paths**

Art and Design develops creativity, critical thinking and complex problem solving, all skills required by the future workforce. A qualification in Art and Design can lead to many careers in the Creative Industries, some examples are- graphic design, advertising creatives, art director, product design, architecture, illustration, media design, game designer, fashion, film and media, animation, set design, special effects, industrial design, sculptor, painter, art historian, museum curating, art education, photography...

### **Course Description**

This course gives students the opportunity to express their creativity and develop their imaginative responses through various elements of design and painting or sculpture. The course will include 3 dimensional work, technology and references to contemporary issues.

This course comprises 2 mandatory components

- Expressive Portfolio – practical work requiring investigation, development and a final outcome. Included in the unit is Art studies, which covers Artists, their influences and Art Movements.
- Design Portfolio – practical work requiring investigation, development of ideas and problem solving resulting in a final solution. Included in the unit is Design studies, which covers Designers, their influences and Design Movements.

### **Assessment**

- Both components are mounted and presented as a portfolio for assessment at the SQA.
- In addition there is a written Art and Design Studies exam.

### **Home Study Expectations**

Students can expect to be doing at least 2 hours of homework per week, which will include the following:

- Research for design projects
- Collecting and drawing an appropriate range of objects
- Producing a range of fully developed ideas for both expressive and design outcomes
- Researching and writing essays on the work of artists and designers
- There is an expectation that learners will attend class at extra times to ensure that they meet deadlines and produce their very best work.

### **Possible next level of study**

Advanced Higher Art and Design

### **Possible career paths**

Art and Design develops creativity, critical thinking and complex problem solving, all skills required by the future workforce. A qualifications in Art and Design can lead to many careers in the Creative Industries, some examples are- graphic design, advertising creatives, art director, product design, architecture, illustration, media design, game designer, fashion, film and media, animation, set design, special effects, industrial design, sculptor, painter, art historian, museum curating, art education photography,...

Further courses may be taken at Art College and university in a variety of related disciplines.

Students considering this course should have gained an A or B pass at Higher

### **Course Description**

Students will produce an extended folio investigating a personal theme in either Design or Expressive -

**Expressive Activity** is a practical course based on identification of a theme of personal interest; investigation of a variety of sources and stimuli; creative development of lines of thought; resolution of ideas and interpretation into finished art works of variety and high quality, where materials and processes are handled confidently.

**Design Activity** is a practical course based on identifying a design problem; considering a range of design issues; researching and developing a range of approaches and possibilities; formulating and communicating through visual means an appropriate design solution.

Students will also produce a related written project/ dissertation of 2000 words investigating their chosen area and relating it to their own work throughout the year

**Art and Design Studies** is a written study that is closely linked to the students' practical work. Based on the area of study chosen in the practical enquiry, students research the work of appropriate artists or designers. This supports the enquiry and adds to their depth of knowledge, understanding and gives insight into the working practice methods and influences of practitioners.

### **Assessment**

The final folio including the dissertation will be presented to the SQA for external assessment.

There will be no final examination

### **Home Study Expectations**

Students will be expected to carry out a significant amount of work out with the classroom and should be enthusiastic, motivated and able to work independently.

### **Possible career paths**

- HNC/HND courses.
- Degree courses.
- Employment- In the Creative Industries, some examples are- graphic design, advertising creatives, art director, product design, architecture, illustration, media design, game designer, fashion, film and media, animation, set design, special effects, industrial design, sculptor, painter, art historian, museum curating, art education photography,...

### **Course Description**

#### **This course runs alongside Practical Cake Craft.**

The National Progression Award (NPA) in Bakery at SCQF level 4 builds on previous skills and knowledge allowing you to develop practical bakery skills in craft baking, bread making, cake decoration and pastry making. This award will develop life skills but is also useful for those who are interested in pursuing a career in the bakery or catering industries. Many transferrable skills will be developed such as communication, teamwork, leadership, time management, resource management and planning.

### **Assessment**

The National Progression Award in Bakery consists of four mandatory Units; three of the Units are at SCQF level 4 and one at SCQF level 5.

Craft Baking: An Introduction (level 4)

Bread Making: An Introduction (level 4)

Cake Decorating: An Introduction (level 4)

Pastry (level 5)

The majority of assessment is through assessed practical activities and observation checklists.

### **Home Study Expectations**

Home study may be issued weekly or fortnightly depending on the demands of the task. Tasks will often include working on planning activities

### **Possible next level of study**

National 5 Practical cookery / National 5 Health and Food Technology

### **Wider Achievement Opportunities**

Students may have the opportunity to visit sugar craft classes at college or have visiting demonstrators from the Sugarcraft Guild

It may be possible to achieve the ReHIS Elementary Hygiene Certificate during this course.

### **Possible career paths**

There are numerous courses at college for Hospitality and catering including both management and practical skills.

Sugarcraft is very popular and opportunities for apprenticeships are growing.

Hospitality is a growing industry and there are many opportunities for careers in catering, hotels and restaurants, NHS and local authority establishments and external catering companies

**Curricular Area:** Design      **Course Title:** Design and Manufacture Nat 4/5

### **Course Aims**

This course will help develop you into a creative, flexible learner, and build up an ability to apply skills and knowledge in a variety of real life situations. It aims to help students produce effective solutions for a variety of design tasks. They will learn how to convey their ideas through design folios and through the construction of prototype models in a variety of materials (metals, woods and plastics).

### **Course Description**

If you enjoy sketching, are imaginative, have an interest in design and like practical workshop activities then this is the course for you. Students will have the opportunity to explore the impact of design and technology in everyday life. They will consider the complete life of a product from its initial conception, through design development, the materials and methods of manufacture, the marketing, to its impact on society. Folio work will develop research, drawing, sketching and rendering skills. Pupils will be involved in the manufacture of products using a practical craft/machine skills.

This course comprises 2 units

- Design and Manufacture: Design
- Design and Manufacture: Materials and manufacture

### **Assessment**

- *Internal assessments*:- An assignment set by the SQA and worth 90 marks will be undertaken during the course.
- *External assessments*:- This will consist of a single final examination worth 80 marks covering design, tools and processes.

**Please note: Only 30% of this course is based in the workshop.**

### **Home Study Expectations**

Home study may be issued weekly or fortnightly depending on the demands of the task.

### **Possible next level of study**

Higher Design and Manufacture

### **Wider Achievement Opportunities**

Students will have the opportunity to take part in a visit to a local university to look at modern manufacturing techniques and modelling processes using CAD/CAM.

**Possible career paths** - Graphic Design, Architecture, Product Design, and Engineering.

**Curricular Area:** Design      **Course Title:** Design and Manufacture Higher

### **Course Aims**

This course will help develop you into a creative, flexible learner, and build up an ability to apply skills and knowledge in a variety of real life situations. It aims to help students produce effective solutions for a variety of design tasks. They will learn how to convey their ideas through design folios and through the construction of prototype models and CAD modelling.

### **Course Description**

This course progresses on from N5 Design and Manufacture. You will learn more about how products are made in real life using manufacturing technologies commonly used in industry. Design work takes up most of this course. Workshop time is limited – practical work is conducted through model making. Pupils will develop sketching and design skills. They will consider the complete life of a product from its initial conception, through design development, the materials and methods of manufacture, the marketing, to its impact on society. Folio work will develop research, drawing, sketching and rendering skills. A considerable amount of theory work is part of the course investigating material and manufacturing technologies.

This course comprises 2 units

- Design and Manufacture: Design
- Design and Manufacture: Manufacture

### **Assessment**

- *Internal assessments:-* An assignment set by the SQA and worth 90 marks will be undertaken during the course.
- *External assessments:-* This will consist of a single final examination worth 80 marks covering design, tools and processes.

**Please note: None of this course is based in the workshop.**

### **Home Study Expectations**

Home study may be issued weekly or fortnightly depending on the demands of the task.

### **Possible next level of study**

Advanced Higher Design and Manufacture

### **Possible career paths**

Graphic Design, Architecture, Product Design, and Engineering.

**Curricular Area:** Design **Course Title:** Early Learning and Childcare National 4/5

### **Course Description**

Early Learning and Childcare is the holistic study of the care, learning and development of children aged 0-16 years.

This course comprises 3 mandatory units

- Play in Early Learning and Childcare- students will learn how play benefits the child and involves practical work including the planning, setting up, carrying out and evaluating play experiences for a range of ages of children in either a real or simulated environment
- Working in Early Learning and Childcare – students will investigate a range of career options within the Early Education and Childcare sector and will develop some of the skills qualities and attitudes needed to work with children and young people.
- Development and Wellbeing of Children and Young People – students will study issues related to health and development of children aged 0-12 years and the role of the adult in supporting them

There are also several optional units of which we will complete one - First Aid / Care and Feeding of Children or Parenting

### **Assessment**

Each unit will be assessed individually, and students must pass each unit to achieve a course award. There is no final external examination for this course however students work may be assessed by a visiting verifier from the SQA.

### **Home Study Expectations**

Home study may be issued weekly or fortnightly depending on the demands of the task. Tasks will often include working on planning activities

### **Possible next level of study**

Higher Child Care and Development – delivered at college

### **Wider Achievement Opportunities**

It may be possible to achieve the ReHIS Elementary Hygiene Certificate during this course.

### **Possible career paths**

There is a growing need for childcare professionals – Nursery Nurse, Nursery Teacher, Registered child minder, Primary Teacher, Nanny. This course is also suitable for anyone who wishes to go into nursing, occupational therapy or any other caring profession.

**Curricular Area:** Design

**Course Title:** Fashion and Textile Technology  
National 4/5/Higher

### **Course Description**

The purpose of this course is to develop the skills and knowledge to support fashion /textile related activities. The course is practical and experiential. Learners will plan make and evaluate straightforward fashion/ textile items to given briefs.

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

- Practical skills and textile construction techniques
- Safe use of tools and equipment
- Knowledge of textile properties and characteristics
- Knowledge of a range of factors that influence fashion/ textile choices
- Basic investigation and evaluation skills

This course at all levels comprises three areas of mandatory skill and knowledge. -  
Textile Technologies: Fashion/ Textile Item Development: Fashion and Textile Choices

At N4 there is an added value unit which encourages the learner to develop problem solving techniques, make informed choices and take responsibility for the development of an idea through the planning, making and evaluation of fashion/ textile items.

### **Assessment**

**External Assessment** includes an assignment and a question paper.

The assignment will require application of skills, knowledge and understanding from across the mandatory knowledge. Learners will develop a product(s) to meet a given brief issued by the SQA. This will achieve up to 50% of the final mark. The examination will be based on application of mandatory knowledge and will be worth 50% of the overall mark

### **Home Study Expectations**

Learners will be expected to carry out further reading / investigations to consolidate their knowledge. Regular written exercises will be given to reinforce classwork and to gain practice in answering techniques.

### **Possible next level of study**

This course may provide progression to other SQA qualifications in fashion and textile technology or related areas e.g. health and wellbeing, creative arts or technologies

### **Possible Career Paths**

Fashion/ Textile Design, Fashion /Textile technologist, Fashion /Textile Construction  
Retail / management  
Education  
Theatrical Costumer  
Interior Designer



**Curricular Area:** Design

**Course Title:** Graphic Communication  
National 4/ 5 or Higher

### **Course Description**

This course develops knowledge and practical application of sketching and drawing everyday items in orthographic and pictorial projections and creating colour illustrations, using both manual and computer-aided methods. Students will develop an understanding of how to use graphics to communicate more clearly and effectively. Students will also be made aware of the need for clear and accurate drawings and will gain knowledge of relevant British standards.

Computers will be used in learning and teaching and students will work with computer aided drawing software (CAD) and other types of computer aided graphics (CAG) software thus widening their appreciation of the role of information technology within graphic communication and the world today.

This course comprises 2 units

- 2D Graphic Communication
- 3D and pictorial Graphic Communication

### **Assessment**

Each unit will be assessed individually and students must pass each unit to achieve a course award.

At National 5 and Higher level there is an assignment which is marked externally by the SQA and also an examination paper.

### **Home Study Expectations**

Home study may be issued weekly or fortnightly depending on the demands of the task. Tasks will often include working on planning activities

### **Possible next level of study**

Higher Graphic Communication or Advanced Higher Graphic Communication

### **Possible career paths**

Graphic Design, engineering, building and construction  
Further and Higher education courses in engineering and design and manufacture

### **Course Description**

This course has a focus on health and the nutritional properties of food as well as developing safe, hygienic, informed practices in food preparation. It raises awareness of the importance of a balanced diet and healthy lifestyle.

Students will develop the skills and knowledge required to become informed food consumers as well as opportunities to gain skills for learning, life and work. The course uses an experiential, practical and problem-solving approach to learning and to develop knowledge and understanding and practical skills. The course uses real life situations taking account of local, cultural and media influences and technological innovations.

There are 3 mandatory units at National 4 level

- Food for Health
- Food Product Development
- Contemporary food issues

### **Assessment**

At National 4 level there is an added value unit comprising a product development exercise set by the SQA

At National 5 level there is an assignment in which the student will develop food products to a given brief it will be marked externally by the SQA. There is also an examination paper. Each is worth 50% of the final mark.

### **Home Study Expectations**

Home study may be issued weekly or fortnightly depending on the demands of the task. Tasks will often include working on planning activities

### **Possible next level of study**

Higher/Advanced Higher Health and Food Technology

### **Possible Career Paths**

Food Technologist, Health professional- dietician, nursing, dentistry, Education – primary and secondary, Hospitality and Retail sectors, Consumer Advisor and family law.

### **Mandatory Knowledge:**

The Course focuses on health, the influence of food and its nutritional properties, and the dietary needs of individuals.

The Course develops understanding of the properties of food in relation to food production, processing and the development of food products. Issues that influence food choices are investigated to allow the consumer to make an informed decision.

Learners will;

- analyse the relationships between health, nutrition and food
- develop and apply understanding and skills related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice including ethical and technological developments in food production.
- use research, management and technological skills to plan, make and evaluate food products to a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

### **Assessment**

**External Assessment** includes an assignment and a question paper.

The assignment will require application of skills, knowledge and understanding from across the mandatory knowledge. Learners will develop a product(s) to meet a given brief issued by the SQA. This will achieve up to 50% of the final mark. The examination will be based on application of mandatory knowledge and will be worth 50% of the overall mark.

### **Entry requirements**

Learners would normally be expected to have attained the skills, knowledge and understanding required by National 5 Health and Food Technology Course (B or above) or relevant component Units

### **Career Options**

Learners undertaking this Course will focus on health, food, lifestyle and consumer issues and develop practical skills that are transferable to a range of contexts, including employment. These include employment in health promotion, nutrition research, dietetics, teaching and the food production industry. Progression from this Course includes opportunities for progression to the Advanced Higher Health and Food Technology Course and other SQA qualifications in related fields.

A National Progression Award at Level 5 is the same level of qualification as a National 5, within the Scottish Credit and Qualifications Framework

### **Course Description**

This is a practical, hands-on course, encouraging students to use creativity and problem-solving skills. Students will develop their understanding of practical photography skills, producing photographs in a range of styles and genres. They will gain experience in using creative digital media and the creative process involved in photographing people and places. They will use critical thinking skills, working with peers to evaluate the strengths of their images and areas for development. Students will also develop knowledge of current developments within photography and the working practices and approaches of professionals. The course allows students to develop the skills for progression into further studies and employment opportunities in photography and related areas.

There are 4 mandatory units

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

### **Assessment**

Each unit will be assessed internally and students must pass each unit to achieve a course award. These units are rigorously internally assessed and are verified by the SQA.

Students will be expected to use simple automatic functions of cameras to capture good images and to work with their peers to critique their work. Great emphasis will be placed on enhancing images to present and exhibit work.

### **Home Study Expectations**

Students can expect to carry out at least 2 hours of homework per week, which will include the following:

- Research into styles and genres of photography
- Written studies on the work of various photographers.
- Practical work taking photographs at chosen locations outside school.
- There is an expectation that learners will attend class at extra times to ensure that they meet deadlines and produce their very best work.

### **Possible next level of study**

Higher and HNC Photography are offered at Edinburgh College, alongside various Media and Creative Industries courses.

### **Possible career paths**

A qualification in Photography can lead to various dynamic career paths including –Photographer (portrait, commercial, photojournalism, freelance), Graphic Designer, Film and Media, Advertising Art Director, Media Designer, Web Designer, Stylist and Digital Marketing, and Photography Education.

### **Course Description**

The course which is practical and experiential in nature, develops a range of cake baking and cake finishing skills. It enables students to acquire, consolidate and demonstrate creative techniques in the production of cakes and other baked items

This course comprises 2 areas of mandatory knowledge and skills – cake baking and cake finishing

### **Assessment**

Ultimately, students will be assessed by a practical assignment drawing on the knowledge, understanding and skills developed across the course. The activity will require students to design, make and finish a cake for a celebration of their choice to a high standard.

This will be assessed by a visiting verifier from the SQA.

### **Home Study Expectations**

Home study may be issued weekly or fortnightly depending on the demands of the task. Tasks will often include working on planning activities

### **Possible next level of study**

National 5 Health and Food Technology National 4/5 Hospitality Practical cookery

### **Wider Achievement Opportunities**

Students may have the opportunity to visit sugar craft classes at college or have visiting demonstrators from the Sugarcraft Guild

It may be possible to achieve the ReHIS Elementary Hygiene Certificate during this course.

### **Possible career paths**

There are numerous courses at college for Hospitality and catering including both management and practical skills.

Sugarcraft is very popular and opportunities for apprenticeships are growing. Hospitality is a growing industry and there are many opportunities for careers in catering, hotels and restaurants, NHS and local authority establishments and external catering companies.

### **Course Description**

The course which is practical and experiential in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organization and time management skills in hospitality related contexts. Through its emphasis on safety and hygiene, it will ingrain in students the ability to follow safe and hygienic practices in all cookery contexts. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.

This course comprises 3 areas of mandatory knowledge and skill

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

### **Assessment**

Ultimately, students will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the course. The activity will require students to extend their cookery related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification.

Students will plan, prepare and cook a 3-course meal for a given number of people within a given timescale and present it appropriately.

### **Home Study Expectations**

Home study may be issued weekly or fortnightly depending on the demands of the task. Tasks will often include working on planning activities or researching ingredients, their characteristics and sources

### **Possible next level of study**

National 5 Practical Cake Craft, National 5 Health and Food Technology

### **Wider Achievement Opportunities**

Students will have the opportunity to participate in the Edinburgh heat of the national Futurechef and or Rotary Young Chef Cookery Competition. We will also arrange for chef visits and demonstrations and visits to commercial kitchens.

### **Possible career paths**

There are numerous courses at college for Hospitality and catering including both management and practical skills. Hospitality is a growing industry and there are many opportunities for careers in catering, hotels and restaurants, NHS and local authority establishments and external catering companies.

### **Course Description**

The course is of a practical nature, workshop based and provides many skills which are appropriate to a wide range of applications. The course will develop skills in marking out, cutting, shaping and finishing wood as well as adjusting and maintaining a range of hand tools. Apart from giving an insight into industrial practice and standards, such studies help with the development of safe practice in a workshop environment, self-confidence, manual dexterity and control, perseverance and spatial awareness.

This course comprises 3 units

- Flat Frame Construction
- Carcase Construction
- Machining and Finishing

### **Assessment**

Each unit will be assessed individually and students must be successful in each unit assessment to pass the course. In addition For National 5 candidates there is also a final course assessment or Added Value Unit which must also be passed to complete the course.

The majority of the learning on this course takes place practically, however one lesson a week is required in the classroom to prepare for the written examination.

### **Home Study Expectations**

Home study may be issued weekly or fortnightly depending on the demands of the task. Tasks will often include working on planning activities

### **Possible next level of study**

National 5 Metal work

### **Possible Career Paths**

The building trade, cabinet making and joinery. This course also provides a foundation for those considering further study of woodworking or joinery skills at college or apprenticeship





### **Course Description**

The National 3 English course enables students to develop their skills in reading, writing, talking and listening. Students focus on straightforward communication and literacy skills.

### **Assessment**

#### Internal Assessment:

The National 3 course comprises three units which are internally assessed:

- Understanding Language- reading and listening activities
- Producing Language- writing and talking activities
- Literacy- reading, writing, talking and listening activities

Students **must pass** these units in order to attain an overall course award. Failure to attain all of these will mean students cannot gain an overall course award.

#### External Assessment:

There is no external assessment for this course.

### **Home Study Expectations**

National 3 English has a strong focus on straightforward communication skills so students will be expected to cultivate a consistent personal reading habit of fiction and non-fiction texts.

### **Possible next level of study**

National 4

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in English through theatre trips, creative writing competitions, review writing, debating and many other activities.

### **Possible career paths**

Good English skills will be an asset in any future career or branch of study.

### **Course Description**

The National 4 English course enables students to develop their skills in reading, writing, talking and listening. Students study a range of texts and develop their analytical thinking and understanding of language.

### **Assessment**

#### Internal Assessment:

The National 4 course comprises four units which are internally assessed:

- Analysis and Evaluation- reading and listening activities
- Creation and Production- writing and talking activities
- Literacy- reading, writing, talking and listening activities
- Added Value Unit- students research, evaluate and present on a topic of their choice.

Students **must pass** these units in order to attain an overall course award. Failure to attain all of these will mean students cannot gain an overall course award.

#### External Assessment:

There is no external assessment for this course.

### **Home Study Expectations**

National 4 English requires students to work consistently and meet a wide range of outcomes in all four strands of assessment. In order to be successful students must devote a good deal of time to preparation for class and for assessment.

### **Possible next level of study**

National 5 (if a strong pass at National 4 is achieved.)

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in English through theatre trips, creative writing competitions, review writing, debating and many other activities.

### **Possible career paths**

Good English skills will be an asset in any future career or branch of study.

### **Course Description**

The National 5 English course enables students to develop increasingly sophisticated skills both in their literacy and in their ability to understand, analyse and evaluate texts. Students study a range of texts and develop high levels of analytical thinking and understanding of language.

### **Assessment**

#### Internal Assessment:

Students must complete the mandatory Spoken Language component in which they demonstrate their Talking and Listening skills. This unit can be achieved in a number of ways, such as group discussion or individual presentation.

#### External Assessment:

The external examination will consist of two papers:

- Paper 1: Reading for Understanding, Analysis and Evaluation- read an unseen newspaper article and answer questions
- Paper 2: Critical Reading- students are asked to respond to literature they have studied in class. They will respond to questions on the set Scottish text and will write a critical essay on another text studied in class.
- The Folio of Writing comprises the final component of the overall grade. Two pieces of writing (of no more than 1000 words each) will be worked on throughout the course of the year and are submitted to the SQA for external marking.

### **Home Study Expectations**

National 5 English is a very challenging course that demands significant commitment from students. In order to be successful students must devote a good deal of time to preparation for class and for assessment, as well as regular revision and preparation of folio writing pieces. Consistent personal reading is an expectation.

### **Possible next level of study**

Higher (if an A or B is attained at National 5.)

N5/Higher Media

## **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in English through theatre trips, creative writing competitions, review writing, debating and many other activities.

### **Possible career paths**

Good English skills will be an asset in any future career or branch of study.

### **Course Description**

The Higher English course enables students to develop increasingly sophisticated skills both in their literacy and in their ability to understand, analyse and evaluate texts. Students study a range of texts and develop high levels of analytical thinking and understanding of language.

### **Assessment**

Students must complete the mandatory Spoken Language component in which they demonstrate their Talking and Listening skills. This unit can be achieved in a number of ways, such as group discussion or individual presentation.

The external examination will consist of two papers:

- Paper 1: Reading for Understanding, Analysis and Evaluation- read two unseen newspaper articles and answer questions
- Paper 2: Critical Reading- students are asked to respond to literature they have studied in class. They will respond to questions on the set Scottish text and will write a critical essay on another text studied in class.
- The Folio of Writing comprises the final component of the overall grade. Two pieces of writing (of no more than 1300 words each) will be worked on throughout the course of the year and submitted to the SQA for external marking. Candidates must be successful in both internal and external assessments in order to gain an award at Higher.

### **Home Study Expectations**

Higher English is a very demanding course that requires a significant commitment from students. In order to be successful students must devote a good deal of time to preparation for class and for assessment, as well as regular revision and preparation of folio writing pieces. Consistent personal reading is an expectation.

### **Possible next level of study**

Advanced Higher English (if an A or B is attained at Higher.)

N5/ Higher Media

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in English through theatre trips, creative writing competitions, review writing, debating and many other activities.

### **Possible career paths**

Good English skills will be an asset in any future career or branch of study, and many university courses require candidates to have a Higher English qualification.

**Course Description:**

Advanced Higher English provides learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners develop sophisticated writing skills, examining the way structure, form and language shape the overall meaning of texts. While Advanced Higher is a challenging course, the significant level of independence and choice and opportunity for experimentation, can make this a very enjoyable course for those who are interested in reading, writing and are creatively inclined.

**Internal Assessment**

There is no internal assessment for this course.

**External Assessment**

The external exam consists of two papers:

Paper One: Literary Study

Students are asked to respond to literature they have studied in class. They will write one critical essay, in which they will be asked to *compare* at least two texts.

Paper Two: Textual Analysis

Students are required to respond to an unseen passage which can be fiction, non-fiction, drama or poetry and write a detailed study, demonstrating their skill in understanding, analysis and evaluation.

Externally Assessed Coursework

A **Portfolio** of writing, created through the course of the year, incorporating two pieces from different genres. Students are given the opportunity to experiment and find styles that are best suited to them.

A **Dissertation** on, usually, two texts of the students' choice. Students are given the opportunity, in consultation with their teacher to discover two complex texts that are of interest to them and write a dissertation on an area of their own choosing. The final word length will be between 2,500-3,500 words.

**Home Study Expectations:**

Advanced Higher English is a very challenging course that requires a significant commitment from students. In order to be successful students must devote a great deal of their time to reading preparation for class as well as production of the Dissertation and Portfolio of Writing. Consistent personal reading is an expectation.

### **Wider Achievement Opportunities:**

Students have many opportunities to explore and develop their skills in English through theatre trips, creative writing workshops and competitions, debating and many other activities.

### **Possible Career Paths**

Good English skills will be an asset in any future career or branch of study. This course is excellent preparation for the level of independent study required at university.

**Course Description:**

This course gives students the opportunity to study film, television, advertising and print media. Through the analysis and creation of media content, learners are encouraged to think critically about the role of the media in their everyday lives and develop an appreciation and understanding of both the media industry and within the world around them. The course includes critical analysis of a rich variety of media texts as well as the creation of media content through, for example, filmmaking and/or creating an advert in print and/or digital form. Students will be expected to work effectively with others in creating their media content.

**Course Content:**

Students will have the opportunity to analyse media content and develop knowledge and understanding of media contexts, roles and the key aspects of media literacy which include: categories, language, representation, narrative, audience and institution.

Students will also create their own media content and develop knowledge and understanding of the key aspects of media literacy central to creating media content.

**External Examination:**

- The Question Paper, which focuses on analysing familiar media content (such as films or TV that have been studied in class) as well as applying media knowledge to an unfamiliar text, through analysing either a film poster/magazine cover or advertisement.
- The Assignment, which focuses on planning and creating media content. Students will be expected to plan and develop a piece of media content according to a brief. This will be externally assessed.

**Home Study Expectations:**

National Five and Higher Media requires students to work consistently and demands a significant commitment from students. In order to be successful students must devote a good deal of time to preparation for class and for assessment as well as revision and preparation of the assignment. It should be noted that Media does require a reasonable level of literacy and analysis in order to fulfil the requirements of the course, so a good level of English is a necessity. In addition, students will have to be very organised as they will be required to manage the digital resources they create. The ability to self- evaluate and reflect on one's own work is another crucial ability.



### **Wider Achievement Possibilities:**

Students could have many opportunities to explore and develop their skills through cinema trips, workshops and creation of media content which can be a very enjoyable activity in itself.

### **Possible Career Paths**

Anyone considering a career in the media including film, video, and television industries, journalism and publishing should be interested in this course. In addition, a good awareness of the media is a vital tool for understanding the world around us and critical thinking in general.

### **Course Description**

The main purpose of the ESOL course is to develop the skills of reading and writing, listening, and speaking in order to understand and use English for learners whose first language is not English. As learners develop their language skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

### **Assessment**

#### **Internal Assessment:**

The ESOL course has a number of internally assessed units at varying levels:

ESOL for Everyday Life- N4

ESOL in Context- N4

Added Value Unit- N4

Students must pass these units in order to attain an overall course award.

#### **External Assessment:**

There is no external assessment for this course at N4.

The N5 and Higher courses have externally assessed exams which cover reading, writing, and listening. Candidates will also complete a performance element to assess speaking and listening skills.

### **Home Study Expectations**

ESOL requires students to work consistently and meet a range of outcomes in all four strands of assessment. In order to be successful students must devote a good deal of time to preparation for class and for assessment.

### **Possible next level of study**

ESOL N5/Higher

English N5/Higher

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in English through theatre trips, creative writing competitions, review writing, debating and many other activities.

### **Possible career paths**

Good English skills will be an asset in any future career or branch of study

### **Course Description**

National 3 Applications of Mathematics is delivered in three units providing students with the opportunity to develop and apply a range of mathematical skills for life and work. The course develops students' confidence in being able to handle mathematical processes and information in a range of real-life contexts. The course also enables students to make informed decisions based on data presented in a variety of forms.

The three units of the National 3 Applications of Mathematics course are:

- Numeracy
- Shape, Space & Measures
- Managing Money & Data

To achieve the National 3 Applications of Mathematics qualifications, learners must pass all of the three required Units.

### **Assessment**

Each unit will be internally assessed with external verification. The Scottish Qualifications Authority stipulates that students are only allowed one re-assessment opportunity for each of the Unit Assessments; therefore these assessments must be revised for thoroughly and taken seriously by all students hoping to achieve this qualification.

### **Homework expectations:**

Students can be expected to be regularly asked to revise classwork and course notes, finish off questions between lessons and complete formal hand-in homework. Homework will be issued in a variety of forms which may include practice assessments and printed worksheets.

### **Possible next level of study**

Following successful completion of National 3 Applications of Mathematics students may progress on to National 4 Applications of Mathematics or National 4 Mathematics.

### **Course Description**

This course provides suitable progression for students who have completed National 3 Applications of Mathematics.

**Ownership of a scientific calculator is vital for this course. We recommend the “Casio fx-83GT PLUS” which can be purchased from your Maths teacher for £6.50.**

National 4 Mathematics is delivered in three units providing students with the opportunities to develop and apply a range of mathematics skills. The outcomes cover aspects of algebra, geometry, statistics, trigonometry and reasoning.

The three units of the National 4 Mathematics course are:

- Numeracy  
The aim of this unit is to develop students’ numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement.
- Expressions & Formulae  
The aim of this unit is to develop skills linked to straightforward mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluations of formulae.
- Relationships  
The aim of this unit is to develop skills linked with straightforward mathematical relationships. These include solving equations, understanding graphs and working with trigonometric ratios.

To achieve the National 4 Mathematics qualification, students must pass all three required units as well as the Added Value Unit.

### **Assessment**

Each unit will be assessed internally. All individual assessment standards must be met for students to gain a whole course award. The course is internally assessed at the end of the year by means of an Added Value Unit test.

### **Homework expectations:**

Students can be expected to be regularly asked to revise classwork and course notes, finish off questions between lessons and complete formal hand-in homework. Homework may be issued in a variety of forms which may include practice assessments and printed worksheets.

### **Possible next level of study**

Students may consider progression on to National 5 Mathematics after passing National 4. A pass of 75% or above in the N4 AVU is usually a good indicator of suitable progression onto N5.

### **Course Description**

This course is suitable for anyone in S5/S6 who has passed National 4 mathematics.

This course is **necessary** for **S5/S6** students who will be sitting National 5 maths, either for the first time or as a resit. It allows students to be able to learn the Expressions and Formula unit (previously this could only have been taught in 3<sup>rd</sup> year) and gain a Level 5 numeracy qualification.

This course is also suitable for those in S5/S6 who haven't chosen maths but would like to achieve an award for Level 5 Numeracy.

**Ownership of a scientific calculator is vital for this course. We recommend the "Casio fx-83GT PLUS" which can be purchased from your Maths teacher for £6.50.**

This course has been introduced to allow S5/S6 students to study the Expressions and Formulae and Level 5 Numeracy unit alongside National 5 maths.

- Expressions & Formulae

The aim of this unit is to develop skills linked to expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluations of formulae.

- Numeracy

The aim of this standalone unit is to develop students' numerical and information handling skills to solve real-life problems involving number, money, time and measurement.

### **Assessment**

Along with the assessments that are scheduled for National 5 maths, students will be assessed on Level 5 Numeracy internally. If they pass this, they will achieve a Level 5 Numeracy award.

The final exam for National 5 Maths contains content from the Applications, Expressions & Formulae and Relationships units **but not** content from the Level 5 Numeracy Unit.

### **Homework expectations:**

Students can be expected to be regularly asked to revise classwork and course notes, finish off questions between lessons and complete formal hand-in homework. Homework will be issued in a variety of forms which may include practice assessments, past paper questions and printed worksheets.

### **Possible next level of study**

Following successful completion of National 5 Mathematics students may progress on to Higher Mathematics.

### **Course Description**

This course is suitable for students who have excelled at National 4 Mathematics.

**Ownership of a scientific calculator is vital for this course. We recommend the “Casio fx-83GT PLUS” which can be purchased from your Maths teacher for £6.50.**

National 5 Mathematics is delivered in three units providing students with the opportunities to develop and apply a range of mathematics skills. The outcomes cover aspects of number, algebra, geometry, statistics, trigonometry and reasoning.

- Expressions & Formulae

The aim of this unit is to develop skills linked to expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluations of formulae.

- Relationships

The aim of this unit is to develop skills linked with mathematical relationships. These include solving equations, working with graphs and carrying out calculations on the lengths and angles of shapes.

- Applications

The aim of this unit is to develop students' skills linked to applications of mathematics. These include using trigonometry, geometry, number processes, and statistics within real-life contexts.

### **Assessment**

There are three major assessments scheduled for National 5 Mathematics (months are approximate):

- September – Expressions & Formula Extension Test
- January – Prelim examination that covers 85% of the course (Expressions & Formula, Relationships and half of Applications)
- March/April – Prelim examination covering 100% of the course.

The final course assessment will take the form of an external SQA examination. Students will be assessed on the entirety of the National 5 Mathematics course.

### **Homework expectations:**

Students can be expected to be regularly asked to revise classwork and course notes, finish off questions between lessons and complete formal hand-in homework. Homework will be issued in a variety of forms which may include practice assessments, past paper questions and printed worksheets.

### **Possible next level of study**

Following successful completion of National 5 Mathematics students may progress on to Higher Mathematics.

**Course Description**

This course is suitable for students who have attained a Grade A or B in National 5 Mathematics.

Higher Mathematics is designed to motivate and challenge students. During the course, students will develop their skills of selection and application of mathematical techniques in a variety of situations. This will build their confidence and develop a positive mindset towards the use of mathematics in employment or further study.

Higher Mathematics is delivered in three units providing students with the opportunities to further develop and apply a range of mathematics skills. The outcomes cover aspects of number, algebra, geometry, statistics, trigonometry, calculus, reasoning and modelling.

- Expressions & Formulae

The aim of this unit is to develop students' knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions.

- Relationships & Calculus

The aim of this unit is to develop students' knowledge and skills that involve solving equations and differential and integral calculus.

- Applications

The aim of this unit is to develop students' knowledge and skills that involve geometric applications, sequences and applications of calculus.

**Assessment**

There are three major assessments scheduled for Higher Mathematics (months are approximate):

- October – Expressions & Formula Extension Test
- January – Prelim examination that covers 66% of the course (Expressions & Formula, Relationships & Calculus)
- March/April – Prelim examination covering 100% of the course.

The final course assessment will take the form of an external SQA examination. Students will be assessed on the entirety of the Higher Mathematics course.

**Homework expectations:**

Students will be expected to complete homework every week. This will involve revision of class notes, finishing off exercises at home and frequent formal hand-in homework.

**Possible next level of study**

Following successful completion of Higher Mathematics students may progress on to Advanced Higher Mathematics.

**Course Description**

This course is suitable for students who have attained a Grade A or B in Higher Mathematics.

The aim of this course is to build upon and extend students' mathematical learning. During the course, students will advance their skills of selection, application, logical thinking and methods of proof. This will both challenge skills and help students gain a greater appreciation for the role mathematics plays in problem solving.

Advanced Higher Mathematics is delivered in three units providing students with the opportunities to advance their operational and reasoning mathematics skills.

- **Methods in Algebra & Calculus**

The aim of this unit is to advance student knowledge and skills in algebra and calculus that can be used in practical and abstract situations. The outcomes include partial fractions, calculus, first and second order differential equations.

- **Applications in Algebra & Calculus**

The aim of this unit is to advance student knowledge and skills involving the application of algebra and calculus to real-life and mathematical situations. The outcomes include binomial theorem, complex numbers, functions and revolutions.

- **Geometry, Proof & Systems of Equations**

The aim of this unit is to advance student knowledge and skills in order to examine the close relationships between geometry, number and algebra. The outcomes include matrices, vectors, equations and proof.

**Assessment**

Each unit will be internally assessed with external verification. The Scottish Qualifications Authority stipulates that students are only allowed one re-assessment opportunity for each of the Unit Assessments; therefore these assessments must be revised for thoroughly and taken seriously by all students hoping to achieve this qualification.

The final course assessment will take the form of an external SQA examination. Students will be assessed on the entirety of the Advanced Higher Mathematics course.



### **Possible next level of study**

On successful completion of this course, students could progress to a course in higher education such as a degree or Higher National Diploma. These could be in mathematics or in mathematics - related area.

There are many sectors in which mathematical skills are important: Business, Science, Engineering, Technology and Finance. There are also applications in Computer Technology, Encryption Security, Design, Research and Development.

**Course Description**

A qualification in a foreign language is an indication that you have well-developed communication skills and can use these confidently in a variety of situations. Studying Modern Languages allows you to develop your skills in speaking, reading, listening and writing to a level of some sophistication. You will also develop a broader vocabulary, knowledge of language structures and develop cultural awareness of the countries where the language is spoken.

All courses are based on four themes: Society, Employability, Learning and Culture, with different aspects of these themes being explored at each level. There will be opportunities to work individually, as a team or as a pair on a wide variety of tasks. ICT is regularly used by staff and students alike to enhance learners' experiences.



## National 4/5

Students will have the opportunity to learn about areas such as healthy lifestyles, music, planning a trip abroad, education, cultural events and talking about work experience. The National 5 course has a particular focus on employability skills which are useful in looking for work both at home and abroad.

## Higher

Students have the chance to look in more detail at topics such as citizenship, healthy living, media and technology, job opportunities and travelling and working abroad. At this stage students begin to use the language in more flexible and creative ways. Students also develop more finely tuned skills of translating and discursive writing which are particularly relevant to those hoping to study a language at University level.

## Entry

N5 French is suitable for those who are confident with the language/or who have had a pass at N4.

Each course thereafter requires a 'B' pass at the previous level. E.g. a 'B' at N5 to proceed with Higher.

Students are expected to have completed S3 Mandarin in order to progress onto N4/N5 in the senior phase, unless they are a native speaker.



## Assessment

At **National 4** level the 'Added Value Unit' will involve researching cultural elements and presenting your findings in the foreign language. Students will also be assessed at all levels across in two main skills 'Using Language' and 'Understanding Language'. These break down into strands of Reading, Writing, Listening and Talking and will take place throughout the course.

At **National 5** level, students will be informally assessed in reading and listening throughout the course. Students will also be expected to produce a piece of written coursework, under exam conditions, which will be formally assessed by the SQA. In addition, there is also an external exam in May, which will assess Reading, Writing and Listening. A final talking exam will take place in March, which is worth 30% of the overall course award.

At **Higher** level, students will be informally assessed in reading and listening throughout the course. Students will be expected to complete a writing assignment under exam conditions, which will be formally assessed by the SQA. There is also an external exam in May, which will assess Reading, Writing and Listening. A final talking exam will take place in March, which is worth 30% of the overall course award.

### Home Study Expectations

Students are expected to devote an increasing amount of time to home study in the senior phase and home study may be issued weekly or fortnightly depending on the demands of the task. Tasks will be either written, speaking preparation or vocabulary learning. You may also be asked to make use of key websites at home.

### Possible next level of study

National 4  National 5  Higher  Advanced Higher

There is also the opportunity to sit another N4/N5 in another foreign language.

### Wider Achievement Opportunities

Students have many opportunities to explore and develop their skills in the foreign language through cultural experiences in film and poetry. Students will also develop CV writing skills as well as preparing for mock interviews.

### Possible career paths

Languages is one of the skills most desired by employers in today's competitive, international job market. A qualification in a foreign language can open the door to many, varied career choices. Some examples include business management opportunities, law, interpreting and travel and tourism.



### **Course Description**

The Modern Languages for Life and Work Award provides learners with the opportunity to develop language skills in combination with employability skills. In addition, learners will be able to follow their own interests in a cultural context. Learners will develop language skills in one or two modern languages\* that they can apply in life and work, developing their roles as active citizens. Learners will gain a greater understanding of their own and other cultures by comparing aspects of life in different countries and will play a fuller part as global citizens.

This Award offers learners opportunities to develop and extend a wide range of skills and attributes, including communication, self-awareness and confidence and independent learning. Learners will develop the ability to interact and collaborate with others in vocational and cultural contexts.

\*Units will be offered in French, Spanish and Mandarin.

### **Entry**

Prior learning in the language(s) is not essential, although the Award provides opportunities for learners to build on prior learning experienced from their broad, general education in S1-S3.

### **Assessment**

At **level 3** this Award receives 15 SCQF credit points and has three mandatory Units:

- ◆ Modern Languages for Work Purposes
- ◆ Building Own Employability Skills
- ◆ Modern Languages for Life

At level 3, students will be assessed in Listening and in Talking for both Modern Language Units.

At **level 4**, this Award receives 15 SCQF credit points and has three mandatory Units

- ◆ Modern Languages for Work Purposes
- ◆ Building Own Employability Skills
- ◆ Modern Languages for Life

At level 4, students will be assessed in Listening, Talking and in Reading for both Modern Language Units.

At both levels, students will also be expected to enhance their employability skills through researching information about languages and employment and they will practise the skills required to apply for a job.

### **Home Study Expectations**

Students are expected to devote time weekly to learning key vocabulary. Students may also be asked to make use of key websites at home.

### **Possible next level of study**

Modern Languages for Life and Work at level 4 in the same modern language(s)

Modern Languages for Life and Work Level 4 in an additional one or two modern languages.

SQA Certificated courses at National 3- 5 level in the Modern Language(s)

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in the foreign language through cultural experiences in film and cuisine. Students will also develop CV writing skills as well as preparing for mock interviews.

### **Possible career paths**

Languages is one of the skills most desired by employers in today's competitive, international job market. A qualification in a foreign language can open the door to many, varied career choices. Some examples include business management opportunities, law, interpreting and travel and tourism.

### **Course Description**

This course will allow students the opportunity to develop their knowledge and understanding of Dance through a range of styles and in doing so achieve the Experiences and Outcomes of the Curriculum for Excellence at a level which is appropriate to their ability. They will gain experience in Choreography, Contemporary, Ethnic, Street, Jazz and Hip Hop. The course will require participation in an after school technique class delivered in school. There is no National 3 or National 4 Dance on offer.

### **Structure of the course**

1. Develop dance technique and performance skills in a range of styles
2. Provide the skills and techniques to choreograph a sequence or dance piece
3. Enhance your understanding of how to look after and use your body in a safe dance environment
4. Develop leadership skills
5. Establish teamwork through, pair, group and class activities
6. Develop confidence through performances both in and out of school (compulsory)

### **Choose Dance if you**

- Would like to develop your skills and knowledge of Dance.
- Want to learn different Dance styles.
- Would like to be able to create your own pieces of Dance.
- Want to improve your fitness levels.
- Are keen and enthusiastic.
- Are able to work independently and/or part of a team.
- Can remember your kit (dance uniform will be required)

**\*Practical skills will require video evidence for assessment purposes\***

### **Home Study Expectations**

Written and practical home study will be issued regularly to complement class work. Students will also be required to attend as many professional dance performances that become available.

### **Possible next level of study**

Higher in S5 /6.

### **Wider Achievement Opportunities**

Lunchtime & extracurricular clubs, school sports teams & activities, coaching & sports leader opportunities, showcase at Assemblies or at Celebration of Achievement

### **Course Description**

This course will allow students the opportunity to develop their knowledge and understanding of Dance through a range of styles and in doing so achieve the Experiences and Outcomes of the Curriculum for Excellence at a level which is appropriate to their ability. They will gain experience in Choreography, Contemporary, Ethnic, Street, Jazz and Hip Hop. The course will require participation in an after school technique class delivered in school.

### **Structure of the course**

1. Develop dance technique and performance skills in a range of styles and perform 2 styles in final exam
2. Provide the skills and techniques to choreograph a sequence or dance piece for 3 or more people
3. Enhance your understanding of how to look after and use your body in a safe dance environment
4. Develop leadership skills
5. Establish teamwork through, pair, group and class activities
6. Develop confidence through performance in and out of school

### **Choose Dance if you**

- Would like to develop your skills and knowledge of Dance.
- Want to learn different Dance styles.
- Would like to be able to create your own pieces of Dance.
- Want to improve your fitness levels.
- Are keen and enthusiastic.
- Are able to work independently and/or part of a team.
- Can remember your kit (dance uniform will be required)

**\*Practical skills will require video evidence for assessment purposes\***

### **Home Study Expectations**

Written and practical home study will be issued regularly to complement class work. Students will also be required to attend as many professional dance performances that become available.

### **Wider Achievement Opportunities**

Lunchtime & extracurricular clubs, school sports teams & activities, coaching & sports leader opportunities, showcase at Assemblies or at Celebration of Achievement



### **Course Description**

The NPA in Musical Theatre is designed to equip candidates with an introduction to the knowledge, understanding and skills required to pursue further study in the performing arts industry. You will develop a range of skills associated with the triple discipline of Musical Theatre practice, including:

- develop a range of appropriate skills in voice, movement and acting
- develop specific skills for presentation at audition
- apply combined practical skills in audition format
- develop self-presentation skills
- work in rehearsal and performance creatively and innovatively
- develop self-evaluation skills, enabling professional development
- develop the ability to work independently and in groups

### **Structure of the course**

All pupils must complete one mandatory unit - Acting Through Song, and then choose two further units from the following:

- Solo Singing
- Group Singing
- Group Dance
- Preparation for Audition

### **Assessment**

Pupils will be continuously assessed throughout the course in each element. They will also be expected to perform in front of an audience as part of their final assessment.

### **Home Study Expectations**

Written and practical home study will be issued regularly to complement class work. Students will also be required to attend as many professional performances that become available.

### **Possible next level of study**

National 5 in S4

Higher in S5 /6

### **Wider Achievement Opportunities**

Lunchtime & extracurricular clubs, school shows, concerts, community performances, awards ceremony.

### **Career Pathways**

- Drama Teacher
- Music Teacher
- Musical Theatre Performer

**Course Description**

In this exciting course you will be developing skills in three areas: Performing Skills on two instruments, Composing Skills, Understanding Music from the Baroque period to 20<sup>th</sup>/21<sup>st</sup> Century music.

**Structure of the course****Performing Skills**

You will develop/further develop performing skills at Grade 2 level on two instruments/one instrument and voice of your choice, with support and in consultation with your music teacher and a specialist instrumental teacher. If appropriate to your choices, you could receive one 30 minute instrumental lesson with a specialist teacher per week, usually on your first instrument. You will study your second instrument with your class teacher.

**Composing Skills**

You will develop essential skills in composing with Melody, Rhythm, Harmony, Timbre and Structure. You will use instruments and technology, such as GarageBand on iPad and Mac, to create your own music in different styles, learning how to use and develop different musical concepts and composing techniques in your original pieces of music.

**Understanding Music**

You will explore different styles and genres of music from the Baroque, Classical, Romantic and 20<sup>th</sup> /21<sup>st</sup> Century periods and examine and identify how the music is put together in terms of structure and the instruments, voices, playing and compositional techniques used; investigate how the different styles of music developed, and the social and cultural influences on the music; develop an understanding of appropriate music notation; learn to make evaluative comments on the musical performance of professionals in terms of style, instrumentation and identify the musical concepts heard in the music.

**Assessment**

- You will perform 2 contrasting pieces at a minimum of Grade 2 level on both of your instruments to your teacher and reflect on your strengths and next steps
- You will create a folio of short pieces of your own, original music
- You will listen to different styles of music and identify the instruments and concepts that you hear, learn to describe different styles of music and research the works of influential composers, investigating the social and cultural influences that affect their music.

**Course Assignment**

In consultation with your teacher, you will choose, prepare and perform an 8 minute programme at a minimum of Grade 2 level, on both instruments/one instrument and voice. You must perform a minimum of two contrasting pieces on each instrument/voice and the minimum timing for your second instrument programme is 2 minutes. You will then reflect on your performances and identify

strengths and next steps. Your teacher will mark your performance and you will not need to sit an external exam.

### **Home Study Expectations**

At least three 20-30 minute performing sessions will be expected on each instrument per week to improve your skills and technique. Practice rooms are available to book at break and lunch time. If you take your instrument home/have an instrument at home, you will be able to complete your practice at home. In addition you will be asked to complete short quizzes, exercises or research tasks. You may be given an extended project to complete over a few weeks.

### **Possible next level of study in S4-6**

National 5, Higher and Advanced Higher in Music Performing.

### **Wider Achievement Opportunities**

Performing at the annual St Martin's Community Art Exhibition Schools Concert, and Tynecastle Burns Supper, Performing in Assemblies, Performance Showcases, Community Concerts and Pantomime; Performing for Music Technology student's projects eg Multi track recordings and Sound Design; Creating/composing music for use in Pantomime, concerts, award ceremonies and end of term films.

### **Possible Career Pathways**

- \* Music Teacher
- \* Music Therapist
- \* Composer
- \* Artist/ Singer/ Performer
- \* Instrumentalist
- \* Journalist
- \* Producer
- \* Conductor
- \* Games Design

<https://www.learnhowtobecome.org/arts-humanities-careers/music/>

### **Course Description**

In this exciting course you will be developing skills in three areas: Performing Skills on two instruments, Composing Skills, Understanding Music from the Baroque period to 20<sup>th</sup>/21<sup>st</sup> Century music.

### **Structure of the course**

#### **Performing Skills**

You will develop/further develop performing skills at Grade 3 level on two instruments/one instrument and voice of your choice, with support and in consultation with your music teacher and a specialist instrumental teacher. You will reflect on your strengths and next steps throughout your course. If appropriate to your choices, you could receive one 30 minute instrumental lesson with a specialist teacher per week, usually on your first instrument. You will study your second instrument with your class teacher.

#### **Composing Skills**

You will develop essential skills in composing with Melody, Rhythm, Harmony, Timbre and Structure. You will use instruments and technology, such as GarageBand on iPad and Mac, to create your own music in different styles, learning how to use and develop different musical concepts and composing techniques in your original pieces of music.

#### **Understanding Music**

You will explore different styles and genres of music from the Baroque, Classical, Romantic and 20<sup>th</sup> /21<sup>st</sup> Century periods and examine and identify how the music is put together in terms of structure and the instruments, voices, playing and compositional techniques used; investigate how the different styles of music developed, and the social and cultural influences on the music; develop an understanding of appropriate music notation; learn to make evaluative comments on the musical performance of professionals in terms of style, instrumentation and identify the musical concepts heard in the music.

#### **Course Assessment: Performing 50% Question paper 35% Assignment 15%**

**Performing:** In consultation with your teacher, you will choose, prepare and perform an 8 minute programme at a minimum of Grade 3 level, on both instruments/one instrument and voice. You must perform a minimum of two contrasting pieces on each instrument/voice and the minimum timing for your second instrument programme is 2 minutes. A Visiting Examiner will assess your Performance in February/March of your presentation year.

**Question Paper:** You will listen to excerpts of music and use your understanding music skills gained throughout the course to identify and describe the concepts and musical literacy present in the music.

**Assignment:** Drawing on your understanding of music composition, you will create your own piece of music, demonstrating your skills in three of the following: Melody, Harmony, Rhythm, Timbre and Structure. You will show your understanding through the creative development of a range of musical ideas. You will then reflect on your own music and identify your strengths and next steps.

#### **Home Study Expectations**

At least three 20-30 minute performing sessions will be expected on each instrument per week to improve your skills and technique. Practice rooms are available to book at break and lunch time. If you take your instrument home/have an instrument at home, you will be able to complete your practice at home. In addition you will be asked to complete short quizzes, exercises or research tasks. You may be given an extended project to complete over a few weeks.

### **Possible next level of study in S4-6**

Higher and Advanced Higher in Music Performing.

### **Wider Achievement Opportunities**

Performing at the annual St Martin's Community Art Exhibition Schools Concert, and Tynecastle Burns Supper, Performing in Assemblies, Performance Showcases, Community Concerts and Pantomime; Performing for Music Technology student's projects eg Multi track recordings and Sound Design; Creating/composing music for use in Pantomime, concerts, award ceremonies and end of term films.

### **Possible Career Pathways**

- \* Music Teacher
- \* Music Therapist
- \* Composer
- \* Artist/ Singer/ Performer
- \* Instrumentalist
- \* Journalist
- \* Producer
- \* Conductor
- \* Games Design

<https://www.learnhowtobecome.org/arts-humanities-careers/music/>

### **Course Description**

In this exciting course you will be developing skills in three areas: Performing Skills on two instruments, Composing Skills, Understanding Music from the Baroque period to 20<sup>th</sup>/21<sup>st</sup> Century music.

### **Structure of the course**

#### **Performing Skills**

You will develop/further develop performing skills at Grade 4 level on two instruments/one instrument and voice of your choice, with support and in consultation with your music teacher and a specialist instrumental teacher. You will reflect on your strengths and next steps throughout your course. If appropriate to your choices, you could receive one 30 minute instrumental lesson with a specialist teacher per week, usually on your first instrument. You will study your second instrument with your class teacher.

#### **Composing Skills**

You will develop essential skills in composing with Melody, Rhythm, Harmony, Timbre and Structure. You will use instruments and technology, such as GarageBand on iPad and Mac, to create your own music in different styles, learning how to use and develop different musical concepts and composing techniques in your original pieces of music.

#### **Understanding Music**

You will explore different styles and genres of music from the Baroque, Classical, Romantic and 20<sup>th</sup> /21<sup>st</sup> Century periods and examine and identify how the music is put together in terms of structure and the instruments, voices, playing and compositional techniques used; investigate how the different styles of music developed, and the social and cultural influences on the music; develop an understanding of appropriate music notation; learn to make evaluative comments on the musical performance of professionals in terms of style, instrumentation and identify the musical concepts heard in the music.

#### **Course Assessment: Performing 50% Question paper 35% Assignment 15%**

**Performing:** In consultation with your teacher, you will choose, prepare and perform a 12 minute programme at a minimum of Grade 4 level, on both instruments/one instrument and voice. You must perform a minimum of two contrasting pieces on each instrument/voice and the minimum timing for your second instrument programme is 4 minutes. A Visiting Examiner will assess your Performance in February/March of your presentation year.

**Question Paper:** You will listen to excerpts of music and use your understanding music skills gained throughout the course to identify and describe the concepts and musical literacy present in the music.

**Assignment:** Drawing on your understanding of music composition, you will create your own piece of music, lasting 1-3minutes, demonstrating your skills in three of the following: Melody, Rhythm, Timbre and Structure. You must show your understanding through the use of Harmony and the creative development of a range of musical ideas. You will then create a composing review, reflecting on your decisions and your own music identifying your strengths and areas for improvement.

#### **Home Study Expectations**

At least three 30-45 minute performing sessions will be expected on each instrument per week to improve your skills and technique. Practice rooms are available to book at break and lunch time. If you take your instrument home/have an instrument at home, you will be able to complete your practice at home. In addition you will be asked to complete short quizzes, exercises or research tasks. You may be given an extended project to complete over a few weeks.

### **Possible next level of study in S4-6**

Advanced Higher in Music Performing.

### **Wider Achievement Opportunities**

Performing at the annual St Martin's Community Art Exhibition Schools Concert, and Tynecastle Burns Supper, Performing in Assemblies, Performance Showcases, Community Concerts and Pantomime; Performing for Music Technology student's projects eg Multi track recordings and Sound Design; Creating/composing music for use in Pantomime, concerts, award ceremonies and end of term films.

### **Possible Career Pathways**

- \* Music Teacher
- \* Music Therapist
- \* Composer
- \* Artist/ Singer/ Performer
- \* Instrumentalist
- \* Journalist
- \* Producer
- \* Conductor
- \* Games Design

<https://www.learnhowtobecome.org/arts-humanities-careers/music/>

### **Course Description**

In this exciting course you will continue to develop skills in three areas: Performing Skills on two instruments, Composing Skills, Understanding Music from the Baroque period to 20<sup>th</sup>/21<sup>st</sup> Century music.

### **Structure of the course**

#### **Performing Skills**

You will develop/further develop performing skills at Grade 5 level on two instruments/one instrument and voice of your choice, with support and in consultation with your music teacher and a specialist instrumental teacher. You will reflect on your strengths and next steps throughout your course. If appropriate to your choices, you could receive one 30 minute instrumental lesson with a specialist teacher per week, usually on your first instrument. You will study your second instrument with your class teacher.

#### **Composing Skills**

You will develop essential skills in composing with Melody, Rhythm, Harmony, Timbre and Structure. You will use instruments and technology, such as GarageBand on iPad and Mac, to create your own music in different styles, learning how to use and develop different musical concepts and composing techniques in your original pieces of music.

#### **Understanding Music**

You will explore different styles and genres of music from the Renaissance, Baroque, Classical, Romantic and 20<sup>th</sup> /21<sup>st</sup> Century periods and examine and identify how the music is put together in terms of structure and the instruments, voices, playing and compositional techniques used; investigate how the different styles of music developed, and the social and cultural influences on the music; develop an understanding of appropriate music notation; learn to make evaluative comments on the musical performance of professionals in terms of style, instrumentation and identify the musical concepts heard in the music.

#### **Course Assessment: Performing 50% Question paper 35% Assignment 15%**

**Performing:** In consultation with your teacher, you will choose, prepare and perform an 18 minute programme at a minimum of Grade 5 level, on both instruments/one instrument and voice. You must perform a minimum of two contrasting pieces on each instrument/voice and the minimum timing for your second instrument programme is 6 minutes. A Visiting Examiner will assess your Performance in February/March of your presentation year.

**Question Paper:** You will listen to excerpts of music and use your understanding music skills gained throughout the course to identify and describe the concepts and musical literacy present in the music.

**Assignment:** Drawing on your understanding of music composition, you will create your own piece of music, lasting 1-3minutes, demonstrating your skills in three of the following: Melody, Rhythm, Timbre and Structure. You must show your understanding through the use of Harmony and the creative development of a range of musical ideas. You will then create a composing review, reflecting on your decisions and your own music identifying your strengths and areas for improvement.



### **Home Study Expectations**

At least three 30-45 minute performing sessions will be expected on each instrument per week to improve your skills and technique. Practice rooms are available to book at break and lunch time. If you take your instrument home/have an instrument at home, you will be able to complete your practice at home. In addition you will be asked to complete short quizzes, exercises or research tasks. You may be given an extended project to complete over a few weeks.

### **Wider Achievement Opportunities**

Performing at the annual St Martin's Community Art Exhibition Schools Concert, and Tynecastle Burns Supper, Performing in Assemblies, Performance Showcases, Community Concerts and Pantomime; Performing for Music Technology student's projects eg Multi track recordings and Sound Design; Creating/composing music for use in Pantomime, concerts, award ceremonies and end of term films.

### **Possible Career Pathways**

- \* Music Teacher
- \* Music Therapist
- \* Composer
- \* Artist/ Singer/ Performer
- \* Instrumentalist
- \* Journalist
- \* Producer
- \* Conductor
- \* Games Design

<https://www.learnhowtobecome.org/arts-humanities-careers/music/>

### **Course Description**

In this exciting course you will be developing skills in three areas: Music Technology Skills, Music Technology in Context and Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music. You will then use these skills in short projects such as Sound Design and Foley for Film, Adverts, Animation and Gaming; Sound Design and Foley for Audio Book; Radio Broadcasts and Podcasts containing Jingles, Interviews and Adverts and Studio Multi-track Recordings.

### **Structure of the course**

#### **Music Technology Skills**

You will use GarageBand on iPads, Mac Mini's and iMacs to enhance your learning experience. You will learn how to set up and record using appropriate microphones, polar patterns and placement; learn to record instruments and sound with microphones and direct input; record using MIDI and study editing and mixing techniques. You will use all of these skills in your short projects.

#### **Music Technology in Context**

You will create a portfolio of two different sound productions deciding how best to capture the audio for each project, manipulating the audio by adding effects and processes and mixing down your projects to an audio/video master. You will be required to keep a detailed log to show the steps you took when creating each project.

#### **Understanding Music**

You will explore different styles of 20<sup>th</sup> and 21<sup>st</sup> Century music and examine how the music is put together in terms of structure and the instruments, voices and effects used; investigate how the different styles of music developed, their culture and the influence of music technology on music; develop an understanding of the Music Industry, Intellectual Property and Copyright.

#### **Assessment**

You will be required to complete short reports describing the Genres of music you have studied, the influence that the development of music technology had on artists and their different styles of music and a report showing your understanding of Intellectual Property and Copyright. You will also listen to and identify different genres of music, describing the musical and technological features that you hear.

#### **Course Assignment**

You will choose one sound production project, which you will plan and carry out using music technology. You will be required to keep a detailed log showing how you have planned your project, the skills you have used to capture audio, mix and edit the audio and how you have bounced the project to an audio/video master. This will be marked by your teacher. You will not need to sit an external exam.

### **Homework expectations: 30-minute session per week**

You will be required to attend one 30-minute session per week, in the music department, to work on your Assignments. Any written assignment tasks not completed during this 30-minute weekly session would then need to be completed at home in order to meet your deadlines.

### **Possible next level of study in S4-6**

National 5 in Music Technology.

In addition, you could study a performing unit on one instrument or voice, or two instruments/one instrument and voice, at all levels from National 4 to Advanced Higher, during your Instrumental Music Lessons at Tynecastle or in your own time.

### **Wider Achievement Opportunities**

Performing at the annual St Martin's Community Art Exhibition Schools Concert, and Tynecastle Burns Supper, Performing in Assemblies, Performance Showcases, Community Concerts and Pantomime; Creating Interview podcasts; Creating and Editing Films for Assembly; Recording Performances; Sound Engineering in school events such as the pantomime, lunchtime concerts

### **Possible Career Pathways**

- \* Music Teacher
- \* Music Therapist
- \* Composer
- \* Artist/ Singer/ Performer
- \* Instrumentalist
- \* Journalist
- \* Producer
- \* Conductor
- \* Games Design

<https://www.learnhowtobecome.org/arts-humanities-careers/music/>

### **Course Description**

In this exciting course you will be developing skills in three areas: Music Technology Skills, Music Technology in Context and Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music. You will then use these skills in short projects such as Sound Design and Foley for Film, Adverts, Animation and Gaming; Sound Design and Foley for Audio Book; Radio Broadcasts and Podcasts containing Jingles, Interviews and Adverts and Studio Multi-track Recordings.

### **Structure of the course**

#### **Music Technology Skills**

You will use GarageBand on iPads, Mac Mini's and iMacs to enhance your learning experience. You will learn how to set up and record using appropriate microphones, polar patterns and placement; learn to record instruments and sound with microphones and direct input; record using MIDI and study editing and mixing techniques. You will use all of these skills in your short projects.

#### **Music Technology in Context**

You will build upon your music technology skills through different sound productions deciding how best to capture the audio for each project, manipulating the audio by adding effects and processes and mixing down your projects to an audio/video master. You will be required to keep detailed logs.

#### **Understanding Music**

You will explore different styles of 20<sup>th</sup> and 21<sup>st</sup> Century music and examine how the music is put together in terms of structure and the instruments, voices and effects used; investigate how the different styles of music developed, their culture and the influence of music technology on music; develop an understanding of the Music Industry, Intellectual Property and Copyright.

#### **Course Assessment: Assignment 70% & External exam 30%**

70% = You will choose two sound productions, which you will plan, implement and evaluate from their beginning stages to your final productions. You will be required to keep detailed logs showing how you have planned your project, the skills you have used to capture audio, mix and edit the audio. 30% = You will sit a question paper where you will listen to excerpts of music and describe the style, musical features and the technology skills, effects and processes used to create the music. You will also be presented with an Intellectual Property case study, where you will answer questions to show your understanding of Intellectual Property and Copyright in the music industry.

#### **Homework expectations: 30-minute session per week**

You will be required to attend one 30-minute session per week, in the music department, to work on your Assignments. Any written assignment tasks not completed during this 30-minute weekly session would then need to be completed at home in order to meet your deadlines.

**Recommended Entry:** Nat 4 Personal Learning, ICT and Thinking Skills, N4 Music Technology, N4 Media

### **Possible next level of study**

N5 Music Technology at B = Progression to Higher Music Technology.

In addition, you could study a performing unit on one instrument or voice, or two instruments/one instrument and voice, at all levels from National 4 to Advanced Higher, during your Instrumental Music Lessons at Tynecastle or in your own time.

### **Wider Achievement Opportunities**

Performing at the annual St Martin's Community Art Exhibition Schools Concert, and Tynecastle Burns Supper, Performing in Assemblies, Performance Showcases, Community Concerts and Pantomime; Creating Interview podcasts; Creating and Editing Films for Assembly; Recording Performances; Sound Engineering in school events such as the pantomime, lunchtime concerts

### **Possible Career Pathways**

- \* Music Teacher
- \* Music Therapist
- \* Composer
- \* Artist/ Singer/ Performer
- \* Instrumentalist
- \* Journalist
- \* Producer
- \* Conductor
- \* Games Design

<https://www.learnhowtobecome.org/arts-humanities-careers/music/>

### **Course Description**

In this exciting course, you will be developing skills in three areas: Music Technology Skills, Music Technology in Context and Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music. You will then use these skills in short projects such as Sound Design and Foley for Film, Adverts, Animation and Gaming; Sound Design and Foley for Audio Book; Radio Broadcasts and Podcasts containing Jingles, Interviews and Adverts and Studio and Live Multi-track Recordings.

### **Structure of the course**

#### **Music Technology Skills**

You will use GarageBand on iPads, Mac Mini's and iMacs to enhance your learning experience. You will build upon existing skills to set up multiple inputs for simultaneous and stereo recording using appropriate microphones, polar patterns and placement; record using Direct Input, MIDI and study more advanced editing and mixing techniques. You will use all of these skills in your short projects.

#### **Music Technology in Context**

You will build upon your music technology skills through different sound productions deciding how best to capture the audio for each project, manipulating the audio by adding effects and processes and mixing down your projects to an audio/video master. You will be required to keep detailed logs, justifying your decisions and use of recording skills, effects, processes etc.

#### **Understanding Music**

You will explore different styles of 20<sup>th</sup> and 21<sup>st</sup> Century music and examine how the music is put together in terms of structure and the instruments, voices and effects used; investigate how the different styles of music and technologies developed, their culture and the influence of music technology on music; develop a detailed understanding of the Music Industry, Intellectual Property and Copyright.

#### **Course Assessment: Assignment 70% & External exam 30%**

70% = You will choose a **Sound design** or **Radio/Podcast/Audio book** project featuring a **Multi Track recording** and a piece of **Electronic Music** within your sound track, which you will plan, implement and evaluate from the beginning stages to your final production. You will be required to keep detailed logs showing and justifying how you have planned your project, the skills you have used to capture audio, mix and edit the audio. 30% = You will sit a question paper where you will listen to excerpts of music and describe the style, features, effects and processes used. You will identify, justify and provide solutions for the use of skills and techniques studied through understanding music and music technology skills. You will be presented with an Intellectual Property case study where you will answer questions to show your understanding of Intellectual Property and Copyright in the music industry and answer questions relating to 20<sup>th</sup> & 21<sup>st</sup> Century Genres/Styles and innovators in technological developments.

### **Homework expectations: 30-minute session per week**

You will be required to attend one 30-minute session per week, in the music department, to work on your Assignments. Any written assignment tasks not completed during this 30-minute weekly session would then need to be completed at home in order to meet your deadlines.

**Recommended Entry:** Nat 5 Personal Learning, ICT and Thinking Skills, B at N5 Music Technology, A at N5 Media

### **Possible next level of study**

Higher Music Technology at B = Progression to Advanced Higher Music Technology.

In addition, you could study a performing unit on one instrument or voice, or two instruments/one instrument and voice, at all levels from National 4 to Advanced Higher, during your Instrumental Music Lessons at Tynecastle or in your own time.

### **Wider Achievement Opportunities**

Performing at the annual St Martin's Community Art Exhibition Schools Concert, and Tynecastle Burns Supper, Performing in Assemblies, Performance Showcases, Community Concerts and Pantomime; Creating Interview podcasts; Creating and Editing Films for Assembly; Recording Performances; Sound Engineering in school events such as the pantomime, lunchtime concerts

### **Possible Career Pathways**

- \* Music Teacher
- \* Music Therapist
- \* Composer
- \* Artist/ Singer/ Performer
- \* Instrumentalist
- \* Journalist
- \* Producer
- \* Conductor
- \* Games Design

<https://www.learnhowtobecome.org/arts-humanities-careers/music/>

## **Course Description**

### **National 3**

The assessment of the Units in this Course will be as follows:

#### **Mandatory Units:**

##### **Physical Education: Performance Skills (National 3)**

The learner will be required to demonstrate basic movement and performance skills in a range of physical activities. The Unit offers opportunities for personalisation and choice in the selection of physical activities used for assessment purposes.

- Learners must provide evidence for assessment from **two** physical activities.
- This Unit can be assessed within any realistic experience, situation or conditioned activity.

##### **Physical Education: Factors Impacting on Performance (National 3)**

The learner will be required to demonstrate an awareness of factors that impact on performance. The learner will (with support) monitor, record and reflect on performance in physical activities.

**Internal Assessment Mechanism** – Workbook - Pass/Fail

#### **Activities:**

Hockey/Basketball/Gymnastics/Badminton or Table Tennis/Volleyball/Fitness

#### **Progression**

This Course or its Units may provide progression to:

- ◆ National 4 Physical Education Course
- ◆ Wellbeing Award (SCQF 4)

#### **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 the “*Analysis & Performance*” course in S3.

#### **Possible Career Pathways**

Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE?



Some careers that you could consider doing with PE include:

- \* Sports science pathway
- \* PE teacher \* Physiotherapist
- \* Professional sportsperson
- \* Sports coach/consultant
- \* Sports policy at local and national level
- \* Diet and fitness instructor
- \* Personal Trainer

## **National 4**

The assessment of the Units in this Course will be as follows:

### **Mandatory Units:**

#### **Physical Education: Performance Skills**

#### **Mandatory Element Performance Skills**

- Learners must provide evidence for assessment from **two** physical activities.
- This Unit can be assessed within any realistic experience, situation or conditioned activity.

### **Outcome 1: Demonstrate a range of movement and performance skills in physical activities**

The Learner will get the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts. The Learner will develop some consistency in their control, fluency of movement and body and spatial awareness. They will also learn how to respond to and meet the physical demands of performance.

### **Physical Education: Factors Impacting on Performance (National 4)**

#### **Internal Assessment Mechanism- Workbook - Pass/Fail**

**Outcome 1:** Demonstrate knowledge of factors that impact on personal performance in physical activities

**Outcome 2:** Develop personal performance in physical activities

**Outcome 3:** Review the performance development process

This Unit provides learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities. Learners will record, monitor and reflect on their own performance.

### **Added Value Unit: Physical Education: Performance (National 4)**

Learners to provide evidence of added value for the National 4 Physical Education Course. Learners will prepare for and carry out a performance, which will allow them to demonstrate challenge and application.

### **Progression**

This Course or its Units may provide progression to:

- ◆ National 5 Physical Education Course
- ◆ Wellbeing Award (SCQF level 5)

**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 following the “*Analysis & Performance*” Course in S3.

### **Possible Career Pathways**

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Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE?

Some careers that you could consider doing with PE include:

- \* Sports science pathway
- \* PE teacher \* Physiotherapist
- \* Professional sportsperson
- \* Sports coach/consultant
- \* Sports policy at local and national level
- \* Diet and fitness instructor
- \* Personal Trainer

Students wishing to undertake the following course must be involved in competitive sport out with school or be representing the school in a competitive context. Students must show Physical Competency at an N5 level in 2 Physical Activities (1 of these could be an activity outside of school).

The assessment of the Units in this Course will be as follows:

**Mandatory Element-Performance Skills**

- Learners must provide evidence for assessment from **two** physical activities.
- This Unit can be assessed within any realistic experience, situation or conditioned activity.

**Performance - 60 marks**

Learners will be required to demonstrate their ability to perform in physical activities by developing a broad range of movement and performance skills. They will provide evidence of selecting, using, demonstrating and adapting these skills. The learner will demonstrate consistency in their control and fluency during movement.

**Physical Education: Factors Impacting on Performance (National 5)**

Learners will be required to demonstrate knowledge, understanding and application of a range of factors that impact positively and negatively on performance in physical activities. The learner will consider the effects of mental, emotional, social and physical factors on their own performance. This understanding will help to develop the learner's ability to plan for, record, monitor and evaluate performance development.

**Portfolio: 60 marks**

The portfolio has three sections.

**Section 1** - Understanding factors that impact on performance - **8 marks**

**Section 2** - Planning, developing and implementing approaches to enhance personal performance - **29 marks**

**Section 3** - Monitoring, recording and evaluating performance development - **23 marks**

**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 following the *"Analysis & Performance" Course in S3*.

**Progression** - This Course or its Units may provide progression to:

- ◆ Higher Physical Education Course
- ◆ other qualifications in Physical Education or related areas
- ◆ employment or training

**Possible Career Pathways**

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Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE?

Some careers that you could consider doing with PE include:

- \* Sports science pathway
- \* PE teacher \* Physiotherapist
- \* Professional sportsperson
- \* Sports coach/consultant
- \* Sports policy at local and national level
- \* Diet and fitness instructor
- \* Personal Trainer

**Students wishing to undertake the following course must be involved in competitive sport out with school or be representing the school in a competitive context. Students must show Physical Competency at an Higher level in 2 Physical Activities (1 of these could be an activity outside of school).**

### **Course Structure**

Higher Physical Education consists of the following:

### **Course Assessment**

Performance: 60 marks (50%)

Question paper: 50 marks (50%)

### **Performance Skills**

Worth 60 marks (50%)

- **Two** performances, each showing a different physical activity (30 marks each)
- Carried out under some supervision and control
- Internally assessed

### **Revised Exam Paper- 2 hours 30 minutes**

- Worth 50 marks (50%)
- Section 1 will require candidates to respond to questions on all **4 factors**.
- Section 2 will require candidates to apply the skills, knowledge and understanding gained from creating and implementing a Personal Development Plan
- Section 3 will continue to be based on a scenario.

### **Entry Requirements:**

Recommended entry requirements for Higher PE:

- National 5 in English (Band A)
- National 5 (Band B) pass in Physical Education (this is desirable but is not essential where candidates have are involved in competitive activity out with school)

### **Progression**

*The Higher Grade course is designed to serve the needs of pupils who may wish to:*

- Study the subject as part of general education.
- Study Physical Education to an advanced level.
- Use the subject as part of the entry requirements for courses in higher education.
- Take advantage of the expanding career opportunities within sport and leisure,

## **Possible Career Pathways**

Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE?

Some careers that you could consider doing with PE include:

- \* Sports science pathway
- \* PE teacher
- \* Physiotherapist
- \* Professional sportsperson
- \* Sports coach/consultant
- \* Sports policy at local and national level
- \* Diet and fitness instructor
- \* Personal Trainer

**Curricular Area:** Performance

**Course Title:** Performance in Physical Education S5-6 (Half Course)

Students wishing to undertake the Performance in Physical Education half course must have a real desire to improve practical or physical performance in a range of **school-based activities** or be involved in competitive sport outwith school. Enthusiasm and a positive attitude are a key requirement.

**Students must have coursing sheet signed by Mr. Connell to access this short course.**

### School Based Activities

#### Indoor Activities-

- Basketball
- Volleyball
- Netball
- Badminton
- Table Tennis

#### Outdoor Activities-

- Touch Rugby
- Football
- Softball
- Tennis
- Hockey

#### Fitness Development

- Strength & Conditioning
- Circuit Training
- Continuous, Interval and fartlek Training

### **Possible Career Pathways**

Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before.

Some careers that you could consider doing with PE include:

- \* Sports science pathway
- \* Sports coach
- \* Sports policy at local and national level
- \* Personal Trainer



**Curricular Area:** Performance

**Course Title:** NPA Sport and Fitness: Team Sport at SCQF level 5

The NPA Units are centred on practical based sport participation and related fitness prescription.

### Course Description

**The principal aims of the award are to:**

develop the candidate's knowledge and understanding of current philosophies of sport and fitness and their implications on contemporary provision

develop the candidate's knowledge and skills in planning, implementing, evaluating, the context of Sport and Recreation

enhance the candidate's employment prospects enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow candidates to progress to another level of education, if so desired

**The general aims of the award are to:**

prepare the candidate for employment in the field of Sport and Fitness

focus and develop an appropriate range of functional skills Sport and Fitness which reflect the ongoing changes within the industry

develop options to meet the needs of the industry and allow the candidate to make informed choices regarding possible career paths

provide delivery centres with a flexible award which can be bespoke to suit their individual and market needs, hence increasing candidate employability via relevant and required education

develop a standardised award that employers will recognise and become familiar with

### Group Awards structure

The award comprises of 4 credits (40 SCQF credit points at SCQF level 5). 2 mandatory credits and 2 optional credits.

<b>Mandatory Units</b> 2.0 credits needed Sport and Fitness: Coaching Development — I2(F6XD11) (2.0)
<b>Optional Units — 2.0 credits needed</b>
Sports Officiating and Organising — Recreational: Association Football — I2(D80911) (1.0)
Sporting Activity Participation and Performance: Association Football — I2(F40P11) (1.0)
Or
Sports Officiating and Organising — Recreational: Basketball — I2(D81211) (1.0)
Sporting Activity Participation and Performance: Basketball — I2(F40T11) (1.0)

Information for students:

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### **The main aims of the award are to:**

provide you with an introductory insight and knowledge of the sport and fitness industry

allow you the opportunity to develop an educational path to higher level study in sport and fitness

build your confidence and learning skills

develop your employable skills, such as; Teamwork, Communication, IT, Problem Solving, Timekeeping and Leadership

The **mandatory Units** within the award will provide you with the *knowledge, skills and understanding* to:

describe the roles and functions of a physical activity leader

consider legal and ethical considerations within sport and fitness provision

use communication and leadership styles required to conduct activity sessions

lead physical activity sessions ☒ plan, implement and review activity sessions as part of a team

describe the anatomical and physiological components of the major body systems and the long-term effects that exercise has on them

use a computer and electronic software packages effectively

identify the key elements of nutrition and a healthy, balanced diet

understand the effects of substance use on the individual

identify stress and use exercise to relieve stress

### **Home Study Expectations**

Written and practical home study may be issued to complement class work.

Students will also be required to lead and participate in extra-curricular lunchtime and after school clubs.

### **Possible next level of study**

This award will give you the opportunity to follow a pathway of further educational studies within Sport, Outdoor and/or Fitness industry.

### **Wider Achievement Opportunities**

Lunchtime & extracurricular clubs, school sports teams & activities, coaching & sports leader opportunities, showcase at Assemblies or at Celebration of Achievement

### **Course Description**

This course is intended for students who have not studied Biology before and have done National 4 Chemistry or National 4 Physics in S4.

The course develops an understanding of the importance of biological issues facing the individual and society.

There are 3 units of study:

- Cell Biology
- Multicellular Organisms
- Life on Earth



The course is designed to give students an understanding of themselves and the natural world that they live in. Students will study the Biology that happens inside cells and whole organisms; including microorganisms, plants and animals.

Great advances in knowledge of how living things work have been made in recent years, and the course reflects more modern areas of Biology such as Molecular Biology and controversial uses of Biology.

The course involve practical work carried out both in the laboratory and in the environment.

### **Entry requirements**

There is no formal entry requirement.

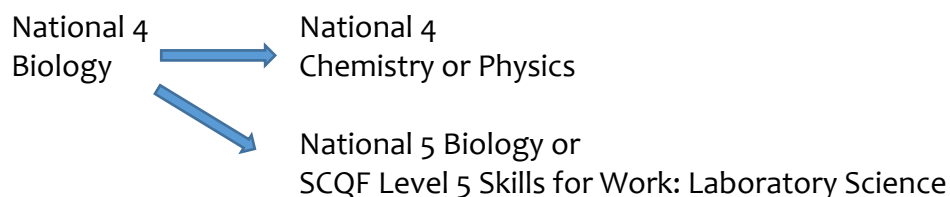
### **Assessment**

At National 4 level students are assessed on their ability to make accurate statements, related to key areas of content and successfully perform solving problem skills, (in Key Area assessments), as well as their ability to plan, carry out and write up a practical investigation. Students will be applying skills of scientific enquiry throughout the course. During the Added Value Unit, students will carry out an in-depth investigation or piece of research into an unfamiliar area of Biology and then present their findings.

### **Home Study Expectations**

Students are issued with home study either weekly or fortnightly depending on the demands of the part of the course being studied. Home Study tasks will vary and could include research, consolidation of learning and writing up experiments. Students will be also be expected to spend 20 minutes each week reading over their notes.

### **Possible next level of study**



### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Biology. There are also opportunities to be involved in debates about contemporary controversial biological issues.

### **Possible career paths**

The study of Biology at this level is a good stepping-stone to other Science courses at school or college.

Sport and exercise careers, research in laboratories or the natural environment, health care, food related careers, environmental management and conservation, education, biotechnology, forensic science, Science advisors for politics and policy makers, consultants on economic impact of biological issues, Science writing and communication, art: illustrations in Biology textbooks, magazines and many more.

For more information, see <https://www.societyofbiology.org/careers-and-cpd/careers/make-a-difference>

### Course Description

The course provides a broad-based, integrated study of the range of biological topics, which are required for progression to the study of Higher Human Biology, as well as other areas of study at college or employment.

There are 3 units of study:

- Cell Biology
- Multicellular Organisms
- Life on Earth



The course further develops the key areas studied at National 4 level Biology.

### Entry requirements

National 4 in Biology or National 5 in Chemistry or Physics

### Presentation level

Students may be presented either for the 3 units at SCQF level 5 or for the final National 5 exam.

### Assessment

Students who are working towards achieving SCQF level 5 Biology will sit Key Area assessments, testing their ability to recall knowledge related to key areas of content and successfully perform solving problem skills.

Students who are working towards passing the final National 5 exam will sit more demanding assessments with questions that test the application of their knowledge to new situations. All students will be applying skills of scientific enquiry throughout the course.

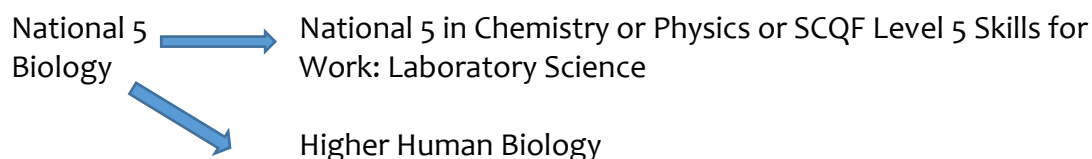
There is an Assignment (worth 20% of the final mark) and an exam, both of which are externally marked. During the Assignment, students will carry out an experiment and do some research into a relevant topic in Biology and compare their results to published data on the same theme. The student then present their findings in a written report.

There will also be a prelim exam.

### Home Study Expectations

Students are issued with home study either weekly or fortnightly depending on the demands of part of the course. Home Study tasks will vary and could include research, consolidation of learning, practicing data handling skills and writing up experiments. Students will be also be expected to spend 30 minutes each week reading over their notes.

### Possible next level of study



### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Biology. There are also opportunities to be involved in debates about contemporary controversial biological issues.

### **Possible career path**

The study of biology at this level is a good stepping-stone to other science courses at school or college.

Sport and exercise careers, research in laboratories or the natural environment, health care, food related careers, environmental management and conservation, education, biotechnology, forensic science, Science advisors for politics and policy makers, consultants on economic impact of biological issues, Science writing and communication, art: illustrations in Biology textbooks, magazines and many more.

For more information, see <https://www.societyofbiology.org/careers-and-cpd/careers/make-a-difference>

### **Course Description**

This course is for students who want to study Biology further. It is an ideal grounding for further study in higher education in many areas of Science, or for vocational training in many health related occupations.

The course has four units

- **Human Cells:** how cells divide and differentiate, structure of DNA and its replication, gene expression, how genes and proteins are involved in health and disease, human genomics, metabolic pathways, cellular respiration and how much cells use energy systems
- **Physiology and Health:** reproduction, fertility and its hormonal control, ante- and postnatal screening, arteries, capillaries and veins, structure and function of the heart, pathology of cardio vascular disease and blood glucose levels and obesity
- **Neurobiology and Communication:** the nervous system, perception and memory, communication and social behaviour
- **Immunology and Public Health:** the body's defences against disease including non-specific and specific cellular responses, the transmission and control of infectious diseases, active immunisation and vaccination and the evasion of the specific immune response by pathogens



### **Entry requirements**

National 5 Biology, grade A or B

### **Presentation level**

Students may be either presented for the 3 units at SCQF level 6 or for the final exam at Higher level.

### **Assessment**

Students who are working towards achieving SCQF level 6 Human Biology will sit Key Area assessments, testing their ability to recall knowledge related to key areas of content and successfully perform solving problem skills.

Students who are working towards passing the final Higher Human Biology exam will sit more demanding assessments with questions that test the application of their knowledge to new situations. All students will be applying skills of scientific enquiry throughout the course.

There is an Assignment (worth 20% of the final mark) and an exam, both of which are externally marked. During the Assignment, students will carry out an experiment and do some research into a relevant topic in Human Biology and compare their results to published data on the same theme. The student then present their findings in a written report The majority of the marks will be awarded for applying scientific inquiry and analytical thinking skills. There will also be a prelim exam.

### **Home Study Expectations**

Students are issued with home study every week. Home Study tasks will vary and could include research, consolidation of learning, practicing data handling skills or extended pieces of writing. Students will be also be expected to spend 60 minutes each week reading over their notes.

### **Possible next level of study**

Higher Human Biology  Advanced Higher Biology

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Biology. The ability to write extended pieces of text to express scientific ideas and knowledge are also developed. Numeracy skills are consolidated.

### **Possible career path**

Sport and exercise careers, research in laboratories or the natural environment, health care, food related careers, environmental management and conservation, education, biotechnology, forensic science, Science advisors for politics and policy makers, consultants on economic impact of biological issues, Science writing and communication, art: illustrations in Biology textbooks, magazines and many more.

For more information, see <https://www.societyofbiology.org/careers-and-cpd/careers/make-a-difference>



### **Course Description**

The course is suitable for students who wish to continue to study Biology beyond Higher level and is an ideal introduction to University level study.

A high degree of commitment, self-motivation and determination are essential. Students will be expected to work independently and consequently this course is a stepping-stone to the type of studying students will experience at University.

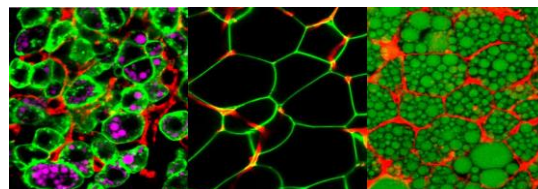
The course consists of 3 units of work.

**Unit 1: Cells and Proteins:** laboratory techniques for Biologists, proteins

**Unit 2: Organisation and Evolution:** field techniques for Biologists, organisms

**Unit 3: Investigative Biology:** scientific principles and process, experimentation, critical evaluation of biological research

**Biology Investigation:** more detail on this in the assessment section



### **Entry requirements**

Higher Human Biology at Grade B or above

### **Presentation level**

Students may be presented either for the 3 units at SCQF level 7 or for the final Advanced Higher Biology exam.

### **Assessment**

Students who are working towards achieving SCQF level 7 Biology will sit Key Area assessments, testing their ability to recall knowledge related to key areas of content and successfully perform solving problem skills.

Students who are working towards passing the final Advanced Higher Biology exam will sit more demanding assessments with questions that test the application of their knowledge to new situations. All students will be applying skills of scientific enquiry throughout the course.

There is a Biology investigation, which allows students to carry out an in-depth study of a biology topic. This is an individual open-ended task, which may involve a significant part of the work being carried out without close supervision. The learner will extend and apply the skills of independent/autonomous working. This includes making independent and rational decisions based on evidence and interpretation of scientific information and the analysis and evaluation of their results. This will further develop and enhance their scientific literacy. The investigation will have 30 marks.

There will also be a prelim exam and an externally assessed question paper.

### **Home Study Expectations**

Students are issued with home study every week. Home Study tasks will vary and could include research, consolidation of learning, practicing data handling skills or extended pieces of writing. Students will be expected to enhance and extend their knowledge in serious private study, especially when they are working on their own investigation.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Biology. The ability to write extended pieces of text to express scientific ideas and knowledge are also developed.

### **Possible career path**

Sport and exercise careers, research in laboratories or the natural environment, health care, food related careers, environmental management and conservation, education, biotechnology, forensic science, Science advisors for politics and policy makers, consultants on economic impact of biological issues, Science writing and communication, art: illustrations in Biology textbooks, magazines and many more.

For more information, see <https://www.societyofbiology.org/careers-and-cpd/careers/make-a-difference>

### **Course Description**

This course is intended for students who have not studied Chemistry before. The course develops an understanding of the importance of Chemistry related issues facing the individual and society.

There are 3 units of study:

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



The course is designed to allow students to investigate chemical reactions and their impact on the environment. The use of fossil fuels and cleaner energy sources are investigated to discover the impact on the environment. The use of fertilisers and plastics are two further areas of study.

### **Entry requirements**

There is no formal entry requirement.

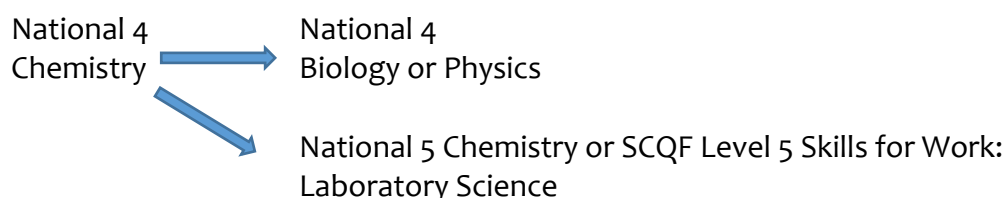
### **Assessment**

At National 4 level students are assessed on their ability to make accurate statements, related to key areas of content and successfully perform solving problem skills (in Key Area assessments), as well as their ability to plan, carry out and write up a practical investigation. Students will be applying skills of scientific enquiry throughout the course. During the Added Value Unit, students will carry out an in-depth investigation or piece of research into an unfamiliar area of Chemistry and then present their findings.

### **Home Study Expectations**

Students are issued with home study either weekly or fortnightly depending on the demands of the part of the course being studied. Home Study tasks will vary and could include research, consolidation of learning and writing up experiments. Students will be also be expected to spend 20 minutes each week reading over their notes.

### **Possible next level of study**



### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Chemistry. There are also opportunities to be involved in debates about contemporary controversial issues related to the impact of Chemistry.

### **Possible career paths**

The study of Chemistry at this level is a good stepping-stone to other science courses at school or college.

For more information, see <http://www.rsc.org/learn-chemistry/collections/faces-of-chemistry/careers-with-chemistry>

### **Course Description**

The course provides a broad-based, integrated study of the range of Chemistry topics, which are required for progression to the study of Higher Chemistry as well as other areas of study at college or employment.

There are 3 units of study:

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



The course further develops the key areas studied at National 4 level Chemistry.

### **Entry requirements**

National 4 in Chemistry or National 5 in Biology or Physics

### **Presentation level**

Students may be either presented for the 3 units at SCQF level 5 or for the final National 5 exam.

### **Assessment**

Students who are working towards achieving SCQF level 5 Chemistry will sit Key Area assessments, testing their ability to recall knowledge related to key areas of content and successfully perform solving problem skills.

Students who are working towards passing the final National 5 exam will sit more demanding assessments with questions that test the application of their knowledge to new situations. All students will be applying skills of scientific enquiry throughout the course.

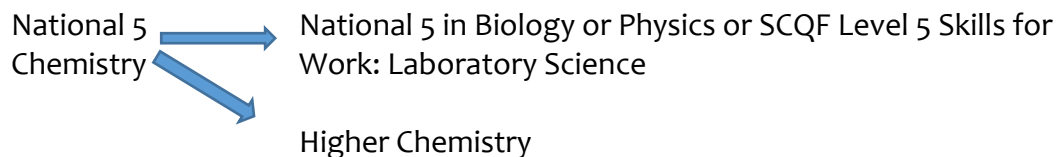
There is an Assignment (worth 20% of the final mark) and an exam, both of which are externally marked. During the Assignment, students will carry out an experiment and do some research into a relevant topic in Chemistry and compare their results to published data on the same theme. The student then present their findings in a written report.

There will also be a prelim exam.

### **Home Study Expectations**

Students are issued with home study either weekly or fortnightly depending on the demands of part of the course. Home Study tasks will vary and could include research, consolidation of learning, practicing data handling skills and writing up experiments. Students will be also be expected to spend 30 minutes each week reading over their notes.

### **Possible next level of study**



### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Chemistry. There are also opportunities to be involved in debates about contemporary controversial Chemical issues.

### **Possible career path**

Discovering new medicines, environmental protection, forensic science, researcher, education, Science advisors for politics and policy makers, consultants on economic impact of chemical issues, fragrance chemist, Science writing and communication, art: illustrations in Chemistry textbooks, magazines and many more.

For more information, see <http://www.rsc.org/learn-chemistry/collections/faces-of-chemistry/careers-with-chemistry>

### Course Description

The study of Chemistry can make an important contribution to the student's knowledge and understanding of the physical and natural world. The course provides grounding for the further study in higher education in many areas of Science such as biological and environmental and food sciences and provides valuable background knowledge for vocational training in many areas of health and technology.

The course consists of 4 units or work:

- **Chemical Changes and Structure:** rate of a reactions, periodicity, structure & bonding
- **Researching Chemistry:** laboratory apparatus & skills
- **Natures Chemistry:** esters, fats & oils, proteins, the chemistry of cooking, the oxidation of food, soaps, detergents & emulsions, fragrances, skin care
- **Chemistry in Society:** getting the most from reactants, equilibria, chemical energy, oxidising & reducing agents, chemical analysis



### Entry requirements

National 5 Chemistry, grade A or B

### Presentation level

Students may be either presented for the 3 units at SCQF level 6 or for the final exam at Higher level.

### Assessment

Students who are working towards achieving SCQF level 6 Chemistry will sit Key Area assessments, testing their ability to recall knowledge related to key areas of content and successfully perform solving problem skills.

Students who are working towards passing the final Higher Chemistry exam will sit more demanding assessments with questions that test the application of their knowledge to new situations. All students will be applying skills of scientific enquiry throughout the course.

There is an Assignment (worth 20% of the final mark) and an exam, both of which are externally marked. During the Assignment, students will carry out an experiment and do some research into a relevant topic in Chemistry and compare their results to published data on the same theme. The student then present their findings in a written report The majority of the marks will be awarded for applying scientific inquiry and analytical thinking skills. There will also be a prelim exam.

### Home Study Expectations

Students are issued with home study every week. Home Study tasks will vary and could include research, consolidation of learning, practicing data handling skills or extended pieces of writing. Students will be also be expected to spend 60 minutes each week reading over their notes.

### **Possible next level of study**

Higher Chemistry  Advanced Higher Chemistry

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Chemistry. The ability to write extended pieces of text to express scientific ideas and knowledge are also developed. Numeracy skills are consolidated.

### **Possible career path**

The study of Chemistry at this level provides a good grounding for many careers. Chemists transform the everyday materials around us into something new. Other possibilities include discovering new medicines, environmental protection, forensic science, researcher, education, Science advisors for politics and policy makers, consultants on economic impact of chemical issues, fragrance chemist, Science writing and communication, art: illustrations in Chemistry textbooks, magazines and many more.

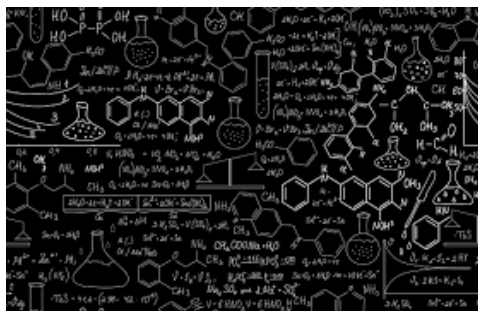
For more information, see <http://www.rsc.org/learn-chemistry/collections/faces-of-chemistry/careers-with-chemistry>



**Course Description**

The course is suitable for students who wish to continue to study Chemistry beyond Higher level and is an ideal introduction to University level study.

A high degree of commitment, self-motivation and determination are essential. Students will be expected to work independently and consequently this course is a stepping stone to the type of studying students will experience at University.



The course consists of 3 units of work.

**Unit 1:** Inorganic & Physical Chemistry: Electromagnetic radiation & atomic spectra, atomic orbitals, electronic configurations & the Periodic Table, shapes of molecules & polyatomic ions, transition metals, chemical equilibrium, reaction feasibility, kinetics

**Unit 2:** Organic Chemistry & Instrumental Analysis: molecular orbitals, molecular structure, synthesis of organic compounds, experimental determination of structure, pharmaceutical chemistry

**Unit 3:** Researching Chemistry: gravimetric analysis, volumetric analysis, practical skills & techniques, stoichiometric calculations. Chemistry project.

**Entry requirements**

Higher Chemistry at Grade B or above

**Presentation level**

Students may be presented either for the 3 units at SCQF level 7 or for the final Advanced Higher exam.

**Assessment**

Students who are working towards achieving SCQF level 7 Chemistry will sit Key Area assessments, testing their ability to recall knowledge related to key areas of content and successfully perform solving problem skills.

Students who are working towards passing the final Advanced Higher exam will sit more demanding assessments with questions that test the application of their knowledge to new situations. All students will be applying skills of scientific enquiry throughout the course.

There is a Chemistry investigation, which allows students to carry out an in-depth study of a chemistry topic. This is an individual open-ended task, which may involve a significant part of the work being carried out without close supervision. The learner will extend and apply the skills of independent/autonomous working. This includes making independent and rational decisions based on evidence and interpretation of scientific information and the analysis and evaluation of their results. This will further develop and enhance their scientific literacy. The investigation will have 30 marks. There is also an externally assessed final exam.

### **Home Study Expectations**

Students are issued with home study every week. Home Study tasks will vary and could include research, consolidation of learning, practicing data handling skills or extended pieces of writing. Students will be expected to enhance and extend their knowledge in serious private study, especially when working on their investigation.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Chemistry. The ability to write extended pieces of text to express scientific ideas and knowledge are also developed.

### **Possible career path**

The study of Chemistry at this level provides a good grounding for many careers in the Engineering sector, discovering new medicines, environmental protection, forensic science, researcher, education, Science advisors for politics and policy makers, consultants on economic impact of chemical issues, fragrance chemist, Science writing and communication, art: illustrations in Chemistry textbooks, magazines and many more.

It is also a good stepping-stone to degree level study in Dentistry, Medicine, Pharmaceuticals and Biotechnology to name just a few!

For more information, see <http://www.rsc.org/learn-chemistry/collections/faces-of-chemistry/careers-with-chemistry>

### Course Description

Living Environment National 3

- What factors affect where organisms live?
- Why are plants so important?
- Potential impact of chemicals used to improve the world's food production.



Earth's Resources National 3 with the opportunity to experience some National 4 level work

- Renewable energy sources and their use on Scotland, benefits and potential problems
- Minerals, rocks and soils.

Sustainability National 3 with the opportunity to experience some National 4 level work

- What is climate change, what causes it, what consequences are there and can anything be done to manage its impact?

### Entry Requirements

There are no formal entry requirements for this course.

### Assessment

At National 3 and National 4 level students are assessed on their ability to make accurate statements, related to key areas of content and successfully perform solving problem skills, (in Key Area assessments), as well as their ability to plan, carry out and write up a practical investigation. Students will be applying skills of scientific enquiry throughout the course.

To achieve a National 4 award students also need to complete an Added Value Unit where they carry out an in-depth investigation or piece of research into an unfamiliar area of Environmental Science and then present their findings.

### Home Study Expectations

This can range from research to more extended pieces of work. Usually formal home study is issued every 2-3 weeks.

### Possible next level of study

National 3  
Environmental Science → National 4 Environmental Science

National 4  
Environmental Science → National 4 Biology or Chemistry  
or Physics

National 4  
Environmental Science → National 5 Environmental Science  
or SCQF level 5 Skills for Work: Laboratory  
Science

### **Wider Achievement Opportunities**

Learning will be consolidated by research projects, experiments, dissections, visiting lectures and trips.

### **Possible career paths**

There are lots of career options including tackling issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats, e.g. ecologist, land surveyor, energy engineer, tree surgeon, waste plant manager.

For more information, see: <https://nationalcareersservice.direct.gov.uk/job-profiles/environmental-sciences>

### **Course Description**

There are 4 units of study:

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

The course further develops the student's confidence and competence at handling laboratory apparatus, handling chemicals and preparing solutions. There is a heavy emphasis on being able to carry out practical work as an individual and following relevant safely procedures. Links are made with the work place to see how they use laboratory science in real life.



### **Entry requirements**

National 4 in Biology, Chemistry, Environmental Science or Physics

### **Assessment**

The students' practical, numerical and literacy skills are continually assessed. Students decide when they have achieved competency at a particular technique and are then assessed. Working as part of a team is also assessed as are employability skills. Good attendance is essential to be able to complete all the continual assessments because there is no final exam.

### **Home Study Expectations**

Students are issued with home study fortnightly depending on the demands of part of the course. Home Study tasks will vary and could include research, practicing data handling skills and writing up experiments. Students will be also be expected to spend 20 minutes each week reading over their notes.

### **Possible next level of study**

SCQF Level 5  
Laboratory Science



National 4 Environmental Science  
or Biology or Chemistry or Physics (whichever  
not already studied)

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Laboratory Science. There are also opportunities to be involved in visits to working laboratories and interview visiting speakers.

## **Possible career path**

The study of Laboratory Science at this level is a good stepping stone to careers in the following industries; technician support in laboratories, food and drink, health sector, biomedical science to name just a few!

For more information, see: <https://www.talentscotland.com/work/skills/science>

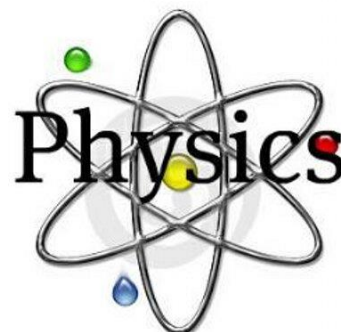
### **Course Description**

This course is intended for students who have not studied Physics before and have done National 4 Biology or National 4 Chemistry in S4.

The course develops an understanding of the importance of Physics related issues facing the individual and society.

There are 3 units of study:

- Electricity and Energy
- Waves and Radiation
- Dynamics and Space



The course is designed to allow students to investigate the advantages and disadvantages of different ways of generating electricity, looking forwards to a more sustainable energy supply for the future. Sound generation and noise pollution are investigated as well as nuclear radiation and its impact on our lives as well as on society/the environment. Satellites and Cosmology are studied in the third unit.

### **Entry requirements**

There is no formal entry requirement.

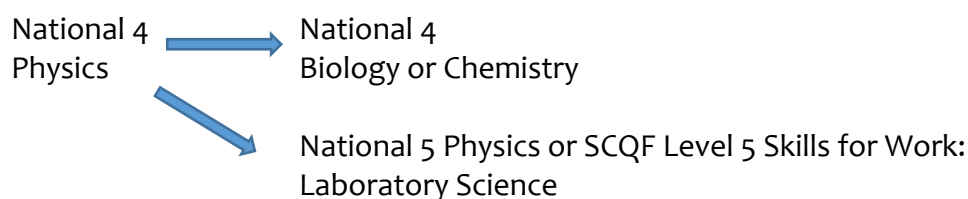
### **Assessment**

At National 4 level students are assessed on their ability to make accurate statements, related to key areas of content and successfully perform solving problem skills, (in Key Area assessments), as well as their ability to plan, carry out and write up a practical investigation. Students will be applying skills of scientific enquiry throughout the course. During the Added Value Unit students will carry out an in-depth investigation or piece of research into an unfamiliar area of Physics and then present their findings.

### **Home Study Expectations**

Students are issued with home study either weekly or fortnightly depending on the demands of the part of the course being studied. Home Study tasks will vary and could include research, consolidation of learning and writing up experiments.

### **Possible next level of study**



### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Physics. There are also opportunities to be involved in debates about contemporary controversial issues related to the impact of Physics.

### **Possible career paths**

The study of Physics at this level is a good stepping-stone to other Science courses at school or college.

For more information, see <http://www.physics.org/careers.asp?contentid=381>



### Course Description

The course provides a broad-based, integrated study of the range of Physics topics which are required for progression to the study of Higher Physics as well as other areas of study at college or employment

There are 3 units of study:

- Electricity and Energy
- Waves and Radiation
- Dynamics and Space

The course further develops the key areas studied at National 4 level Physics.



### Entry requirements

National 4 in Physics or National 5 in Biology or Chemistry

### Presentation level

Students may be either presented for the 3 units at SCQF level 5 or for the final National 5 exam.

### Assessment

Students who are working towards achieving SCQF level 5 Physics will sit Key Area assessments, testing their ability to recall knowledge related to key areas of content and successfully perform solving problem skills.

Students who are working towards passing the final National 5 exam will sit more demanding assessments with questions that test the application of their knowledge to new situations. All students will be applying skills of scientific enquiry throughout the course.

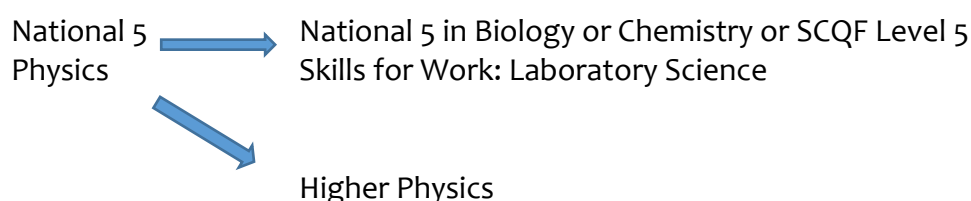
There is an Assignment (worth 20% of the final mark) and an exam, both of which are externally marked. During the Assignment, students will carry out an experiment and do some research into a relevant topic in Physics and compare their results to published data on the same theme. The student then present their findings in a written report.

There will also be a prelim exam.

### Home Study Expectations

Students are issued with home study either weekly or fortnightly depending on the demands of part of the course. Home Study tasks will vary and could include research, consolidation of learning, practicing data handling skills and writing up experiments. Students will be also be expected to spend 30 minutes each week reading over their notes.

### Possible next level of study



### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Physics. There are also opportunities to be involved in debates about contemporary controversial issues related to the use of Physics.

### **Possible career path**

The study of Physics at this level is a good stepping-stone to other science courses at school or college. Many types of engineering careers e.g. aeronautical, electrical, civil or mechanical, research in laboratories or the natural environment, geologist, medical physicist, food related careers, meteorology, and education.

For more information, see <http://www.physics.org/careers.asp?contentid=381>

### **Course Description**

The study of Physics reinforces and extends the knowledge and understanding of the concepts of Physics, developing problem solving and practical skills.



The course has three units

- **Our Dynamic Universe:** motion – equations and graphs, forces, energy and power, collisions, explosions and impulse, gravitation, special relativity, the expanding universe
- **Particles and Waves:** the standard model, forces on charged particles, nuclear reactions, wave particle duality, interference and diffraction, refraction of light, spectra
- **Electricity:** monitoring and measuring a.c., current, potential difference, power and resistance, electrical sources and internal resistance, capacitors, conductors, semiconductors and insulators, p-n junctions

### **Entry requirements**

National 5 Physics, grade A or B **AND** National 5 Maths, grade A or B

### **Presentation level**

Students may be either presented for the 3 units at SCQF level 6 or for the final Higher exam

### **Assessment**

Students who are working towards achieving SCQF level 6 Physics will sit Key Area assessments, testing their ability to recall knowledge related to key areas of content and successfully perform solving problem skills.


Students who are working towards passing the final Higher Physics exam will sit more demanding assessments with questions that test the application of their knowledge to new situations. All students will be applying skills of scientific enquiry throughout the course.

There is an Assignment (worth 20% of the final mark) and an exam, both of which are externally marked. During the Assignment, students will carry out an experiment and do some research into a relevant topic in Physics and compare their results to published data on the same theme. The student then present their findings in a written report The majority of the marks will be awarded for applying scientific inquiry and analytical thinking skills. There will also be a prelim exam.

### **Home Study Expectations**

Students are issued with home study every week. Home Study tasks will vary and could include research, consolidation of learning, practicing data handling skills or extended pieces of writing. Students will be also be expected to spend 60 minutes each week reading over their notes.

### **Possible next level of study**

Higher Physics  Advanced Higher Physics

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Physics. The ability to write extended pieces of text to express scientific ideas and knowledge are also developed. Numeracy skills are consolidated.

### **Possible career path**

The study of Physics at this level provides a good grounding for many careers. Without physicists, many of the things we take for granted would just not exist e.g. mobile phones, mp3 players, computers, lasers and techniques used in medicine. Many types of engineering e.g. aeronautical, electrical, civil or mechanical, research in laboratories or the natural environment, geologist, medical physicist, food related careers, meteorology, and education.

For more information, see <http://www.physics.org/careers.asp?contentid=381>

### **Course Description**

The course is suitable for students who wish to continue to study Physics beyond Higher level and is an ideal introduction to University level study.

A high degree of commitment, self-motivation and determination are essential. Students will be expected to work independently and consequently this course is a stepping-stone to the type of studying students will experience at University.

The course consists of 3 units of work.

#### **Unit 1: Rotational Motion and Astrophysics:**

Kinematic relationships, angular motion, rotational dynamics, gravitation, general relativity

**Unit 2: Quanta and Waves:** introduction to quantum theory, particles from space, simple harmonic motion, waves, interference, polarisation

**Unit 3: Electromagnetism:** fields, circuits, electromagnetic radiation

**Physics project:** more detail on this in the assessment section



**Entry requirements:**-Higher Physics at Grade B or above, Higher Maths also useful

### **Presentation level**

Students may be either presented for the 3 units at SCQF level 7 or for the final Advanced Higher exam.

### **Assessment**

Students who are working towards achieving SCQF level 7 Physics will sit Key Area assessments, testing their ability to recall knowledge related to key areas of content and successfully perform solving problem skills.

Students who are working towards passing the final Advanced Higher exam will sit more demanding assessments with questions that test the application of their knowledge to new situations. All students will be applying skills of scientific enquiry throughout the course.

There is a Physics investigation, which allows students to carry out an in-depth study of a physics topic. This is an individual open-ended task, which may involve a significant part of the work being carried out without close supervision. The learner will extend and apply the skills of independent/autonomous working. This includes making independent and rational decisions based on evidence and interpretation of scientific information and the analysis and evaluation of their results. This will further develop and enhance their scientific literacy. The investigation will have 30 marks.

There will also be a prelim exam and an externally assessed final exam.

### **Home Study Expectations**

Students are issued with home study every week. Home Study tasks will vary and could include research, consolidation of learning, practicing data handling skills or extended pieces of writing. Students will be expected to enhance and extend their knowledge in serious private study, especially when they are working on their own investigation.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their investigative and practical skills in Physics. The ability to write extended pieces of text to express scientific ideas and knowledge are also developed.

### **Possible career path**

The study of Physics at this level provides a good grounding for many careers in the many types of Engineering e.g. aeronautical, electrical, civil or mechanical, research in laboratories or the natural environment, geologist, medical physicist, food related careers, meteorology, and education.

For more information, see <http://www.physics.org/careers.asp?contentid=381>

### **Course Description**

The course is designed to provide a challenging and rewarding experience for students in S6. Students need to be studying two, different eligible Science or Mathematics courses at Advanced Higher level and one eligible Science or Mathematics course at Higher level. Components do not have to be completed in the same academic year, for example, a Higher course completed in S5 can contribute.



The addition of an Interdisciplinary Project offers breadth and value and helps to equip students with the generic skills, attitudes and confidence necessary to make the transition into Higher Education and/or employment.

For the Interdisciplinary Project students will select a project and design their own experience in which to further develop their skills and abilities as a successful independent learner within one of the stated broad contexts.

Students will be assessed on their ability to plan, manage, complete and evaluate their project and their own learning/skills development.

A high degree of commitment, self-motivation and determination are essential. Students will be expected to work independently and consequently this course is a stepping-stone to the type of studying students will experience at University. Upon successful completion of the course, students will achieve either a Pass or Distinction.

To achieve the Scottish Science Baccalaureate with Distinction, candidates need to achieve:

- Grade A in one Advanced Higher eligible course
- Grade A in one other component
- Grade B or above in all other components

**Entry requirements:-** Students need to be studying two, different eligible Science or Mathematics courses at Advanced Higher level and one eligible Science or Mathematics course at Higher level.

### **Assessment**

The Interdisciplinary Project will be internally assessed and graded A, B or C. It will be subject to external marking and/or verification.

### **Home Study Expectations**

Students are issued with home study every week. Home Study tasks will vary and could include research, consolidation of learning, practicing data handling skills or extended pieces of writing. Students will be expected to enhance and extend their knowledge in serious private study, especially when they are working on their own Interdisciplinary Project.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their own skills and abilities. Students are encouraged to make their own links with external agencies, for example universities or local relevant industries. The ability to write extended pieces of text to express scientific ideas and knowledge are also developed.

### **Possible career path**

The study of the Scottish Baccalaureate in Science is designed to equip students with the generic skills, attitudes and confidence necessary to make the transition into Higher Education and/or employment.





### **Course Description**

This Course will encourage learners to develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship. You will be able to build your confidence and understand more about your sense of identity and learn about different countries and cultures. You will learn about global issues and develop a sense of responsible citizenship.

There are 3 units: Physical environments: Glaciation and coasts, Human environments: population studies, development in less developed and more developed countries and Global issues: A study on Tourism and Environmental Hazards (volcanoes, earthquakes and tsunamis).

### **Assessment**

National 4- This will be awarded through internal assessments and you will also produce an Added Value project. There is no external exam for this course.

National 5: Internal assessments throughout the year as well as an externally assessed assignment and exam at the end of the course.

### **Home Study Expectations**

Students are expected to devote an increasing amount of time to home study in S5/6 and home study may be issued weekly or fortnightly depending on the demands of the task.

### **Possible next level of study in S4-6**

National 5, Higher Geography and National 5 Travel and Tourism

### **Wider Achievement Opportunities**

Students will engage in a range of field work to complete the Added Value Projects.

### **Possible career paths**

Geography is a highly sought after subject by many employers, colleges and universities due to the range of skills that Geographers learn.

### **Course Description**

The purpose of this course is to provide variety and insight into a breadth of relevant global topics. Pupils will gain knowledge and understanding through a range of Physical and Human contexts. It is also intended to develop skills of analysis, fieldwork and applying geographical skills.

There are three units:

- **Human:** Urban, Population and Rural
- **Physical:** Lithosphere, Biosphere, Hydrosphere and Atmosphere
- **Global Issues:** Development & Health and Climate Change

### **Assessment**

The course allows progression from National 5 and develops key skills and understanding of geographical topics in more detail. Pupils make connections between each unit and use their understanding in a range of ways. These skills will be assessed through a written exam which includes a combination of response style questions, source analysis and application of map skills. There will also be an Assignment which counts for a third of the total mark which will be written after conducting fieldwork and marked by the SQA.

### **Home Study Expectations**

Students are expected to devote 2-3 hours per week on home study. In addition to regularly going over notes at home tasks will include: answering questions from course notes to reinforce learning; essay/source questions; answering past paper questions; background reading; revision for Unit assessments; the Prelim and the final exam; and planning for the Assignment. Students are also highly encouraged to regularly attend lunch time study clubs.

**Possible next level of study** A pass in Higher Geography at an A or B would allow entry into Advanced Higher and many University courses as part of a range of Highers.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in geography through fieldwork excursions, guest speakers, cooperative learning, independent research, graph/data analysis and self-assessment .

### **Possible career paths**

Higher Geography equips students with the skills and knowledge ready to tackle our ever-changing world. Geography is useful for many careers including; Renewable Energies, Travel and Tourism, Environmental Consultancy, Town Planning, Civil Engineering and Environmental Planning.

### **Course Description**

The aims of this course are to develop students' understanding of our changing world. Through research and analysis, students will investigate current complex geographical issues around the world e.g. climate change, fast fashion, veganism, electric cars, renewable energy etc. The course will also develop mapping skills, graphical techniques, and a range of statistical techniques in order to undertake independent research for a local Geographical Study e.g. river study, urban investigation, tourism impacts etc. Through these 2 research projects, students develop their skills in working independently and applying geographical skill and knowledge.

### **Assessment**

Internal and external assessments throughout the year.

### **Home Study Expectations**

Students will be expected to devote a significant amount of time at home to independently study for this course.

### **Possible next level of study**

University courses.

### **Wider Achievement Opportunities**

Opportunities for field trips; practical fieldwork techniques; data analysis, independent learning; seminar based tutorials; university style lectures; class debates

### **Possible career paths**

Advanced Higher Geography would be beneficial to students who wish to go to university and study Social Subjects, Journalism, Travel, Town Planning, Climate Change, Aid & Development, Politics Environmentalism and many more degrees.

### **Course Description**

The purpose of this course is to provide breadth and depth in the knowledge and understanding of historical concepts through study of chosen contexts. It is also intended to develop skills of evaluating events and sources and of investigating issues.

### **Assessment**

Students are required to study three contexts. One Scottish topic, one British topic and one European and World topic which will consist of a variety of knowledge and evaluating questions. Students will also have to complete an Added Value Unit: an assignment on one of the studied topics which will be externally assessed.

### **Home Study Expectations**

Students are expected to devote several hours per week on home study. In addition to regularly going over notes at home tasks will include: answering questions from course notes to reinforce learning; essay/source questions; answering exam questions; background reading; revision for Unit assessments; the Prelim and the final exam; and research and planning for the added value assignment.

### **Possible next level of study**

A National 5 pass at grades A-C would allow entry into Higher History.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in History through cooperative learning, class debate, independent research, self-assessment and being given opportunities to teach each other.

### **Possible career paths**

History would be useful for many careers including: travel and tourism, museum work, legal industries, researcher, politics, civil service, library work and the diplomatic service.

### **Course Description**

The purpose of this course is to provide breadth and depth in the knowledge and understanding of historical concepts through study of chosen contexts. It is also intended to develop skills of evaluating events and sources and of investigating issues.

There are three units:

- **Scottish:** Migration and Empire 1830- 1930
- **European and World :** Germany 1830-1939
- **British:** 1850 – 1951

### **Assessment**

The course allows progression from National 5 and covers historical analysis, conceptual understanding, selecting and organising evidence and drawing conclusions. These skills will be assessed through a written exam which include a combination of extended response style questions and source analysis. There will also be an Assignment which counts for a third of the total mark, researched and then written in class and marked by the SQA.

### **Home Study Expectations**

Students are expected to devote 2-3 hours per week on home study. In addition to regularly going over notes at home tasks will include: answering questions from course notes to reinforce learning; essay/source questions; answering past paper questions; background reading; revision for Unit assessments; the Prelim and the final exam; and research and planning for the Assignment.

### **Possible next level of study**

A pass in Higher History at an A or B would allow entry into Advanced Higher and many University courses as part of a range of Highers.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in History through cooperative learning, class debate, independent research, self-assessment and being given opportunities to teach each other.

### **Possible career paths**

Higher History would be beneficial to students who wish to go to university and study History, Law, Social Sciences, Journalism, Politics, Archaeology, and other arts based degrees. History would be useful for many careers including: travel and tourism, museum work, legal industries, researcher, politics, civil service, library work and the diplomatic service.

### **Course Description**

The aims of this course are to acquire depth in the knowledge and understanding of historical themes and to develop skills of analysing issues, developments and events, drawing conclusions and evaluating sources. These aims will be achieved through study of chosen contexts. The course will also provide the opportunity to integrate these skills in an extended piece of individual research.

### **Assessment**

Internal and external assessments throughout the year.

### **Home Study Expectations**

Students will be expected to devote a significant amount of time at home to independently study for this course.

### **Possible next level of study**

University courses.

### **Wider Achievement Opportunities**

Opportunities for field trips; independent learning; seminar based tutorials; university style lectures; class debates

### **Possible career paths**

Advanced Higher History would be beneficial to students who wish to go to university and study Law, Social Subjects, Journalism, Politics, Archaeology, and other arts based degrees.

### **Course Description**

The purpose of this course is to develop knowledge and understanding of political, social and international issues and to promote an understanding of how we can impact and influence the world in which we live. Pupils will study three topics: Democracy in Scotland, Social Inequality in the UK and the USA.

### **Assessment**

National 4 students are required to pass three Unit Assessments and successfully complete an Added Value Unit (personal research project). Both are internally assessed.

National 5 students are required to pass three Unit Assessments, which are internally assessed. Students will also sit an exam and Assignment (personal research project), which are both externally assessed.

### **Home Study Expectations**

Students are expected to devote an increasing amount of time to home study in Senior School. Home study will be issued weekly or fortnightly depending on the demands of the task. Tasks will often include answering questions from course notes to reinforce learning; answering past paper questions; background reading; revision for Unit Assessments, the Prelim and the final exam; and research and planning for the Added Value Unit and assignment.

### **Possible next level of study**

A National 4 pass would allow entry into National 5 Modern Studies, or a National 4/5 in another one of the Social Subjects.

A National 5 pass at Grades A-C would allow entry into Higher Modern Studies, or a Higher in another one of the Social Subjects.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop in Modern Studies through fieldtrips, report writing, essays, debating and many other activities.

### **Possible career paths**

Modern Studies opens the door to a whole range of future careers and pathways including Law, Police, Social Work, Journalism, Media, Politics, Teaching, Civil Services, Management, Social policy, Local Government, Anthropology, Sociology, Charity Work, Marketing, Banking, Welfare Rights plus many more.

### **Course Description**

The purpose of this course is to develop knowledge and understanding of complex political, social and international issues and to promote an understanding of how we can impact and influence the world in which we live.

We will study three topics: Democracy in Scotland and the UK, Crime and the Law in the UK and Underdevelopment in Africa.

### **Assessment**

Higher students are required to pass three Unit Assessments, which are internally assessed. Students will also sit an exam and Assignment (personal research project), which are both externally assessed.

### **Home Study Expectations**

Students are expected to devote an increasing amount of time to home study in Senior School. Home study will be issued weekly or fortnightly depending on the demands of the task. Tasks will often include answering questions from course notes to reinforce learning; answering past paper questions; planning and/or writing essays; background reading; revision for Unit Assessments, the Prelim and the final exam; and research and planning for the Assignment.

### **Possible next level of study**

A Higher pass at Grades A-C would allow entry into Advanced Higher Modern Studies, or a Higher in another one of the Social Subjects.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop in Modern Studies through report writing, essays, debating and many other activities.

### **Possible career paths**

Modern Studies opens the door to a whole range of future careers and pathways including Law, Police, Social Work, Journalism, Media, Politics, Teaching, Civil Services, Management, Social policy, Local Government, Anthropology, Sociology, Charity Work, Marketing, Banking, Welfare Rights plus many more.



**Course Description**

The National 5 Philosophy course has three areas of study. Each area offers opportunities for candidates to focus on particular skills. Arguments in Action Candidates develop the ability to examine and assess the reliability of simple arguments. Knowledge and Doubt Candidates examine theories regarding the nature of knowledge and how it is acquired. They are introduced to criticisms of these theories. Moral Philosophy Candidates examine theories regarding moral decision-making and how these theories might be applied to specific situations. They are introduced to criticisms of these theories.

**Assessment**

Students are required to study the three mentioned units. They will sit a question paper which includes all three units (80 marks) and they also write an assignment (20 marks), that includes:

- ◆ introducing the chosen philosophical question or claim and describing responses to it
- ◆ using and analysing relevant information relating to the chosen philosophical question or claim
- ◆ explaining criticisms of responses relating to the chosen philosophical question or claim
- ◆ presenting ideas in a logical sequence throughout the assignment.

**Home Study Expectations**

Students are expected to devote several hours per week on home study. In addition to regularly going over notes at home tasks will include: answering questions from course notes to reinforce learning; essay/source questions; answering exam questions; background reading; revision for Unit assessments; the Prelim and the final exam; and research and planning for the added value assignment.

**Possible next level of study**

A National 5 pass at grades A-C would allow entry into Higher Philosophy.

**Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in Philosophy through cooperative learning, class debate, independent research, self-assessment and being given opportunities to teach each other.

**Possible career paths**

Philosophy would be useful for many careers including: advice worker, aid worker/humanitarian worker, charities administrator, Civil Service administrator, consultant, health service manager, IT consultant, secondary school teacher, barrister etc.

### **Course Description**

The purpose of this course is to provide breadth and depth in the knowledge and understanding of philosophical concepts through study of chosen contexts. It is also intended to develop skills of evaluating events and sources and of investigating issues.

The course has three areas of study:

1. **Arguments in action** develops candidates' ability to analyse and evaluate arguments. Candidates develop knowledge and understanding of argument structure, philosophical techniques and errors in reasoning.
2. **Knowledge and doubt** unit develops candidates' ability to explain, analyse and evaluate two theories of knowledge.
3. **Moral philosophy** develops candidates' ability to explain, analyse and evaluate two moral theories.

### **Assessment**

The course allows progression from National 5 and other Higher Social subjects with A or B and covers philosophical analysis, conceptual understanding, selecting and organising thought and drawing conclusions. These skills will be assessed through two written parts of an exam. Question paper 1 has two sections that sample from the following two areas of study: knowledge and doubt; moral philosophy. The candidates are asked to write 2 essays one from each section (60 marks, 30 marks for each essay). Question paper 2 has three sections. Each section samples from one of the three areas of study. Shorter answers are required in this question paper (50 marks)

### **Home Study Expectations**

Students are expected to devote 2-3 hours per week on home study. In addition to regularly going over notes at home tasks will include: answering questions from course notes to reinforce learning; essay questions; answering past paper questions; background reading; revision for Unit assessments; the Prelim and the final exams.

### **Possible next level of study**

A pass in Higher Philosophy at an A or B or C would allow entry into Advanced Higher and many University courses as part of a range of Highers.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop their skills in Philosophy through cooperative learning, class debate, independent research, self-assessment and being given opportunities to teach each other.

## **Possible career paths**

Higher Philosophy would be beneficial to students who wish to go to university and study Philosophy, Law, Social Sciences, Journalism, Politics, and other arts based degrees. Philosophy is the ultimate "transferable work skill." With its emphasis on reason and argumentation, philosophy is an excellent preparation for a career in law, religion, business, international diplomacy, social work, medical and digital management or writing as well as post-graduate education.



### **Course Description**

Scotland and Edinburgh's tourism industry is one of the most important sectors to the Scottish economy. It injects billions of pounds into the country each year and provides millions of jobs to the people of Scotland.

This course is designed to teach learners-

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

### **Assessment**

This course is assessed internally throughout the academic year both at National 4 and National 5 level.

### **Home Study Expectations**

Students will be expected to work on their portfolio and meet assessment deadlines.

### **Wider Achievement Opportunities**

Work experience in travel and tourist based employment.

### **Possible career paths**

This Course or its Units may provide candidates with opportunities to progress to:

- other SQA Travel and Tourism Courses or to Scottish Vocational Qualifications (SVQs) in Travel and Tourism
- further education
- employment in the travel and tourism industry

There are many possible career paths in the travel and tourism sector including hotels, catering, tour operators, travel agencies, tourist information centres and the transport sector to name but a few.

**Department:** Technologies

**Course Title:** Administration & IT National 4/5

## Course Description

The Course aims to enable students to develop:

- an understanding of administration in the **workplace** and key **legislation** affecting both organisations and employees
- ◆ an understanding of good **customer care** and its benefits to organisations
- ◆ **IT skills** and using them to perform administrative tasks
- ◆ organisational skills in the context of **organising and supporting events**



## Assessment

N4 - Internal Assessment through a number of practical tasks.

N5 - Coursework task 70 marks, final exam 50 marks

## Home Study Expectations

There will be very little home study as the course is mainly practical. Home study tasks will be issued when necessary.

## Possible next level of study

National 5 or Higher Administration and IT.

## Possible Career Paths

Successful completion of this course opens up a range of progression routes including Higher and further education. Possible future careers include: banking, **accounting**, insurance, **paralegal services**, travel and tourism, **office management**, clerical work, **quality management**, human resources, **event management**, local government, **court administration**, housing administration.



## Wider Achievement Opportunities

There will be opportunities to visit workplaces and experience the **world of work**. **Leadership and enterprise** opportunities will exist throughout the course during project based work. The course also allows students to **apply their knowledge**, understanding and practical skills to **solve problems** and help others at home and in almost any job they take in the future.



**As we all look toward working more flexibly, and Remotely, the skills developed in Admin & IT have never Been more important.**

## Course Description

The Course aims to enable learners to develop and extend:

- knowledge and understanding of **administration in the workplace** and its importance
- a range of **advanced IT skills** for processing and managing information
- a range of skills to **communicate complex information** effectively, making appropriate use of IT
- acquire skills in **managing the organisation of events**



## Assessment

Internal assessment will be through a number of practical tasks and the course assessment will consist of 2 components: an IT assignment worth 70 marks (58%) over a 2 hour period and a question paper worth 50 marks (42%) in 1 hour and 30 minutes.

## Home Study Expectations:

Students will be expected to undertake their own home study and complete Homework that will be issued every week to assess their progress and improve understanding of work completed in class. Students will be expected to attend in-school study support for the practical element of the course.

## Possible next level of study

Higher National Certificate, Diplomas and Degrees in Business subjects.



## Possible Career Paths

Successful completion of this course opens up a range of progression routes including Higher and further education. Possible future careers include: banking, **accounting**, insurance, **paralegal services**, travel and tourism, **office management**, clerical work, **quality management**, human resources, **event management**, local government, **court administration**, housing administration.

## Wider Achievement Opportunities

There will be opportunities to visit workplaces and experience the **world of work**. **Leadership and enterprise** opportunities will exist throughout the course during project based work. The course also allows students to **apply their knowledge**, understanding and practical skills to **solve problems** and help others at home and in almost any job they take in the future.

**As we all look toward working more flexibly, and remotely, the skills developed in Admin & IT have never been more important.**

**Course Description:**

The Course aims to enable students to develop:

- knowledge and understanding of **business concepts** in a range of contexts
- awareness of the processes and procedures businesses use to **ensure customers' needs are met**
- **enterprising skills**, and adopt enterprising attributes, by participating in practical activities in realistic business situations
- **financial awareness** through a business context
- an insight into the **impact of the economy on businesses** and our daily lives, thus gaining economic awareness



**Assessment**

Internal assessment will be through various activities such as in writing (multiple choice and exam type questions); demonstrated by students using their ICT skills; and by orally responding to question and answer session. An Added Value Unit will also be completed and gives students the opportunity to research an aspect of a business that they choose.

**Home Study Expectations**

Homework will be research based or written and given as and when required to assess the student's progression, improve understanding of work completed in class, and to provide breadth and challenge.

**Possible next level of study**

N5 Business Management



**Wider Achievement Opportunities**

The course presents a variety of opportunities for students to make their own **decisions about their learning** and how they present their work in class, develop their ability to **work independently and as part of a team**, have contact with outside **real life businesses**, as well as **leadership opportunities**.

**Possible Career Paths**

Marketing, **insurance**, accounting, **law**, manufacturing, **importing/exporting**, local government, **civil service**, procurement, **advertising**, economics, **banking**, entrepreneurship, **office management**, transport and logistics, **hospitality management**, credit control, **administration**, public relations, **human resources**, retail and sales, **business development**, industrial relations, **property management**, health service management

### Course Description:

The Course will study a range of topics:

- The business environment – types of business organisations and customer satisfaction
- Business influences – stakeholders and internal and external factors
- The management of marketing and operations
- The management of people and finance



### Assessment

Students will have an external final exam worth 90 marks as well as a Business Management Assignment (coursework) worth 30 marks.

### Home Study Expectations

Homework will be research based or written and given as and when required to assess the student's progression, improve understanding of work completed in class, and to provide breadth and challenge.



### Possible next level of study

Higher Business

Management.

### Wider Achievement Opportunities

The course presents a variety of opportunities for students to make their own decisions about their learning and how they present their work in class, develop their ability to **work independently and as part of a team**, have contact with outside **real life businesses**, as well as **leadership opportunities**.



### Possible Career Paths

Marketing, **insurance**, accounting, **law**, manufacturing, **importing/exporting**, local government, **civil service**, procurement, **advertising**, economics, **banking**, entrepreneurship, **office management**, transport and logistics, **hospitality management**, credit control, **administration**, public relations, **human resources**, retail and sales, **business development**, industrial relations, **property management**, health service management.



### **Course Description**

The Course aims to enable learners to develop and extend:

- Business Organisations – including objectives and internal structure
- The Business Environment – stakeholders and internal and external factors
- The management of marketing and operations
- The Management of people and finance

### **Assessment**

Internal assessment will be through various activities such as in writing (multiple choice and exam type questions); demonstrated by students using their ICT skills; and by orally responding to question and answer session. Students will have an external final exam worth 75% as well as a Business Management Assignment worth 25% of their overall grade.



### **Home Study Expectations**

Homework will be research based or written and given as and when required to assess the student's progression, improve understanding of work completed in class, and to provide breadth and challenge.

### **Wider Achievement Opportunities**

The course presents a variety of opportunities for students to make their own decisions about their learning and how they present their work in class, develop their ability to work independently and as part of a team, have contact with outside **real life businesses**, as well as **leadership opportunities**.

### **Possible Career Paths**

Marketing, **insurance**, accounting, **law**, manufacturing, **importing/exporting**, local government, **civil service**, procurement, **advertising**, economics, **banking**, entrepreneurship, **office management**, transport and logistics, **hospitality management**, credit control, **administration**, public relations, **human resources**, retail and sales, **business development**, industrial relations, **property management**, health service management.



**Course Description:**

NPA Computer Games Development includes:

**Computer Games: Design**

In this unit you will learn about computer game genres and platforms, learn how to write proposals for computer games and receive and act on feedback to these proposals.

You will also learn about elements of game design whilst applying these concepts to plan and design a computer game.



**Computer Games: Media Assets**

This unit will develop your understanding of the different types of media assets required for developing a computer game.

This will include gaining insight into the legal issues around copyright and intellectual property, identifying and finding online sources for different media assets, as well as being able to select appropriate software tools for creating, editing and producing different types of media assets.

**Computer Games: Development**

This unit will develop knowledge and skills in constructing a working game using a programming language, importing media assets and following a design to create a game. This unit will also look at how to evaluate and test the completed game.

**Assessment**

Assessment will be on-going throughout the course and will differ in formats which could include tests and practical activities.

**Home Study Expectations**

Students are expected to spend time doing home study in S5/6, and home study work may be issued throughout the course.

**Possible next level of study**

College or University Computing Courses

**Wider Achievement Opportunities**

The Computer Games industry remains strong in Scotland and in the UK. Coding is an important part of this qualification and skills in software developing are in high demand. This qualification will improve learners' computational thinking skills and could lead to further study, or employment in a games or programming position.

**Course Description:** N4/5 Computing Science includes:

### Software Design and Development

This Unit will develop knowledge, understanding and practical problem-solving skills in software design and development. You will:

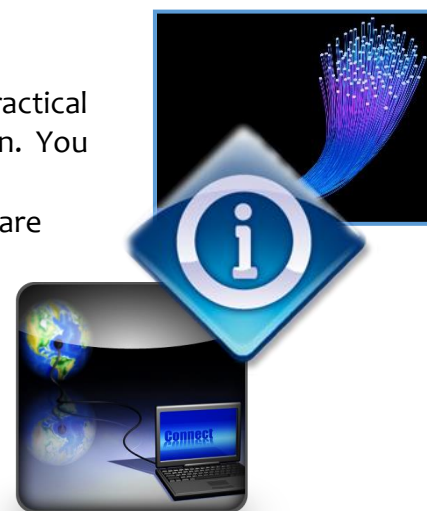
- Develop **Programming** skills
- Learn how to use '**Computational thinking**'
- **Solving** both simple and complex problems
- **Understand** and explain how programs work
- **Develop** an understanding of how data and instructions are stored in binary form
- Learn about basic **computer architecture**
- Become aware of the different software development **languages/environments** that exist



### Information System Design and Development

This Unit will develop knowledge, understanding and practical problem-solving skills related to information system design. You will:

- Learn to use a range of **development tools** and software
- Apply **computational thinking skills** to problems
- Implement practical **solutions** using a range of tools
- Learn about and understand **legal and environmental issues** affecting Information Systems
- Tasks will involve some **complex** features of **software**



### Assessment

N4 – Internal Assessment through a number of Practical Tasks

N5 - Coursework Assignment – 31% | External Question Paper – 69%

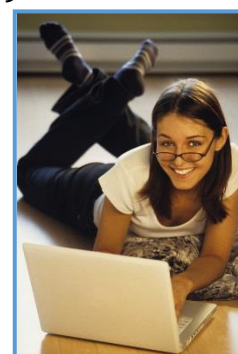
### Home Study Expectations

Students are expected to spend time doing home study in S4, and home study work may be issued throughout the course.

**Possible next level of study** - National 5 or Higher Computing Science

### Wider Achievement Opportunities

Students have the opportunity to **explore** and **develop skills** in Computing Science through practical exercises which reflect **real-world** scenarios.



### **Possible career paths**

Computing Science will be an asset in any future career; specific roles include: 3D Modelling and animation, business analysis, computer aided design, computer games programming, computer games testing, computer hardware engineering, database administration, games production management, IT help desk support, IT support services, IT project management, network management, software engineering, software programming, systems analysis and design, systems development, teaching and web development.

**Course Description:** Higher Computing Science includes:

### Software Design and Development

This Unit will develop knowledge, understanding of advanced concepts and practical problem-solving skills in software design and development. You will:

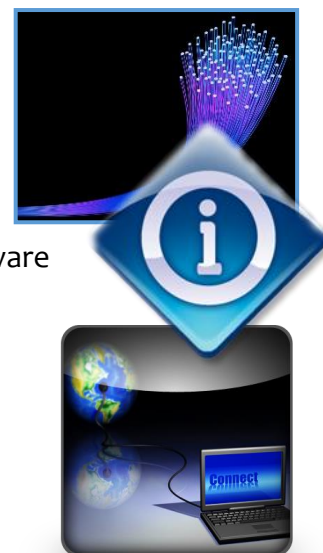
- Develop **advanced Programming** skills
- Improve your '**Computational thinking**'
- **Solving** both simple and complex problems
- **Design, Implementing, Testing** and **Evaluating** practical **solutions** to problems
- **Understand** and explain how programs work
- Develop an understanding of **computer architecture**
- Investigate and understand the impact of **contemporary computing technologies**



### Information System Design and Development

This Unit will develop knowledge, understanding of advanced concepts and practical problem-solving skills related to information system design and development through practical and investigative tasks. You will:

- Learn to use a range of **development tools** and software
- Apply **computational thinking skills** to problems
- Implement practical **solutions** using a range of tools
- Learn about and understand the **technical, legal, environmental, economic** and **social issues** affecting Information Systems



### Assessment

Coursework Assignment – 31% | External Question Paper – 69%

### Home Study Expectations

Students are expected to spend time doing home study in S5/6, and home study work may be issued throughout the course.

### Possible next level of study

Advanced Higher Computing Science | College or University Computing Courses

### Wider Achievement Opportunities

Students have the opportunity to **explore** and **develop skills** in Computing Science through practical exercises which reflect **real-world** scenarios.



### **Possible career paths**

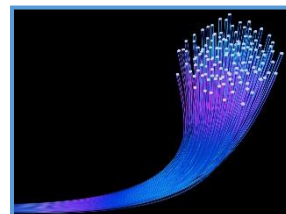
Computing Science will be an asset in any future career; specific roles include: 3D Modelling and animation, bioinformatics, business analysis, computer aided design, computer games programming, computer games testing, computer hardware engineering, database administration, games production management, IT consultant, IT help desk support, IT support services, IT project management, multimedia development, network management, software engineering, software programming, systems analysis and design, systems development, teaching, web development.

**Course Description:** Advanced Higher Computing Science includes:

### **Software Design and Development**

This Unit will develop knowledge, understanding of advanced concepts and practical problem-solving skills in software design and development. You will:

- 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**

This Unit will develop knowledge, understanding, and advanced practical problem-solving skills in database design and development. You will:

- Complete a range of practical tasks, using SQL to create and query relational databases.
- Apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.



### **Web Design and Development**

This Unit will develop knowledge, understanding, and advanced practical problem-solving skills in web design and development. You will:

- 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.

### **Assessment**

The overall grade is determined by performance across both elements of the course assessment – the Coursework Project (80 marks) and the Question Paper (80 marks).



### **Home Study Expectations**

Students are expected to spend time doing home study in S5/6, and home study work may be issued throughout the course.

### **Possible next level of study**

College or University Computing Courses

### **Wider Achievement Opportunities**

Students have the opportunity to **explore** and **develop skills** in Computing Science through practical exercises which reflect **real-world** scenarios.



### **Possible career paths**

Computing Science will be an asset in any future career; specific roles include: 3D Modelling and animation, bioinformatics, business analysis, computer aided design, computer games programming, computer games testing, computer hardware engineering, database administration, games production management, IT consultant, IT help desk support, IT support services, IT project management, multimedia development, network management, software engineering, software programming, systems analysis and design, systems development, teaching, web development.



**Course Description:** NPA Cyber Security includes:

### **Data Security**

In this unit you will learn about the legal and ethical considerations of data security and the practical methods to protect personal and corporate data.



You will be introduced to concepts around personal and corporate data security, including aspects of legal and ethical obligations.

### **Digital Forensics**

This Unit will develop your knowledge and skills in digital forensics examination.

You will gain knowledge of the principles and the integrity of the process involved in forensically examining digital evidence. You will gain practical skills in identifying evidential sources across a range of digital devices and mediums. Using these sources of evidence, you will then analyse and interpret data, its relevancy to an enquiry under investigation and the subsequent reporting of that information.



### **Ethical Hacking**

The purpose of the Ethical Hacking Units is to develop an understanding of tools and techniques used by malicious and ethical hackers. You will gain an understanding of the potential threats and tools that can be used by malicious hackers to target individuals and organisations.

By the end of this Unit you will have the ability to implement techniques and technologies used to defend systems from attack and evaluate the Scottish, UK and EU legislation and ethics of hacking.

### **Assessment**

Assessment will be on-going throughout the course and will differ in formats which could include tests, case studies, essays and practical activities.

### **Home Study Expectations**

Students are expected to spend time doing home study in S5/6, and home study work may be issued throughout the course.

### **Possible next level of study**

College or University Computing Courses

### **Wider Achievement Opportunities**

Students have the opportunity to explore and develop skills in Computing Science through practical exercises which reflect real-world scenarios.

**Course Description:** GET THE SKILLS TO GET YOU THE JOB YOU WANT! NPA PC Passport is the perfect vocational IT course. It will provide you with up-to-date knowledge and skills in popular IT software, such as Office 365. You will improve your skills in key areas such as word processing, spreadsheets and presentation software, preparing you for further study at college or university as well as for the world of work.

**In this course you will cover:**

- Web Apps: Word Processing
- Web Apps: Presentations
- Web Apps: Spreadsheets



**Assessment**

Assessments for this course will be completed on an on-going basis and will be done in class time. There is no external examination for the NPA PC Passport qualification.

**Home Study Expectations**

Students are expected to spend time doing home study in S5/6, and home study work may be issued throughout the course.

**Possible next level of study**

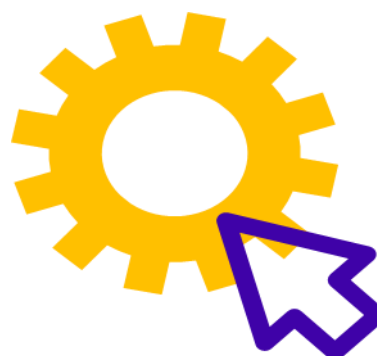
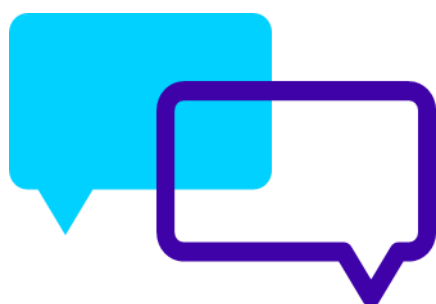
Modern apprenticeships in Reception and Front of House Services, Business Administration, Accountancy and Customer Services.

College and University courses across all different fields of study.

**Possible career paths**

Almost all roles will require IT skills. This qualification will equip you with the essential skills you require in popular IT applications, which could unlock opportunities within Administration & Business Management, Computing and ICT, Healthcare, Hospitality, Retail and Customer Services, Education and Training and many more fields.

Check out: <https://www.apprenticeships.scot/> to see some of the roles that this qualification could unlock for you!





### **Course Description**

Throughout the course students are encouraged to organise and sustain their own partnerships and forge links out with the school environment. The four units – Self and Community, Self and Work, Self-Awareness and Practical Abilities- incorporate all CfE themes, with Health and Well Being at the forefront.

### **Assessment**

The course is project based with guidance only being given by Course Leader/Advisor. Units are assessed by the continuous monitoring and verification of evidence and there is no external exam.

### **Home Study Expectations**

Students are expected to continue with research as home study as guided by their advisor

### **Possible next level of study**

The course can be offered at higher levels depending on demand.

### **Wider Achievement Opportunities**

Students have many opportunities to explore and develop a wide range of skills including leadership and team working

### **Possible career paths**

An asset to have this qualification in all positive destinations.

The SQA Leadership Award will give learners the chance to develop their organisation, motivation and communication skills, whilst also focusing on positive role models in sport, how to mentor others and how to use leadership skills in a variety of settings.

SQA's Leadership Award allows learners to develop knowledge of leadership skills, styles and qualities. It also encourages learners to respect the cultures and beliefs of others working alongside them. The award is designed for learners who take, or plan to take, a leading role in their activities. The leadership award is endorsed by the Chartered Management Institute and is available at SCQF levels 5 and 6. It is suitable for:

- S5 pupils who wish to improve their leadership skills
- trainees preparing for employment
- individuals involved in voluntary activities

Leadership awards are completed over two units, to gain the award you must successfully complete:

*Unit 1: Leadership: An Introduction* (SCQF level 5) 20 hours

*Unit 2: Leadership in Practice* (SCQF level 5) 40 hours

The table below details that each unit within this leadership award has three tasks to be completed and used as written evidence.

Performance tasks include volunteering and acting as a leader within the local community. Successful completion of

Types of Evidence	Unit 1: A leadership introduction	Unit 2: Leadership in practice
Witten oral recorded	Task1	Task 1
	Task 2	Task 2
	Task 3	Task 3
Performance		Task 1
		Task 2
Product	Task 1	

*S6 students only who have completed Level 5*

The SQA Leadership Award aims to encourage learners to respect the cultures and beliefs of others through working cooperatively with them and through valuing their contribution.

The Award encourages learners to develop knowledge of leadership skills, styles and qualities and to understand the impact a leader can have on others and on the success of an activity

Leadership awards are completed over two units, to gain the award you must successfully complete:

*Unit 1: Leadership: An Introduction (SCQF level 5) 20 hours*

*Unit 2: Leadership in Practice (SCQF level 5) 40 hours*

Mapping of Units against Aims

General Aims	Unit
Build confidence that learners have in their own leadership abilities	Leadership in Practice
Help learners to develop the leadership skills and values necessary for working cooperatively with others	Leadership: An Introduction Leadership in Practice
Help learners to understand the impact they can have on others and on the success of an activity	Leadership in Practice
Encourage reflective learning	Leadership: An Introduction Leadership in Practice
Practice contribute to enhancing the self-esteem and self-awareness of learners in relation to the contribution they can make to society	Leadership: An Introduction Leadership in Practice

Types of Evidence	Unit 1: A leadership introduction	Unit 2: Leadership in practice
Witten oral recorded	Task1 Task 2 Task 3	Task 1 Task 2 Task 3
Performance		Task 1 Task 2
Product		Task 1

## SCHOOL COLLEGE PARTNERSHIP

Fifth and sixth year students might choose to attend College courses on Tuesday and Thursday afternoons as part of their course choice, and following full discussion with their Support for Pupils teacher. Your Support for Pupils teacher will have more details on each course.

You can look on this link for more information on which courses are available:

<http://doc.edinburghcollege.ac.uk/schools/scp%20prospectus.pdf>

Your choice to study at college will offer an additional choice of 45 courses not offered in school. You will also be able to:

- Explore employment pathway and gain a qualification
- Develop skills, confidence and independence
- Enhance CV college or UCAS application
- Pupils better prepared for world of work
- Increased post school choices.
- All SCP courses offer progression to a full time Edinburgh College course

Please note that courses including ESOL (English for Speakers of Other Languages) are also available at some Edinburgh College campus locations.

# FOUNDATION APPRENTICESHIPS

Foundation Apprenticeships (FAs) are a great way to get a head start and are suitable for pupils who are studying National 5s and have the ability to succeed at level 6 in a vocational setting. They provide a high-quality work-based progression route through the senior-phase to employment, university, further education or a modern apprenticeship

Foundation Apprenticeships are recognised for entry to degree programmes (with some exceptions) on the same basis as highers by Scottish universities.

Entry is open to any pupil with the ability to succeed at level 6 in a vocational setting. The only exception to this is Engineering, where pupils following the FA should also be taking Higher Maths.

In 2019-20 Edinburgh College is offering Foundation Apprenticeships. Applications should be made via Support for Pupils teachers

For more information on Foundation Apprenticeships contact [schools@edinburghcollege.ac.uk](mailto:schools@edinburghcollege.ac.uk) or visit

<http://doc.edinburghcollege.ac.uk/schools/foundation%20apprenticeships%20student%20guide.pdf>

## **Course Description**

Design Engineer Construct is an accredited learning programme which has been expertly developed to create and inspire the next generation of Built Environment professionals. Through a project-based approach, DEC works through schools to share the latest construction industry practices.

Built Environment refers to the human-made settings for human activities, and through DEC young people are able to experience real-world practical experience and employability skills.

Partners in delivery at Tynecastle will be Class of Your Own, an industry partner, and Edinburgh College.

## **Entry requirements**

The level 2 course is available to students who have studied DEC level 1. Students who have not studied Level 1 will go through the level one course learning from August – February, and then begin L2 with a view to completing it the following year.

## **Units**

Unit 1: Defining a Sustainable Construction Project

Unit 2: Roles in Construction Teams

Unit 3: Producing a Technical Design and Sharing Information

Unit 4: Planning, costing and presenting a sustainable building project

## **Assessment**

Coursework will be internally assessed and externally verified.

There is a unit certificate available for each unit and all units must be assessed as satisfactory through coursework at level 2 or higher before an exam entry is permitted. The exam will then differentiate grades A\*, A, B, C.

## **Home Study Expectations**

Students can expect to be doing at least 2 hours of homework or home study per week, which will include the following:

- Completing outstanding design folio work.
- Undertaking teacher-set homework tasks.
- Self-directed study of course notes.
- There is an expectation that learners will attend class at extra times to ensure that they meet deadlines and produce their very best work



## **Course Description**

The Awards in Mental Health and Wellbeing at SCQF levels 4 and 5 aim to:



- reduce stigma surrounding mental health
- help to provide healthy coping strategies
- promote knowledge of the impact of mental health on behaviour
- promote understanding of positive and negative impacts on mental health
- help individuals to make the right choices
- promote understanding of the potential uses and impact of social media and the internet
- create resilience

Students will work through 3 units to cover the above information.

- Understanding Mental Health Issues
- Influences on Mental Health and Wellbeing
- Coping Strategies and Building Resilience

**Course Description**

The aim of the Course in Creative thinking is to improve students' skills and opportunities for their future. The four units will be based around Curiosity, Creativity, Sense making and Critical thinking. This is a practical, hands-on course, encouraging students to use creativity and problem-solving skills. Students will develop their understanding of problem-solving processes and the use of appropriate media to present their ideas. They will use critical thinking skills, working with peers to evaluate the strengths of their ideas and areas for development. Throughout the course emphasis will be based on their communication skills with each other and in their presentation of their ideas. Students will work in groups and individually, using project based and theme-based activities to develop these skills and find solutions to real world problems, design challenges and business-based briefs.

There are 4 units:

**Curiosity** - the desire to know or learn something in order to inspire new ideas and concepts. To research and ask questions.

**Creativity**- the ability to imagine and think of new ways of addressing problems, answering questions or expressing meaning.

**Sense making** - Sense making is the ability to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information and situations.

**Critical thinking**- Critical thinking is the ability to evaluate and draw conclusions from information in order to solve complex problems and make decisions.

**Assessment**

Students will make creative responses and solutions to briefs. Students will be expected to present evidence of research, creating ideas, problem solving and testing their ideas, presenting and communicating, and reflecting - both self and peer.

**Home Study Expectations**

Students may have to complete research for a project as home study also there is an expectation that learners will attend class at extra times to ensure that they meet deadlines and produce their very best work.

**Possible next level of study**

This is a pilot course which is aiming to lead to a level 6 NPA in Creative Thinking

**Possible career paths** 2 out of 3 children starting primary school will have a job that doesn't exist today. The aim of this course is to develop students' skills for work and to meet the future workplace needs. These are transferable skills not limited to the creative industries.

### **Course Description**

Young Enterprise is the ultimate business and enterprise experience for S5/S6 pupils in schools across Scotland. Taking part in Young Enterprise will involve you setting up and running your own company through the school year with support from a local business mentor. You will develop your Enterprise and Employability skills through working with others and making key decisions about your business.



At the end of the project you will have the opportunity to gain a qualification from Strathclyde Business School. This is a recognised qualification by colleges and universities, and it looks great on UCAS forms! You may also have the opportunity to gain a further SCQF level 6 qualification as part of the experience.

### **Assessment**

You will be assessed throughout the course on a number of different elements including; product design, participation at training events, participating at trade fairs as well as making a final presentation to the judges.

Team will participate in local finals, in Edinburgh and Lothians, with the winner of this heat going through to compete at the Scottish finals against teams from across the country.

The winner of the Scottish Company of the Year will be entered into the National Finals, with big prizes up for grabs!

### **Home Study Expectations**

Students will have to stay in touch with other company members outside of school and there could be a requirement to meet outside of the designated time in class to plan for events and work on manufacturing the product or providing the service that your business will be offering.

### **Possible next level of study & career paths**

Students participating in Young Enterprise develop innovation and creativity and an entrepreneurial attitude. All these attributes would be useful in a wide range of modern apprenticeships and university and college courses.



## Alphabetical Guide to subjects

<b>Subject</b>	<b>Curricular Area</b>
Administration and IT	Technologies
Applications of Mathematics	Mathematics
Art & Design	Design
Bakery	Design
Biology	Science
Business Management	Technologies
Chemistry	Science
Computing Science	Technologies
Creative Thinking	Design
Cyber Security	Technologies
Dance	Performance
Design and Manufacture	Design
Design Engineer Construct (DEC)	Wider Achievement
Drama - Musical Theatre	Performance
Early Learning & Child Care	Design
English	English
English for Speakers of Other Languages	English
Environmental Science	Science
Fashion & Textile Technology	Design
French	Modern Languages
Geography	Social Subjects
Graphic Communication	Design
Health & Food Technology	Design
History	Social Subjects
Human Biology	Science
Laboratory Science	Science
Languages for Life and Work	Modern Languages
Leadership in Sports Award	Wider Achievement
Mandarin	Modern Languages
Mathematics	Mathematics
Media	English
Mental Health and Wellbeing	Wider Achievement
Modern Studies	Social Subjects
Music Performing	Performance
Music Technology	Performance
PC Passport	Technologies
Performance in PE	Performance
Personal Development Award	Wider Achievement
Philosophy	Social Subjects
Photography	Design
Physical Education	Performance
Physics	Science
Practical Cake Craft	Design
Practical Cookery	Design
Practical Woodworking Skills	Design
Scottish Baccalaureate in Science	Science
Spanish	Modern Languages

Sport and Fitness – Team Sports  
Travel & Tourism  
Young Enterprise

Performance  
Social Subjects  
Technologies

College Opportunities  
Foundation Apprenticeships