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Name ……………………………………………………

Class …………....…



# King’s Park

# Secondary School

**Senior Phase: Course Choice Information**

**2017-18**

**Senior Phase Options Timeline**

* **6/12/16** S3 to S5 Mock Options
* **23/01/17** Senior Phase Course Information Booklet distributed to all pupils
* **26/01/17** Senior Phase Course Planning evening
* **27/01/17** S3 Course Choice Interviews begin
* **02/02/17** Senior Phase Recommend Levels returned
* **08/02/17** Senior Phase Parents’ Evening (Mull/Skye)
* **09/02/17 Mull/Skye** S4/S5 Options Forms Returned
* **09/02/17** S4/S5 Course Choice Interviews begin
* **21/02/17** Senior Phase Parents’ Evening (Arran/Lewis)
* **22/02/17 Arran/Lewis** S4/S5 Options Forms Returned

S4/S5 Course Choice Interviews begin

* **03/03/17** Senior Phase Options Process Completed
* **18/04/17** Finalised choices issued to departments
* **08/05/17** New Timetable begins
* **Dates tbc** Vocational Applications/interviews to be organised & carried out

once the College can finalise their programme(s).

**If you and your son/daughter are happy with their option choices they can arrange their interview with their Pastoral Care Teacher before stated dates.**

**Careers and Subject Choice**

It is important for all pupils to develop good Career Management Skills, understanding who they are, what strengths they have gained in and out with school, who can help them with careers decisions and learn about the opportunities around them. For more information about particular career paths, subjects choices and learning opportunities, you can go to the following website:

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

This site provides information on careers and courses, backed up by career planning activities and online career support services.  It is most important that career options are kept as open as possible by careful selection.  To help with career choice, careers guidance is built into the Personal Social Education programme of all pupils.

To this end, our options format (copy at end of booklet) is carefully designed to provide, a balanced menu of subjects that can be tailored to suit all needs.

For further information on course content and career pathways, you can go to the following website:

[www.planitplus.net](http://www.planitplus.net)

Gateway has launched a great new National Qualifications area on Planit, just in time for the busy Options Choice season. The exciting new design and structure makes it even easier for teachers, pupils and parents to explore information on NQ subjects and courses.

Each course description includes links to potential progression routes in: school, further study, training and employment. Two new features mean that:

* pupils can link directly to the Subject/Careers lists for each subject
* parents can link to the relevant Nationals in a Nutshell leaflet produced by the National Parent Forum (NPFS).

Visit the ‘Nationals’ at [www.planitplus.net/Nationals](http://www.planitplus.net/Nationals) to see what’s on offer.

**Introduction**

This booklet has been prepared to help you make the correct choice of subjects. It gives you a brief summary of each course on offer. Your teachers can give you more information. Read the booklet carefully and discuss it with your parents. Remember that the school library has other important materials to help you make decisions. These include career packages and information about Further Education (Colleges) and Higher Education (Universities).

**THE COURSE PLANNING PROCESS**

Before the SQA exam period you will meet with your Pastoral Care teacher to talk about your new courses. To be prepared for this interview, you should think about the following:

1. Have expectations/aspiration of what you can achieve in S4, S5 or S6. Try to set realistic goals for yourself.
2. Look ahead to the next step you might take and the steps after that.
3. Talk to people who know about the courses in which you are interested in. Listen to their advice.
4. Ask your teachers to tell you about subjects offered in their department’s
5. Ask your Pastoral Care Teacher to talk over your ideas with you during your interview
6. Explain your ideas to your parents and ask them to think it through with you. If necessary, they may want to meet with your Pastoral Care Teacher at the interview
7. Refer to the careers literature associated with your plan. If possible, talk to Laurence Bayston - careers officer for our school.

**Important Information**

It is important to note that recommended entry requirements refer, in the main, to pupils who have continued their studies progressively within that subject. For pupils who have not continued a subject from S4 to S5 or S6 other factors will be taken into consideration. These are:

* Overall attainment levels in other subjects
* Attainment levels in subjects that require a similar skill set
* Attainment levels at the end of S3
* Staff, pupil and parental discussions

**National Qualifications**

SCQF stands for the Scottish Credit and Qualification Framework which allocates a level of difficulty to each type of National Qualification.

**SCQF Level**

**Current Qualifications**

|  |  |
| --- | --- |
| 12 | **Doctorate** |
| 11 | **Masters** |
| 10 | **Honours Degree** |
| 9 | **Ordinary Degree** |
| 8 | **Higher National Diploma** |
| 7 | **Advanced Higher** |
| 6 | **Higher** |
| 5 | **National 5** |
| 4 | **National 4** |
| 3 | **National 3** |
| 2 | **Access 2** |
| 1 | **Access 1** |

**Options Process**

The school will do all it can to give you your first choice of subjects. However, it may not be possible to do so if:

* the demand for a course is too low to make a viable section
* a course is over-subscribed
* you are late in handing in your Subject Choice Form, or if you do not keep the interview appointment with your pastoral care teacher, or any interviews after that
* your attendance is poor and you are late in enrolling for the course

**Pathways to the Senior Phase: Administration & IT**

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

**National 4/5**

The National Courses in Administration and IT enables learners to develop skills in word-processing, spreadsheets, databases and desktop publishing software.

Pupils will be working towards gaining a qualification in the Senior Phase. National 4 and 5 courses have distinct units that pupils must pass to gain an overall award:

* **Admin Practices**
* **Communication in Admin**
* **IT Solutions for Administrators**
* **Added Value/Course assessment**

**Higher Administration**

**Entry Requirements**

* Grades A or B at National 5 Level

The Higher course consists of three units:

* Administrative Theory and Practice
* IT Solutions for Administrators
* IT Communication in Administration

**Assessment**

The course has internal assessments which must be passed to gain an overall award. Pupils will undertake an IT based assignment worth 70% of the marks and an external written paper worth 30% of the marks

**Progression**

Future career paths could include; banking, accounting, insurance, civil service, travel and tourism, office management, clerical work, event management, local government, court administration, health service administration.

**Pathways to the Senior Phase: Art and Design**

Art and Design helps learners understand the visual world in which we live. It also helps learners to critically evaluate their personal appreciation of the society in which they live, locally, nationally and internationally.

**National 4/5**

The National 4 Art and Design Course enables learners to develop skills, knowledge and understanding of expressive practical and design practical work. All units have a related critical activity integrated into course work.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three distinct units that pupils must pass to gain an overall award:

**\* Expressive \* Design \* Added Value/Course assessment**

**Higher Art and Design**

**Entry Requirements**

* Pass at National 5 Level

The Higher course consists of three units:

**Expressive + related critical**

In this Unit, learners will advance skills, knowledge and understanding of a selected area of expressive work. This normally relates to portrait painting / pastel work or still life painting/ pastel work

Learners will develop knowledge and understanding of the social and cultural influences from artists work. They will also learn how to evaluate their own progress and that of other learners.

**Design + related critical**

In this Unit, learners will advance skills in the production of a ceramic product, through the design process.

Learners will develop knowledge and understanding of the social and cultural influences from designers work and how they in turn influence the way we live. They will also learn how to evaluate their own progress and that of other learners.

**Assessment**

At National 5 and Higher levels the Course assessment will consist of two components: An expressive unit (+ related critical activity) and a design unit (+ related critical activity). All practical work is produced in class and sent to the SQA for assessment. All related critical work is graded through an SQA examination.

**Progression**

Art and Design leads to careers such as Graphic Design, Illustration, Interior Design, Product Design, Television, Architecture, Printing, Fashion Design, Jewellery & Silversmith, Theatre and Stage Design, Ceramics, Advertising, Photography, Window Display, Nursery Teaching, Occupational Therapy & Town Planning.

**Pathways to the Senior Phase: Biology**

Studying Biology will allow learners to investigate the applications of biology in society and the environment. These cover relevant and contemporary areas of biology ranging from microscopic cell structure to huge ecosystems, while allowing learners to develop an understanding of the underlying themes.

**National 4/5**

The National 4 & 5 Biology Courses cover major areas of biology including cellular, whole organism and ecosystems. The key areas of biodiversity, interdependence, natural selection & evolution, body systems & cells and genetics & inheritance are developed through the course.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three units that pupils must pass to gain an overall award:

**\* Cell Biology \* Multicellular Organisms \* Life on Earth**

**Higher Human Biology**

**Entry Requirements**

* National 5 pass in Biology
* Students in S6 who have been successful at Higher in another Science subject.

The Higher Human Biology Course enables learners to develop and apply knowledge and understanding of human biology, and an understanding of human biology’s role in scientific issues and relevant applications of human biology, including their impact on society and the environment. Learners will build upon knowledge from National 5 by further studying areas such as respiration, the importance of enzymes, DNA. Pupils will learn about the reproductive, circulatory and nervous systems in far greater depth.

Higher Human Biology consists of 2 full units and 2 half units that pupils must pass to gain an overall award:

**\* Human Cells (full unit) \* Physiology & Health (full unit)**

**\* Neurobiology & Communication (half unit) \* Immunology & Public Health (half unit)**

**Assessment**

At all levels of study pupils are required to pass each individual unit throughout the year.

At National 4 pupils will have to complete an Added Value Unit which will be graded as a pass or fail. This will involve the pupils having to research a key area of the course and present their findings in a report, poster or presentation.

At National 5 the Course assessment will consist of two components: a question paper (80 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 600-800 words.

At Higher the Course assessment will consist of two components: a question paper (100 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 800-1600 words.

**Progression**

Successful completion of the Higher course could lead to studying Advanced Higher Biology.

Successful completion of the Biology courses can lead on to further study and/or employment in a huge range of areas. Examples of these include ecology, nursing, medicine, dentistry, dietetics, psychiatry, forensics, agriculture, radiography, horticulture, food science, pharmacology, biochemistry, marine biology, sports science, physiotherapy, veterinary medicine and speech therapy.

**Pathways to the Senior Phase: Business Management**

The study of Business is designed for all learners, but may be of greatest appeal to those with an interest in business, whether that be in developing an understanding of the modern business environment, and/or finding out how and why people set up in business.

**National 4/5**

The National Courses in Business/Business Management enable learners to develop skills and attributes which include having an enterprising attitude, decision making and the development of **enterprise** and **employability** skills.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 and 5 courses involve the completion of internal assessments. Pupils must pass these units to gain an overall award:

* **Understanding Business**
* **Marketing and Operations**
* **People and Finance**

**Higher Business Management**

**Entry Requirements**

* National 5 pass in Business Management

The Study of Business Management will focus on the analysis of key functional areas of businesses.

The course content has 3 units:

* Understanding Business
* Management of People and Finance
* Management of Marketing and Operations

Business Management offers opportunities for individuals to develop crucial skills and knowledge which allow them to access, understand and contribute to the dynamic and complex business and information environment. Whatever the career pathway or progression route, Business Management enhances individual effectiveness.

**Assessment**

The course has internal assessments which must be passed to gain an overall award. Pupils’ final grade will be determined by a combination of a Business Management externally assessed question paper and a business-related assignment.

**Progression**

Future career paths could include; Business Analyst, Financial Accountant, Marketing Executive, Human Resources, Financial Advisor, Civil Servant, Entrepreneur, Systems Analyst, and Economist.

**Pathways to the Senior Phase: Chemistry**

Studying Chemistry will allow learners to investigate a variety of contexts relevant to chemistry’s impact on the environment and society through the chemistry of the Earth’s resources, the chemistry of everyday products and environmental analysis.

**National 4/5**

The National 4 & 5 Chemistry courses enable learners to develop and apply knowledge and understanding of Chemistry. Learners also develop an understanding of Chemistry’s role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three units that pupils must pass to gain an overall award:

**\* Chemical Changes & Structure \* Chemistry in Society \* Nature’s Chemistry**

**Higher Chemistry**

**Entry Requirements**

* National 5 pass in Chemistry
* Students in S6 who have been successful at Higher in another Science subject.

The Higher Chemistry Course develops learners’ curiosity, interest and enthusiasm for chemistry in a range of contexts. The course allows pupils to build on their knowledge from National 5 in areas such as reaction rates, periodic trends, relationships between compounds’ structure and their physical and chemical properties and analysing data to calculate quantities of reagents, products and percentage yields.

Higher Chemistry consists of 2 full units and 2 half units that pupils must pass to gain an overall award:

**\* Nature’s Chemistry (full unit) \* Chemistry in Society (full unit)**

**\* Chemical Changes & Structure (half unit) \* Researching Chemistry (half unit)**

**Assessment**

At all levels of study pupils are required to pass each individual unit throughout the year.

At National 4 pupils will have to complete an Added Value Unit which will be graded as a pass or fail. This will involve the pupil have to research a key area of the course and present their findings in a report, poster or presentation.

At National 5 the Course assessment will consist of two components: a question paper (80 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 600-800 words.

At Higher the Course assessment will consist of two components: a question paper (100 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 800-1600 words.

**Progression**

Successful completion of the Higher course could lead to studying Advanced Higher Chemistry.

Successful completion of the Chemistry courses can lead on to further study and/or employment in a huge range of areas. Examples of these include agriculture, biochemistry, chemical engineering, dentistry, dietetics, environmental health, forensics, medicinal chemistry, medicine, nursing, oil & gas production, pharmaceuticals, biotechnology and research and development.

**Pathways to the Senior Phase: Computer Games Design**

Computer Games Development allows pupils to acquire and develop specialist skills in designing, creating and marketing computer games.

Scotland has a large Computer Games industry, with many well-known titles being developed in our own country. The skill set and experience gained in this course will be invaluable to any young person interested in a career in the computer games industry. The course will also develop skills in creating and manipulating computer graphics, use of animation software, and sound editing.

**SVQ Level 4/5/6 which is equivalent to National 4, National 5 and Higher**

Pupils will research and evaluate existing games, and they will design, create and test their very own fully functional computer game. Pupils will use games development tools such as Scratch and Kodu to create computer games. In so doing, pupils will develop logical thinking and problem solving skills as well as fundamental programming constructs.

The course has a large practical element – pupils will spend most of their time working on computers.

At all levels the course has 3 units:

**Computer Games: Design**

After researching a range of existing games, pupils will create a design for their own game.

**Computer Games: Media Assets**

Pupils will look in-depth at the creation of media assets such as graphics / sound which they will then create, source and adapt for their own game.

**Computer Games: Development**

Pupils will complete their computer game and test it fully. They will then create marketing and promotional resources to support their game.

**Assessment**

Pupil work is assessed through practical coursework and research tasks; pupils will complete a portfolio of work which will be assessed on an on-going basis.

**Progression**

It can form the basis for further study in Computing Science and Games Development in school, at college, university and future employment opportunities.

**Pathways to the Senior Phase: Computing Science**

Computing develops learners computational thinking and problem solving skills which are essential for all pupils entering the workplace. Pupils will develop programming skills in two different environments, both with real world connections. There is a mixture of individual and collaborative group work throughout the course where pupils explore a variety of specialist areas through practical and investigative tasks. Pupils will have the opportunity to develop thinking skills and skills in numeracy, employability, enterprise and citizenship.

**National 4/5**

The National 4 Computing Course enables learners to develop skills in analysis and problem solving, design and modelling, developing and implementing solutions, and evaluating digital solutions. Course activities also provide opportunities for pupils to enhance skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self and peer evaluation, in a range of contexts.

In S4 pupils will complete the following two units:

* **Software Design and Development**
* **Information System Design and Development**

The course embeds the development of a range of literacy and numeracy skills, and considers various aspects of Health & Wellbeing. Note that Computing Science counts as a Science subject.

**Higher Computing**

**Entry Requirements**

National 5 pass in Computing Science

**COMPUTING - HIGHER**

In addition to the **Course assessment,** the Course includes two mandatory Units -

**Software Design and Development** and **Information System Design and Development**

Each of these Units is designed to provide progression from the related Unit at National 5 and to related Units at Advanced Higher.

**Assessment**

Unit assessment All Units are internally assessed against the given SQA requirements.

Course Assessment:consists of two components with weightings as follows:

Written examination 60% Practical coursework 40%

**Progression**

Computing science is a fast-moving field that brings together many disciplines, including mathematics, programming, physics, engineering, the natural sciences, psychology and linguistics. It will also provide you with essential skills required for employment and further education. Note - It is essential to have coding skills to study Physics at university. The world has thousands of unfilled jobs requiring Computing Science skills.

**Pathways to the Senior Phase: Drama**

Drama develops pupils’ creativity and the ability to express themselves through the use of characterisation skills such as voice and movement, as well as technical skills when approaching Theatre design. Transferrable skills such as confidence, communicating, researching and presenting information, reflecting, evaluating and using media and digital technology prepare pupils for both further education and the world of work.

**National 4/5**

Pupils complete the following two units:

**Drama Skills**: Pupils use their creative skills to devise and write their own pieces of theatre. They learn how to develop characters in a range of ways and develop understanding of form, structure and style.

**Production Skills**: Pupils explore a variety of design skills in Lighting, Sound, Set, Costume, Props and Make-up design. Pupils work with scripts to realise design ideas as well as perform extracts to an audience.

**Higher Drama**

Entry Requirements

* Pass at National 5
* Students in S6 who have been successful at National 5 or Higher in English

The Higher course builds on the skills developed in National 5 and covers the same two units on a more complex level.

**Drama Skills**: Pupils create and present their own pieces as before but at higher have the responsibility of directing other class members. They explore characterisation at a much deeper level in preparation for performance.

**Production Skills**: Pupils explore more complex design concepts and work with larger extracts of text.

**Advanced Higher Drama**

Entry Requirements

* Grades A or B at Higher Level

The Advanced Higher course looks at Devising and Presenting in detail and in conjunction with esteemed Theatre Practitioners. Pupils create and lead workshops inspired by a variety of theatre styles as well as analysing relevant theatre productions.

**Assessment**

National 4: Internally assessed practical unit covering either acting or a choice of design techniques.National 5: Externally assessed practical exam worth 60%, written exam worth 40% of the final grade.Higher: Externally assessed practical exam worth 60%, written exam worth 40% of the final grade.Adv. Higher: Externally assessed practical worth 60%, Project Dissertation worth 40% of the final grade.

**Progression**

Future career paths could include a wide range of opportunities within the creative industries and beyond such as; Actor/Actress, Stage Designer, Costume Designer, Director, Producer, Stage Manager, Drama Therapist, make-Up Artist, Youth Drama Worker, Primary & Secondary Teacher, Retail Management and Public Relations. Higher Drama is also a preferred additional Higher for the study of Medicine and Law at several universities.

**Pathways to the Senior Phase: Employability & Work Experience**

This Employability course is an accredited Level 4 award which runs for the whole year. All units are designed to help prepare pupils to enter the world of work while reflecting on their experiences and skills. A large proportion of the course is IT based while we enlist the support of employers from the community to share their expertise in training and employment. As part of this one year course you would ideally participate in a work placement where you get the opportunity to get first-hand experience in a working environment and further develop their skills. This can be either within or outwith school.

The course consists of 3 units as detailed below.

1. Preparing for employment: Pupils will look at their experience so far and identify their qualities and skills.
2. Building Own Employability Skills: Pupils will acquire the skills you will need in order to gain employment. These skills include finding out about job opportunities, contacting an employer and applying for a job.
3. Responsibilities of Employment: This Unit is about helping you to know what employers will want from you when you are in the world of work and the legal implications for them as employers but also for employees

**Assessment**

Assessment can take place at appropriate points as candidates’ progress through the tasks within the Units. Evidence of assessment can be presented in a format which best suits the individual candidates. Evidence can include written records, e-mails, assessor records, diaries, videos, recordings of interviews or photographs.

**Progression**

This Course may provide progression to:

* National Progression Award in Enterprise and Employability at SCQF level 4 or 5
* Vocational training
* Employment

**Pathways to the Senior Phase: English**

In English learners become better readers, writers, talkers and listeners. Pupils will engage in a wide variety of literature as well as understanding how to use and analyse language effectively. The skills developed in English, such as researching, reflecting, evaluating and discussing, are valuable not only across the curriculum but also in pupils’ future careers and lives.

**National 4/5**

Learners will read and discuss a variety of texts within the genres of prose, drama, poetry and media. A Scottish text will be studied for the Critical Reading exam. Pupils will gain experience of writing in various genres, such as personal and discursive, and will develop their literacy skills throughout the year.

**Higher English**

**Entry Requirements - Pass at National 5**

Building on National 5, pupils will continue to study and discuss a range of quality literature and complete two pieces of writing for an externally marked writing folio. Pupils will analyse and evaluate language through Reading for UAE and study a further Scottish text for Critical Reading.

**Assessment**

**National 4/5** – Analysis and Evaluation unit, Creation and Production unit, National 4 Added Value unit and Folio of Writing.

**Higher** - Analysis and Evaluation unit, Creation and Production unit and Folio of Writing.

Exams for both levels include Reading for UAE, Critical Essay and analysis of a Scottish text.

**Advanced Higher**

**Entry requirements – Pass at Higher Level and a love of reading**

Pupils will write a 3000 word dissertation on literature of their own choosing. Pupils will read a variety of work ranging from classic literature to modern works. A writing folio will be submitted of personal, creative or factual pieces. Pupils will develop their analysis skill through the close study of language to prepare for their Textual Analysis paper.

**Progression**

English is a fundamental requirement for the vast majority of careers. An English qualification could lead to work in: media, teaching, journalism, law, business, social work or the civil service. It is a well-regarded qualification which supports many other subjects where high standards of essay writing, research skills, use of argument, independent thinking skills, comprehension and analysis are required.

**Pathways to the Senior Phase: Environmental Science**

Studying Environmental Science allows learners to develop an understanding of environmental issues. The subject encourages learners to take a problem solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

**National 4/5**

The National 4 & 5 Environmental Science courses enable learners to understand the complex relationships between humans and other living organisms and how humans can measure their impact on biodiversity. Other areas look at how humans use the earth’s resources to provide energy, raw materials and food. Pupils will also study how these resources can be used sustainably so that they don’t run out.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three units that pupils must pass to gain an overall award:

**\* Living Environment \* Sustainability \* Earth’s Resources**

**Higher Environmental Science**

**Entry Requirements**

* Grades A-C at National 5 Environmental Science
* Students in S5-6 who have been successful at Higher or National 5 in another Science subject.

The Higher Environmental Science course develops learners’ interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. The course provides a broad and up-to-date selection of ideas relevant to the position of environmental science in society, as learners investigate key areas of the living environment such as biodiversity and interdependence.

Higher Environmental Science consists of 3 full units that pupils must pass to gain an overall award:

**\* Living Environment \* Sustainability \* Earth’s Resources**

**Assessment**

At all levels of study pupils are required to pass each individual unit throughout the year.

At National 4 pupils will have to complete an Added Value Unit which will be graded as a pass or fail. This will involve the pupil having to research a key area of the course and present their findings in a report, poster or presentation.

At National 5 the Course assessment will consist of two components: a question paper (80 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 600-800 words.

At Higher the Course assessment will consist of two components: a question paper (100 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 800-1600 words.

**Progression**

In general, success in Environmental Sciences courses can lead on to further study and/or employment in a huge range of areas. Examples of these include surveying, forestry, geoscience, renewable energy, fish farming, horticulture, waste management, game keeping, marine biology, wildlife management and landscape architecture.

**Pathways to the Senior Phase: ESOL (English Speakers of Other Languages)**

This course is designed for pupils whose first language is not English but who need to be able to use English in the context of study. This is an alternative course from choosing English.

**ESOL Everyday Life – Mandatory Unit**

This unit is designed for pupils whose first language is not English but who need to be able to use English in broad personal and social contexts. Whilst studying this unit pupils will develop their level of communicative competence skills of speaking, reading and writing for personal and social purposes. The broad social context of this unit is intended to support candidates who need to use English as the language of everyday communication.

**Optional Units:**

One of these Units must be studied:

**ESOL Work – related contexts**: This Unit is designed for pupils who have to use English in a work related context. It is intended for candidates who need English language skills to undertake work experience, or to prepare for employment.

**ESOL Study – related contexts**: It is intended for the pupils who need English Language skills to study in the medium of English at further Education Colleges or Higher Education institutions, Pupils will develop their speaking, listening, reading and writing skills for the purpose of study.

**Assessment Objectives**

* Demonstrate sufficient command of the structures of English for functional Communication.
* Operate appropriately in personal and social – related or work related contexts Interact with reasonable fluency
* Understand the purpose and content of straightforward texts
* Produce structured texts in personal and social, study – related or work related topics.
* Explain a viewpoint on an issue
* Understand idiomatic language in familiar situations

**Course Assessment**

* A Question Paper 75 marks
* A Speaking Assessment 25 marks

**Progression**

Future career paths could include Teaching, Nursery working, Volunteering, Counselling, Social Work , Psychology , Family Support Worker, Working with others in the Community, Team Leader, Lawyer and Medicine.

**Pathways to the Senior Phase: French**

**Why study French? French** is the only language other than English spoken on five continents. French, along with English, is the official working language of: The United Nations; The International Olympic Committee; the European Community and the International Red Cross. France is a major world leader in medical research, electronics manufacturing, telecommunications and aircraft and car production. The purpose of all courses is to develop the skills of listening, talking, reading, writing, to understand and use French to communicate

**National 3/4**

Two units: Using Language and Understanding Language – units are internally assessed. To achieve **National 4**, pupils must complete an Added Value Unit, in order to complete the course.

**National 5**

Two units: Using Language and Understanding Language – units are internally assessed. In addition, there is a dual purpose Added Value assessment – talking, worth 30%. Pupils sit external exams in reading, listening and writing.

**Modern Languages for Life and Work Award - French**

This course has **3** units – Modern Languages for Work Purposes; Modern Languages for Life; Building Own Employability Skills. Units are internally assessed. It could be considered as an alternative to National 3 or National 4.

**CFE Higher French**

**Entry Requirements**

* National 5 pass in French – consideration given to other results on an individual basis.

This course comprises two units - Understanding Language & Using Language. The units build on the contexts covered in the National 5 Course: Society, Learning, Employability and Culture. To gain a course award, pupils must pass both units as well as their external course assessments.

Advanced Higher French *– This course may be available to students who have passed Higher French and can successfully demonstrate the ability to work independently.*

Progression

A study of job adverts will show an increasing requirement for competence in foreign languages. Colleges and Universities offer courses, including the Sciences and Engineering, Law and Accountancy, which now include a European language option and the chance to study abroad for a year. This link will give you more information – real people, real jobs, ALL using languages: <http://www.scilt.org.uk/Business/Jobprofilesandcareers/tabid/2867/Default.aspx> Possible careers include hospitality; retail; interpreting; teaching; translating; finance; journalism; local government; customs and immigration; law; civil service; airline cabin crew; publishing; transport and distribution; broadcasting; travel and tourism; diplomatic service; catering; importing and exporting; call centre work; marketing and sales.

**Pathways to the Senior Phase: Geography**

Geography provides pupils with many of the life skills they will need as they move from their communities and begin to experience the world around them. In short, Geography is the ideal subject for pupils to learn about their place in the world. Field trips are built into the topics to encourage learning outside the classroom and active learning within the classroom stimulates the students and enhances their experiences.

Learners will acquire attributes which will be important for their life and work. In the Nationals course pupils will be out researching in the community during their project and this is particularly enjoyable for the pupils.

**National 4**

Content covered here is Human Environments, Physical Environments and Global Issues. Pupils must complete three end-of-unit assessments to pass the course and also an Added Value Unit (a research project) is compulsory at National 4 level. This research project lets the students choose an area of particular interest to them and investigate it through their own personal research supported by their class teacher.

**National 5**

Content here is the same as in the National 3/4 course but in more detail. However, this course has an external SQA assessment and an Assignment which makes up 25% of the overall grade.

**Higher**

Content currently covered in this course is from the Physical Environments, Human Environments, Global Issues and an assignment. This includes a wide range of topics from a variety of global regions.

**Entry Requirements**

* Students who have achieved a pass at National 5 or Higher in English or another Social Subject.

**Assessment**

The National 5 exam consists of the assignment write-up (1 hour), an exam (1 hour 45 minutes) and 3 internal assessments. The Higher course consists of a written exam (2 hours 16 minutes), an assignment (1 hour 30 minutes) and 3 internal assessments.

**Progression**

Pupils with Geography qualifications are particularly suited to Science and Social Science courses in University. A range of employers and universities regard Geography qualifications as desirable and often essential. There are many jobs presently, and in the future, which are closely linked with the environment. Geography can set you up well for these opportunities.

**Pathways to the Senior Phase: Graphic Communication**

The Graphic Communication ( Nat 4/5 ) course introduces learners to the diverse and ever –increasing variety of presentation methods employed in graphic communication. Pupils gain experience with a wide range of graphics, and are encouraged to exercise imagination, creative ability and logical thinking.

**National 4/5**

The course provides opportunity for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

In addition to the course assessment, the course includes two mandatory Units. Both units are designed to provide progression to the corresponding Units at Higher

**Higher Graphic Communication**

Entry Requirements

* Students who have passed National 5
* Students in S6 who have passed at Nat 5 or Higher Art

The graphics course consists of two main units:

**2D Graphic Communication**

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphics techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D graphic spatial awareness.

**3D and Pictorial Graphic Communication**

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D graphic spatial awareness.

**Assessment**

At National 5 and Higher to gain an award, the learner must pass all the Units as well as the Course assessment. Learners must pass an internally marked assignment and an externally marked exam. This added value consists of a question paper (50%) and an assignment (50%).

**Progression**

Graphic Communication is an important tool used widely in the construction, engineering and consumer industries. Career pathways from Graphic Communication include Graphic Design, Architecture, Advertising, Animation, Multimedia Design, Engineering and Publishing to name a few.

**Pathways to the Senior Phase: Health & Food Technology**

This Course is to allow learners to develop practical and technological skills, knowledge and understanding to make informed food and consumer choices.

**National 4/5/Higher**

The course has four distinct units:

**Food for Health**

This unit will develop learners’ knowledge of the relationship between food, health and nutrition. Learners will develop knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, the learner will produce food products which meet individual needs.

**Food Product Development**

This unit will allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make food product(s) to meet specified needs.

**Contemporary Food Issues**

In this Unit, learners will develop knowledge of consumer food choices. They will consider factors which may affect food choices and develop knowledge of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge of food labelling and how it helps consumers make informed food choices.

**Added Value Unit: (National 4)**

This is a practical based assignment where learners will develop their own food product for a given need.

**Practical Assignment (N5/Higher)**

This is a practical based assignment where learners will develop their own food product from a brief assigned by SQA. This is externally marked by SQA and is worth 50 marks

**Assessment**

To achieve at N4, all learners must pass each unit assessment and complete the Added Value Unit to a satisfactory level.

At N5/Higher, learners must pass all unit assessments, the practical assignment (50 marks) and an external written paper worth (50 marks).

**Progression**

Future careers paths could include all areas of the Food Industry including Food Product Development. Sports Nutrition and Dietetics are also popular as well as Teaching.

**Pathways to the Senior Phase: History**

How can we understand the world we live in without History? Current political and international issues cannot be fully understood without an appreciation of their roots in the past. To understand the society and world of today – you need to study History. History also develops a wide range of skills – powers of critical thinking, better use of language, improved writing skills.

**National 4/5**

The National 4/5 course enables learners to acquire knowledge and understanding, evaluate historical sources, be able to explain the impact of historical developments, analyse factors contributing towards historical developments and draw reasoned conclusions.

National 4 & 5 courses have 3 distinct units:

**\* A British topic – The Atlantic Slave Trade, 1770 – 1807**

**\* A Scottish topic – The Era of the Great War, 1910 - 1928**

**\* A European and World topic – Hitler and Nazi Germany, 1919 - 39**

**Higher History**

**Entry Requirements**

* Pass at National 5 Level
* Students who have achieved an A or B grade at National 5 or Higher in English or another Social Subject.

The Higher course consists of 3 units:

* **Scottish History. Migration and Empire 1830 – 1939**

This is a source-handling unit and consists of answering questions based on a set of sources.

* **British History. Britain 1851 – 1951**

An essay has to be written on 1 of the topics covered.

* **European and the World. Appeasement and the Road to War, to 1939**

An essay has to be written on 1 of the topics covered.

**Advanced Higher History**

**Entry Requirements**

* Grades A or B at Higher History.

The Advanced Higher course studies – **Germany: From Democracy to Dictatorship, 1918-39.**

**Assessment**

At National 4 the course assessment consists of 2 components: an end of unit assessment for each unit must be passed and an Added Value Unit (a research project).

At National 5 and Higher levels the course assessment consists of 3 components: an end of unit assessment for each unit must be passed: an assignment worth 33% for Higher and 25% for National 5 of their final grade: and the final exam question paper.

At Advanced Higher the course consists of 2 components: a dissertation worth 50% and a final exam paper.

**Progression**

Employers know the skills you have learnt in History will equip you well in whatever line of work you take up. History is seen as a valuable qualification in many jobs – Lew, Journalism, Broadcasting, Accountancy, Architecture, the Civil Service, Libraries, and Museum Service. Higher History is a valued entrance qualification for any course at University or College. History can also create an interest and enjoyment which stays with you throughout your life.

**Pathways to the Senior Phase: Hospitality – Practical Cookery**

The main purpose of this Course is to develop learners’ practical cookery skills and their knowledge and understanding of ingredients and to provide a set of foundation skills for those who wish to progress to professional hospitality courses or work.

**The course is available at N4 and N5 and has four distinct units:**

* **Cookery Skills, Processes and Techniques**

This unit will develop learners’ cookery skills, food preparation techniques and their ability to follow cookery processes, in the context of producing dishes.

* **Understanding and Using Ingredients**

This unit will develop learners’ knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice.

* **Organisational Skills for Cooking**

This unit will develop learners’ organisational and time management skills... They will also further develop the ability to carry out an evaluation of the product.

* **Added Value Unit**

**Learners will produce a two or three-course meal, safely and hygienically.**

**Assessment**

To achieve at N4, all learners must pass each unit assessment and complete the Practical Assignment to a satisfactory level.

At N5, learners must pass all unit assessments and complete a Practical Assignment as set by SQA worth 100 marks. This course is graded A-C.

**Progression**

The Scottish tourism industry employs more than 200,000 people, representing 9 percent of all Scottish jobs, and is a fun, vibrant and fast paced industry to be part of.

From catering to marketing there are many paths to pursue and a multitude of skills are required to keep the Scottish tourism industry developing in this ever changing consumer world.

Educational establishments across Scotland offer undergraduate and postgraduate degrees and executive development programmes and training courses to provide the necessary skills for the tourism and hospitality industry.

**Pathways to the Senior Phase: Mathematics**

Mathematics plays an important role in our lives. It is used in everyday activities such as budgeting, keeping time and playing games. Through applications developed in various historical and cultural contexts, mathematics has been one of the decisive factors in shaping the modern world. Mathematics continues to grow and to find new uses in science, technology, business and social life.

**National 4/5**

National 4 and 5 Mathematics is presented as problem solving activities built in solid foundations of a body of knowledge and skills, which will help to prepare our children for the world of work, recreation and to take their position as citizens in our society. The courses will help pupils develop transferrable skills used across the school.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three distinct units plus an added value unit at National 4 must be completed for both courses for pupils to gain an overall award:

**National 4**

**\* Expressions and Formulae \* Relationships \* Numeracy \* National 4 Added Value**

**National 5**

**\* Expressions and Formulae \* Relationships \* Applications \* National 4 Added Value**

**Higher Mathematics**

**Entry Requirements**

* National 5 pass in Maths

The course aims to deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world. The Higher course consists of three units:

**\* Expressions and Formulae \* Relationships & Calculus \* Applications**

**Advanced Higher Mathematics**

The course provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value. The Advanced Higher course consists of three units:

**\*Methods in Algebra & Calculus \*Applications of Algebra & Calculus \*Geometry, Proof & Systems of Equations**

**Assessment**

At National 4 all assessment is conducted internally. At National 5, Higher and Advanced Higher levels the Course assessment will consist of two papers; non-calculator and calculator. Both papers are examined externally.

**Progression**

Future possible career paths include a wide range of opportunities within a number of industries and beyond such as; Architecture, Graphic Designer, Computer Scientist, Statistician, Animator, Special Effects Director, Primary & Secondary Teaching, Banker, Accounting, Police, Nurse, Doctor, Astronomy, Marketing and Selling. Higher Mathematics is also a preferred additional Higher for the study of Business and Engineering at several universities.

**Pathways to the Senior Phase: Media**

We will be studying a variety of film, television and print texts including advertising. You will learn critical terminology appropriate to media analysis such as: camera shots, angles and editing techniques, and understand how to analyse and evaluate these techniques.

Some of our texts we study will have a Scottish context which will also enable pupils to gain their Level 5 Scottish Studies award.

**National 5 -** Pupils will develop the ability to analyse media content, develop knowledge of media literacy and the role of media in society as well as creating media content.

**Assessment**

**Analysing Media Content with a Scottish Context** The purpose of this unit is to develop the skills to analyse media content. This unit provides learners with the opportunity to develop knowledge and understanding of media contexts, roles and the key aspects of media literacy central to the detailed analysis of media content.

**Creating Media Content with a Scottish Context** The purpose of this unit is to develop the skills to plan and create media content, and evaluate production processes. This unit provides learners with the opportunity to develop knowledge and understanding of the key aspects of media literacy central to creating media content.

The National 5 Media exam is out of 50 marks and tests candidates’ knowledge on many aspects of the media including: technical and cultural codes, target audiences and how the media affects peoples’ behaviour and attitudes.

**Progression**

The media has never before had such an impact on every aspect of our lives. The things we talk about, the opinions we hold and the choices we make are being constantly shaped by the information we now have access to 24 hours a day. This course will encourage you to think more carefully about where this information comes from and crucially how it influences you and others around you. Developing your analysis and evaluation skills is core to a wide variety of careers, including careers in the media industry.

**Pathways to the Senior Phase: PRACTICAL METALWORK**

The Course is practical, exploratory and experiential in nature. It combines elements of practical metalworking techniques and standard practice with elements of creativity.

The Course allows learners to gain a range of practical metalworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in metal.

**National 4/5**

The Course provides opportunities to develop and enhance psychomotor skills(hand eye coordination), practical creativity, practical problem-solving skills, an appreciation of safe working practices in a workshop environment, and an understanding of sustainability issues in a practical metalworking context.

**PRACTICAL METALWORK**

The Metalwork course consists of three main units:

**Bench Skills**

This Unit helps learners develop a range of metalworking hand tool skills including bench-fitting work, routine sheet-metal work, and measuring and marking out. Tasks will involve some complex features. Learners will be able to read and interpret drawings and diagrams depicting both familiar and unfamiliar metalworking tasks.

**Machine Processes**

This Unit helps learners build their measuring and marking out skills and to develop skills in using common metalwork machines, equipment and related processes. Tasks will involve some complex features. Learners will work with an appropriate range of metals in both familiar and unfamiliar contexts.

**Fabrication and Thermal Joining**

This Unit helps learners develop skills in fabrication, forming and joining of metalwork components with some complex features ( Welding and Forging ). Learners will develop skills in thermal joining techniques. They will also build skills in measuring and marking out.

**Assessment**

The course assessment for this course consists of a practical activity, worth a total of 80 marks, where you will be asked to make a finished product from metal. The brief for this task will be sufficiently open and flexible to allow for personalisation and choice and for you to demonstrate your practical creativity, at this level your response will be graded A-D.

**Progression**

This course or its Units may provide progression to National Certificate Group Awards, Skills for Work and sector – specific SQA qualifications. For some, the Course may also provide progression to employment apprenticeships and/or training in practical technology and related fields including, Crafts, construction, manufacturing, engineering, theatre and visual arts.

**Pathways to the Senior Phase: Modern Studies**

The Modern Studies 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.

Pupils will be involved in cooperative, active learning where they will develop their analytical skills. The investigative and critical thinking activities in this course give learners important experience in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work.

Content covered here is Crime and the Law; Democracy in Scotland and the UK and our chosen World Issue – Terrorism. Pupils must complete three end-of-unit assessments to pass the course and also an Added Value Unit (a research project) is compulsory at National 4 level. This research project lets the students choose an area of particular interest to them and investigate it through their own personal research supported by their class teacher.

**National 5**

Content here is the same as in the National 3/4 course. However, this course has an external SQA assessment and an Assignment which makes up 25% of the overall grade.

**Higher**

The Higher course has three broad curricular areas which are:

* Health and Wealth Inequalities
* Democracy in Scotland and the UK.
* International Issues – Development in Africa.

**Entry Requirements**

National 3 course > National 4 course; National 4 course > National 5 course; National 5 course with A or B pass > Higher course; Higher course pass > Higher Politics; Higher course A/C pass > Advanced Higher Modern Studies course (run currently by Glasgow Caledonian University Hub).

**Assessment**

The National 5 exam consists of the assignment write-up (1 hour) and a 1h 45m exam. The Higher course consists of one assignment, a written exam and three end of unit assessments. The assignment write-up is 1h 30m (25% of overall grade) and the written exam 2h 16m.

**Progression**

Many employers and universities regard a qualification in Modern Studies as particularly valuable. University courses in the Humanities, Journalism and Law are particularly keen on pupils who are qualified in Modern Studies.

**Pathways to the Senior Phase: Music**

In Music learners will develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice. Learners will be able to perform challenging music with sufficient accuracy while maintaining the musical flow. Pupils will have the opportunity to broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts, as well as creating original music using compositional methods and music technology. The skills developed in Music, such as critical reflection, evaluation and personal target setting, are transferable across the curriculum and essential for pupils’ lifelong learning.

**Performing Skills**

In this Unit, learners will develop their performing skills and technique on two instruments or one instrument and voice and prepare and perform a programme of music at an appropriate level:

National 4: 8 minute programme Grade 2 ABRSM or equivalent

National 5: 8 minute programme Grade 3 ABRSM or equivalent

Higher: 12 minute programme Grade 4 ABRSM or equivalent

Advanced Higher: 18 minute programme Grade 5 ABRSM or equivalent

**Understanding Music**

Pupils will have the opportunity to explore a wide range of musical styles and techniques from Renaissance to 21st Century music. They will analyse the impact of social and cultural influences on the development of specific music styles and identify level-specific music concepts.

**Composing Skills**

In this Unit, learners will experiment with, and use compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will critically reflect on and evaluate the impact and effectiveness of their choices and decisions on their music. They will also analyse how musicians and composers create music in different ways and the influences on their music.

**Assessment**

The National 4 Music course is internally assessed and evidence will be gathered from a wide range of medium including observation, video/audio recordings, assessor checklists and course work. At National 5, Higher and Advanced Higher the Performing Skills unit will be assessed by a Visiting Assessor and makes up a total of 60% of the total mark. The Understanding Music unit is assessed in the form of a question paper which will test the learners’ knowledge and understanding of music concepts and literacy. The question paper makes up 40% of the total mark. The Composing Skills unit is internally assessed across all levels.

**Progression**

Future possible career paths include a range of opportunities within the creative industries and beyond such as; Musician, Music Therapist, Journalist, Stage Manager, Producer, DJ, Presenter, Primary and Secondary Teacher, Sound Technician and Public Relations.

**Pathways to the Senior Phase: People and Society**

This course is ideally suited to pupils who may be interested in different aspects of social sciences. The course is an excellent stepping stone to National 5 Humanities courses in the senior phase. **The theme next year will be the study of Glasgow.**

People and Society is a flexible and inter-disciplinary course offering learners the opportunity to study themes, issues and topics of interest and relevance to them. It develops a range of skills as well as knowledge and understanding of people and society from across subject disciplines, drawing on the social studies, health and wellbeing, and religious and moral education curriculum areas. People and Society helps learners to make connections across subject disciplines.

**National 3/4**

There are four main units contained within the course.  **People and Society has four sections:-**

**Investigating Skills;** This is aninter-disciplinary unit investigating a social subject topic to develop investigation skills involving identifying sources of information, collecting information and organising information.

**Comparing and Contrasting;** Interdisciplinary unit to develop the skills of comparing and contrasting again with a social subject focus.

**Making Decisions;** Interdisciplinary unit which uses a social subject topic to develop decision making skills.

**Added Value Unit;** Study of a topic or issue taken from the Key Ideas studied in People and Society. Pupils will draw together their learning from the other units to complete this section.

**Entry Requirements**

There are no official entry requirements for this course. This course is appropriate for a wide range of learners.

**Assessment**

Pupils must successfully complete and pass all four units to pass the course.  There is no final examination.

**Progression**

If learners study at National 3 level, they can then progress to National 4 level. A National 4 pass in People and Society can be a stepping stone to National 5 courses across the social subjects and RMPS.

**Pathways to the Senior Phase: Personal Development (Food Technology)**

**National 4/5**

The course has four distinct units:

**Self-Awareness**

Learners will aim to increase their knowledge of their own qualities and feelings while undertaking a personal project.

* All about myself
* Planning and hosting a community event e.g. Charity Coffee Morning for Staff

**Self and Society**

Learners will aim to develop their interpersonal skills as they work with others to plan and carry out a group project e.g.

* Organising a fun day for primary 1
* Planning and hosting a Summer Tea with the Music Department

**Self and Work**

Learners will aim to develop their task management skills while carrying out a vocational project

* Preparing for Work Experience
* Setting up a small business e.g. Cookie company

**Practical Abilities**

Learners will demonstrate their abilities in handling information, communicating effectively and delivering a product or a service while undertaking one or more projects

* Developing a leisure activity e.g. Cake decorating
* Use of community leisure facilities

**Assessment**

To achieve at N4/5, all learners must pass each unit assessment.

**Progression**

Personal Development encourages a positive attitude to co-operation and team building. We strive to encourage personal qualities such as self-awareness, self-respect, confidence and initiative. The skills taught in Personal Development are transferable to all areas of life and work.

**Pathways to the Senior Phase: Personal Development in Technology**

The Personal Development Course seeks to develop candidate’s potential as employable contributing members of society through the development of life skills related to task management, social interaction and self-evaluation. The course will run at National 5 and higher level.

The Course aims to provide candidates with the opportunity’s to gain knowledge of and develop the following personal, social and vocational skills and qualities:

* Task management skills such as planning, organising, making effective decisions and multi-tasking
* Interpersonal skills such as how to work in a group, given criticism sensitively and being sensitive to impact on others.
* Self-awareness, self-reliance, self-esteem and self confidence
* Self-evaluation skills, including use of appropriate evaluation techniques, reviewing, analysing, reaching conclusions and target setting

The course also aims to provide candidates with the opportunity to demonstrate the following

* Gathering and organising information
* Communicating effectively
* Delivering an output, i.e. a product or service which is fit for purpose

Candidates will work with **non–directive supervision** to achieve these aims

**Assessment**

The course has four mandatory Units:

Personal Development:Self awarness

Personal Development:Self in society

Personal Development:Self and work

Personal Development:Practical Abilities

There is **no external** assessment for this course. To achieve the course award the cadidates must passs all units which make up the course.

**Progression**

This course or its units may provide progression to:

* Higher education
* Training or employment
* Further education

**Pathways to the Senior Phase: Personal Finance & Leadership Award**

**Personal Finance**

The nature of the Award contributes to delivery of the four Curriculum for Excellence capacities. The importance of financial education in schools is now widely recognised as an important and necessary life skill for young people. The Personal Finance award will equip candidates with the skills to cope confidently and effectively with basic financial encounters as well as managing money.

The Personal Finance Award is jointly certificated by both SQA and Institute of Financial Services (ifs), and is credit rated at SCQF level 4. The award consists of two units, The Principles of Money and Money Management.

**\* The Principles of Money \* Money Management**

**Entry Requirements**

National 4 Mathematics

**Assessment**

The course is internally assessed online using a package called solar. Results are instantaneous.

**Progression**

Young people who successfully complete the course can continue their studies at college; The **IFS** University College Certificate in Personal Finance or level 6 NPA in Financial Services.

**Leadership Award**

The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role for an activity. The Leadership Award encourages learners to respect the cultures and beliefs of others working alongside them. The Award is endorsed by the Chartered Management institute and is available at National 5 and Higher Level.

The Award consists of two mandatory units:

**\* Leadership: A Introduction \* Leadership in Practice**

**Entry Requirements**

This Award is designed to be flexible and is therefore suitable for learners from a wide range of centres.

**Assessment**

There is no external assessment for this Award. To achieve the Award learners must successfully complete both units. Leadership in Practice unit allows learners to take on a leadership role within an activity and create a portfolio of evidence.

**Progression**

Learners who undertake this Award can progress from National 5 to Higher, have increased employment opportunities following on from the transferable skills and knowledge developed within this Award or increased career progression, if already employed.

**Pathways to the Senior Phase: Photography**

Photography helps learners understand the visual world in which we live. It also helps learners to critically evaluate their personal appreciation of the society in which they live, locally, nationally and internationally.

**Higher Photography**

**Entry Requirements**

* Pass at National 5 Art and Design.
* Senior Phase Photography Master Class.

The Higher photography course consists of two units and a course award folio:

**Unit 1 Image Making**

In this Unit, learners will advance skills on the use of digital photography using a range of camera techniques and photographic processes. This involves using a range of camera controls correctly for specific effect, using compositional techniques and visual elements for specific creative effect and visual impact. This will also involve managing photographic images effectively when uploading, sequencing and tagging files. They will also analyse factors that influence photographers work in the form of critical research.

**Unit 2 Contextual Imagery**

In this Unit, learners will produce personal and creative photographic imagery along with an ability to clearly evaluate their own imaging techniques. Learners should be able to produce a range of photographic images in a variety of styles and genres then present a variety of contextually appropriate photographic images. Learners will also be able to analyse their use of image techniques for creative effect and camera technical skills using appropriate terminology.

**Assessment**

At Higher level the Course assessment will consist of three sections:

1. Research and Investigation - 25 marks. Project proposal, site logistics, and research of relevant photographers.
2. Development and Production - 60 marks. Exploratory development of images, creative decision making, selection, production, file optimisation, production, print and presentation of creative response to the brief.
3. Evaluation – 15 marks. Critical reflection on presented photographs, Critical reflection on practice.

**Progression**

Photography leads to careers such as Graphic Design, Magazine features editor, Medical illustrator, Magazine photographer, Wedding photographer, portrait photographer, Fine Art photographer, Aerial photographer, Photo journalism. Commercial photographer, Industrial photographer

**Pathways to the Senior Phase: Physical Education**

Physical Education develops the learners’ skills and abilities in a wide range of physical activities. The Course concentrates on Mental, Emotional, Social, and Physical factors of physical education, physical activity, and sport.

**National 4 / 5 / New Higher**

**Entry -** Pupils must be proficient in 2 different activities.

There are 2 internal units and 2 assessment tasks that pupils must pass to gain an overall award. All three follow the same structure but with varying levels of achievement.

**Unit - Practical Performance** Learners need to achieve 6 outcomes in 2 activities.

Outcomes include performance repertoire, consistency, fluency and control, working cooperatively, decision making and problem solving.

There are 4 core activities but pupils can also use specialisms in other sports.

**Unit - Factors Impacting on Performance** Learners need to achieve 3 outcomes.

Learners will evidence their data collection, development programme, and data monitoring contributing towards improvement in performance.

**Assessment - Performance**

Pupils will be assessed in a one off performance situation. Normally the activity will be selected from one of the course activities, however if a candidate has a particular strength in another area, every effort will be made to use this.

This will make up 60% of the final grade at N5 and Higher. (100% at National 4)

**Assessment - Written**

National 5 - Portfolio

Pupils will complete a portfolio. This is a project covering the Factors Impacting on Performance (detailed above) which will be sent to SQA for marking.

Higher - Exam

Pupils will have an SQA exam in May. This comprises of 4 questions, one on each of the 4 factors (Mental, Emotional, Social, and Physical).

**Advanced Higher**

Entry - Pupils with or sitting Higher English would be preferable.

Pupils also need one activity where they have trained/competed/specialised at club level.

Assessment

One off performance is worth 30% of the overall grade.

5,000 word assignment is submitted to SQA for the remaining 70%.

**Progression**

Future possible career paths include a wide range of opportunities within the creative industries and beyond such as; Teacher of Physical Education, Sports Development, Sports Management, Active Schools Co-ordinator, Sports Coach, Fitness Instructor, Swimming Teacher, Youth Play Worker. Physical Education is also sought after by employers offering trades as it demonstrates to employers that pupils know how to stay fit and healthy.

**Pathways to the Senior Phase: Physics**

Studying Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use, to the exploration of space, Physics covers a range of applications of the relationships that have been discovered through experiment and calculation.

**National 4/5**

The National 4 & 5 Physics courses enable learners to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills.

In S4, pupils will be working towards gaining a qualification in the Senior Phase. National 4 & 5 courses have three units that pupils must pass to gain an overall award:

**\* Dynamics & Space \* Electricity & Energy \* Waves & Radiation**

**Higher Physics**

**Entry Requirements**

* National 5 pass in Physics
* Students in S6 who have been successful at Higher in another Science subject.

The Higher Physics Course develops learners’ curiosity, interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course, and the relevance of physics is highlighted by the study of the applications of physics in everyday contexts. Pupils will build upon their work at National 5 by studying many topics in more details including dynamics, kinematic, space time, the application of particles and waves, electricity and electrical storage and transfer.

Higher Physics consists of 2 full units and 2 half units that pupils must pass to gain an overall award:

**\* Our Dynamic Universe (full unit) \* Particles & Waves (full unit)**

**\* Electricity (half unit) \* Researching Physics (half unit)**

**Assessment**

At all levels of study pupils are required to pass each individual unit throughout the year. At National 4 pupils will have to complete an Added Value Unit which will be graded as a pass or fail. This will involve the pupil having to research a key area of the course and present their findings in a report, poster or presentation.

At National 5 the Course assessment will consist of two components: a question paper (80 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 600-800 words.

At Higher the Course assessment will consist of two components: a question paper (100 marks) and an assignment (20 marks). The assignment consists of research and each pupil is required to produce a written report of 800-1600 words.

**Progression**

Successful completion of the Higher course could lead to studying Advanced Higher Physics.

Successful completion of the Physics courses can lead on to further study and/or employment in a huge range of areas. Examples of these include radiography, physiotherapy, civil aviation, medicine, computing, astronomy, construction, audiology, astrophysics, finance, ophthalmics, architecture, surveying, dentistry, and electronics, engineering and sound technology.

**Pathways to the Senior Phase: Higher Politics**

The Politics course enables learners to develop analytical, reasoned and critical argument which is crucial not only in this subject but in personal and vocational contexts. While Politics is in a sense everywhere and significant in everyone’s lives there is no single focus, no entire approach that can provide all the answers to political questions. Higher Politics helps enlighten pupils in regards to who makes the big decisions that affect their lives.

Pupils will be involved in cooperative, active learning where they will develop their analytical skills. The investigative and critical thinking activities in this course give learners important experience in contributing to group work and also working on their own.

Particular knowledge, understanding and skills will be developed:

* political concepts, models and theories and the ability to relate these to past and current structures, institutions and practice.
* the work of major political theorists.
* how people participate in the political process and elections in different contemporary contexts.
* skills needed to interpret, analyse and evaluate political sources and election data.
* the ability to select, organise and distinguish evidence from opinion.
* the ability to construct arguments and explanations which lead to informed and reasoned conclusions.

**Higher**

The Higher course has three broad curricular areas which are Political Theory, Political Structures and Political Parties and Elections.

**Entry Requirements**

This course is suited to pupils who have passed a Higher social subject in S5. Pupils will find the course builds upon the skills they have acquired in the faculty of Social Studies and RME

**Assessment**

The Higher exam consists of a 1h 30m assignment under exam conditions and a 2h 16m exam.

**Progression**

Many employers and universities regard a qualification Higher Politics as particularly valuable. University courses in the Humanities, Economics and Law are particularly keen on pupils who are qualified in Politics.

**Pathways to the Senior Phase: Religious, Moral and Philosophical Studies**

The uptake for RMPS in Scotland has been increasing steadily for a number of years. A Course award in the qualification is well-received by universities and employers. One of the key attributes of the course is its philosophy content.

**NATIONAL 4/5**

Students will study the following three course units:

1. World Religion - Islam. This involves a detailed study of the Muslim religion.

2. Morality and Belief – Religion and Justice. This involves the study of the relationship between religious and secular beliefs and the moral issue of crime and punishment, including capital punishment.

3. Religion and Philosophical Questions – This unit is concerned with religious, scientific and philosophical enquiries into questions on the origins of life, the existence of God, the problem of evil and suffering and miracles.

**HIGHER**

Students will follow the same course as Nationals with exception of Buddhism at Higher rather than Islam.

**Entry Requirements:**

There is a clear line of progression within Religious, Moral and Philosophical studies. If successful in each course then the possible line of progression is as follows:-

National 4 course > National 5 course; National 5 course with A or B pass > Higher course.

**Nationals Course Assessment**: Assessment will follow the pattern set out by SQA.

There are three internal assessments to be sat during the term, one for each unit.

One assignment to be completed in school under controlled conditions (National 5 only).

One Added Value Unit to be completed (National 4 only).

There is one final exam which last for 1 hour 30 minutes (National 5 only). This paper will assess knowledge, understanding and skills acquired during the course.

**Higher Course Assessment**: Assessment will follow the pattern set out by SQA.

There are three internal assessments to be sat during the term, one for each unit.

One assignment to be completed in school under controlled conditions.

There is one final exam paper: This exam lasts for 2 hours 16 minutes. This paper will assess knowledge, understanding and skills acquired during the course.

**Progression** -Candidates who gain a Course award will be in an ideal position to continue their studies of religious, moral and/or philosophical issues in Further or Higher Education Institutions. Those who choose to study alternative subjects in the future will also benefit as they will develop the skills of analysis and evaluation. These transferable skills are an important part of Higher RMPS and are of relevance in a wide variety of subject areas.

**Pathways to the Senior Phase: Level 4/5 Scottish Studies**

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

**Levels 4/5**

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

**Entry Requirements**

An interest in Scottish issues, literature and media. .

**Assessment**

Pupils must successfully complete and pass all three units to pass the course, as well as a Scotland in Focus project.  There is no final examination.

**Progression**

Scottish Studies link to a number of further areas of study such as Travel and Tourism. Possible careers that this course would be suited to include the expanding tourism trade as well as environmental, retail and service industries– the biggest employers in Scotland.

**Pathways to the Senior Phase: Spanish**

**Why study Spanish?** In the modern world, languages and communication skills have become increasingly important in the workplace, where global trade, business, travel and ICT are part of everyday life. **Spanish** speakers form **7% of the world’s** population. Spanish is the official language of **21 countries** and is spoken by **over 8% of the US population** (30 million people). Spain plays an important role as one of Britain’s most important trading partners. The purpose of all courses is to develop the skills of listening, talking, reading, writing, to understand and use Spanish to communicate.

**National 3/4**

Two units: Using Language and Understanding Language – units are internally assessed. To achieve **National 4**, pupils must complete an Added Value Unit, in order to complete the course.

**National 5**

Two units: Using Language and Understanding Language – units are internally assessed. In addition, there is a dual purpose Added Value assessment – talking, worth 30%. Pupils sit external exams in reading, listening and writing.

**Modern Languages for Life and Work Award - Spanish**

This course has **3** units – Modern Languages for Work Purposes; Modern Languages for Life; Building Own Employability Skills. Units are internally assessed. It could be considered as an alternative to National 3 or National 4.

**CFE Higher Spanish**

**Entry Requirements**

* Grade A or B at National 5 level – consideration given to other results on an individual basis.

This course comprises two units - Understanding Language & Using Language. The units build on the contexts covered in the National 5 Course: Society, Learning, Employability and Culture. To gain a course award, pupils must pass both units as well as their external course assessments.

Advanced Higher Spanish *– This course may be available to students who have passed Higher Spanish and can successfully demonstrate the ability to work independently.*

Progression

A study of job adverts will show an increasing requirement for competence in foreign languages. Colleges and Universities offer courses, including the Sciences and Engineering, Law and Accountancy, which now include a European language option and the chance to study abroad for a year. This link will give you more information – real people, real jobs, ALL using languages: <http://www.scilt.org.uk/Business/Jobprofilesandcareers/tabid/2867/Default.aspx> Possible careers include hospitality; retail; interpreting; teaching; translating; finance; journalism; local government; customs and immigration; law; civil service; airline cabin crew; publishing; transport and distribution; broadcasting; travel and tourism; diplomatic service; catering; importing and exporting; call centre work; marketing and sales.

**Pathways to the Senior Phase: Travel & Tourism**

Travel and Tourism develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry. This course is ideal for improving employability skills in young people in terms of communication, decision making skills and enhancing a young person’s knowledge of the world around them.

**National 4/5**

There are four main units contained within the course.  The Employability unit aims to teach pupils to become effective job seekers and employees in the travel and tourism industry.  Secondly, the Customer Service unit allows pupils to learn the skills which are required to work in that industry.  For example, they will develop their communication skills and learn how to handle complaints.  The Scotland unit allows pupils to enhance their knowledge of Scottish tourism, whereas in the final unit, UK and Worldwide, pupils develop an understanding of international tourism.

**Entry Requirements**

Ideally pupils will have a background in Geography at National 4 level for the National 5 course though this is not essential.

**Assessment**

Pupils must successfully complete and pass all four units to pass the course.  There is no final examination.

**Progression**

There are college courses that specialise further in Travel and Tourism. Possible careers that this course would be suited to include the expanding tourism trade as well as environmental, retail and service industries– the biggest employers in Scotland.

**Pathways to the Senior Phase: PRACTICAL WOODWORK**

The course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

**National 4/5**

In Practical Woodworking students learn and develop their practical skills in a workshop environment, utilising the highly versatile medium of wood. Students will learn how to read working drawings, and how to use hand and machine tools and processes to produce quality products within strict dimensional tolerances.

**PRACTICAL WOODWORK**

The woodwork course consists of three main units:

**Flat-Frame Construction**

This Unit helps learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will involve some complex features. Learners will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

**Carcase construction**

This Unit helps learners develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frame panels. The unit includes the use of working drawings or diagrams, including unfamiliar contexts that require some interpretation on the part of the learner.

**Machining and Finishing**

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

**Assessment**

Pupils will be assessed through a practical activity that involves producing a finished product in wood to a given standard. The task will be sufficiently open and flexible to allow for personalisation and choice, and for learners to demonstrate practical creativity. Course assessment will provide the basis for grading attainment in the course award. The course assessment is graded A–D. The grade is determined on the basis of the total mark for all course assessments together.

**Progression**

Skills developed in this course are transferable across the range of practical disciplines and provide a good grounding for students to progress into the further training and apprenticeships in the trades, and engineering industries.

**Personal Development: Duke of Edinburgh Award (2 periods per week 1 Year Course)**

There are three levels of programme learners can do which, when they have successfully completed them, lead to a Bronze, Silver or Gold Duke of Edinburgh’s Award. The main differences between them are the minimum length of time it takes to complete them, how challenging it is and the minimum age you can start.

**Bronze**

* A Bronze DofE programme has 4 sections, Volunteering, Physical, Skills and Expedition. Learners must do a minimum of 3 months activity for each of the Volunteering, Physical and Skills sections, and plan, train for and do a 2 day (1 night) Expedition.
* Learners also have to spend an extra three months on one of the Volunteering, Physical or Skills sections. It’s your choice which one and, though they can change your mind later, they should decide which section they want to do for longer at the beginning. Knowing how long you’re going to do it for will help them to choose their activity and set their goals for each section.

**Silver**

* A Silver DofE programme has 4 sections, Volunteering, Physical, Skills and Expedition. Learners need to do at least 6 months Volunteering and a minimum of 6 months on either Physical or Skills and 3 months on the other.
* If learners did Bronze, they can choose the same activity for Silver, but they need to show development in it.
* The Expedition section involves planning, training for and doing a 3 day (2 nights) expedition.
* If learners start their Silver without doing Bronze first they will have to do an extra 6 months volunteering or doing whichever of the Physical or Skills sections they have spent more time on. Though they can change their mind later, they should decide which section they want to do for longer at the beginning.
* It will take you at least 6 months for Silver if they already achieved your Bronze, or 12 months if they have jumped straight into Silver.

**Why do your DofE?**

From the first day to the last it’s a real adventure. Every section gives you something different - that's the fun of it! Learners enjoy loads of new experiences, discover talents they never thought they had and challenge themselves. Plus you’ll do things you love and get a kick out of. It’s a real buzz!

**Then there’s all the other stuff:**

* achieving an Award will give learners skills, confidence and a view on life that everyone is looking for, from employers to colleges and universities
* learners’ getting recognised for doing things you want to do (and may even be doing already)
* learners’ making a difference to other people’s lives and your community
* recognised by Universities and employers

**Personal Development: SQA Award in Volunteering Skills (4 periods per week - 1 Year Course)**

This award allows pupils to register with SQA for a Group Award in Volunteering which will provide a qualification at SCQF level 4 or 5. The general aim of this qualification is to give individuals the opportunity of gaining a Scottish qualification which recognises their contribution to volunteering and the learning they gain as a result of being involved in activities additional to their formal learning. Through participation in volunteering activities, candidates will develop a range of skills and personal development experiences which will help to prepare them for responsibility, further education and employment.

Through involvement with the Award in Volunteering Skills it is possible to achieve other awards such as the Saltire Awards, Youth Achievement Award and the Duke of Edinburgh Award all of which can contribute towards the Volunteering Skills award, and all pupils who choose this option will register for the Saltire Awards which are the new Scottish awards designed to formally recognise the commitment and contribution of youth volunteering. Supported by the Scottish Government, the Saltire Awards enable young volunteers to record the skills, experience and learning gained through successful volunteering placements in school or provided by local and national voluntary agencies. This enables all volunteering to be recognised whether it is done in school or not.

Both the Award in Volunteering Skills and the Saltire Award link into the development of skills for life, learning and work, transferrable skills and the development of the skills and attributes of the four capacities of Curriculum for Excellence, for example self-awareness and improvement, citizenship, confidence, self-management, critical thinking, independent thinking, appreciation of values and beliefs, informed decision making and reviewing and evaluating. They will also strengthen a candidates CV by providing formal recognition of volunteering activity undertaken and help volunteers articulate the value of their volunteering experience in job applications and interviews. It is also a useful addition to pupils applying for University to show breadth of experience and responsibility in the senior school.

The Award in Volunteering Skills is suitable for pupils of all abilities, but pupils must have an interest in volunteering and be prepared to work to source a volunteering placement which they can sustain.

The Award consists of 3 Units:

* + Preparing to Volunteer
  + Volunteering Experience
  + Volunteering: Investigative Project

**Personal Development: Community Sports Leadership SCQF Level 5 Award (4 periods per week - 1 Year Course)**

The SCQF Level 5 (equivalent to a National 5 qualification) Award in Community Sports Leadership is a nationally recognised qualification that enables successful learners to lead groups of people in sport/activity, under indirect supervision.

The award is a nationally recognised qualification that helps people develop their leadership skills. In addition to this pupils will gain a number National Governing Body Sports Award's in a variety of activities to enhance their leadership skills.

The course has been developed by [Sports Leaders UK](http://www.sportsleaders.org/) and has been designed to foster generic skills, such as organisation, communication and safety, which can be applied to a variety of different sporting activities as well as contributing to the candidate's personal and social education.

They will learn how to organise and motivate themselves and other people, and improve their communication skills. This can really boost young people's confidence and help them in work, education and life.

**Entry Requirements**

**Pupils must be 16+ by the end of March 2017 to complete this course.**

Pupils must be willing to work on their own or as part of team and bring their PE kit every period. No qualifications are required to start the course and there are no exams to sit at the end.

**Assessment**

It’s a practical qualification where candidates learn through doing, rather than through written work. A candidate's ability to be a competent leader is assessed by observation rather than written tests. Pupils must complete the following units:

* Plan, lead and evaluate a sporting activity
* Develop leadership skills
* Lead a fitness session
* Organise and deliver a sports event or competition

In order for your learners to complete their SCQF Level 5 Award in Community Sports Leadership they must complete 25 hours demonstration of leadership within the community.

**Progression**

Successful candidates may progress to work with community groups or future employment opportunities within the sports industry.

**Personal Development: Statistics Higher SCQF level 6 (4 periods per week - 1 year course)**

The aim of this course is to develop knowledge, skills and understanding in statistical methods and techniques that can be applied to a variety of real-life contexts which may be new to the learner. This includes skills in interpreting and analysing graphs and statistical diagrams, applying skills to the normal distribution and determining the equation of linear regression and using it for prediction.

Learners who complete this unit will be able to use reasoning skills and statistical skills linked to real-life contexts. In addition, leaners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills.

**Higher**

This unit award will give the learner a Higher qualification in Statistics. SCQF level 6.

Entry Requirements

National 5 qualification in Mathematics, Social subjects, Science or Business.

**Assessment**

Pupils must successfully complete and pass all four units to pass the course.  There is no final examination.

**Progression**

This unit may provide progression to:

* Other qualifications in statistics or related areas
* Further study, employment and training

The statistics unit has application in a variety of subject areas as well as life and work. The skills, knowledge and understanding developed in this unit could support both breadth and depth of learning in other curriculum areas such as business, science, social studies and health and wellbeing, in addition to life and work contexts.

**Careers**

Some careers in statistics are listed below:

* NHS Information Analysts
* Games Data Scientist
* Government Statistician
* Environmental Statistician
* Market Research Analyst
* Sports Statistician

**Personal Development: National Progression Award in Musical Theatre – Performing Arts (4 periods per week - 1 Year Course)**

The NPA in Musical Theatre (SCQF level 5/ 6) gives learners’ the opportunity to deepen their knowledge and understanding of the practice of Musical Theatre. It is an exciting course which develops a range of transferable skills including rehearsing, presenting, self-evaluation and the ability to work independently and in group. This course is not only for those interested in the Performing Arts but is also suited to those who are keen to enhance their CVs and applications for university/colleges.

Pupils will study the mandatory unit Acting through Song and select two from the optional units.

**Mandatory Unit - Acting through Song**

* Research and interpret the text of contrasting songs
* Create and portray a character in the rehearsal process and performance of contrasting songs
* Evaluate character development and final performance

**Optional Unit - Preparation for Audition**

* Identify the types of work available within a sector of the performing arts industry
* Prepare for an audition
* Rehearse for and perform an audition
* Evaluate own performance at an audition

**Optional Unit - Theatre Performers: Solo Singing Skills**

* Demonstrate singing techniques for solo theatre performance
* Rehearse and perform solo songs suitable for theatre performance
* Evaluate the rehearsal and performance process

**Optional Unit - Theatre Performers: Group Singing Skills**

* Demonstrate singing techniques for group theatre performance
* Rehearse and perform group songs suitable for theatre performance
* Evaluate the rehearsal and performance process

**Optional Unit - Group Dance Performance**

* Prepare a performance of a group dance
* Participate in the staging and performance of a group dance
* Evaluate the process and performance

**Assessment**

The majority of assessment is practical based with written assignments and projects, where this is appropriate. Successful completion of the full award equates to 18 SCQF points.

**Progression**

Future possible career paths include a range of opportunities within the creative industries and beyond such as; Musician, Actor, Dancer, Stage Manager, Producer, Presenter.

**Personal Development: Performing on one Instrument/Voice (SCQF 7) 2 periods per week – 1 year course**

**Unit Outcome 1 - Carry out an effective music practice routine**

You need to:

Choose pieces to play

* Choose pieces to play on one instrument
* Prepare a programme at Grade 5
* Play the programme which will last for a minimum of eight minutes

Practice pieces

* Practice independently on your own, at home and in school
* Learn how to practice
* Practice in an organised way (e.g. learning small sections, refine skills and play the music accurately and fluently)
* Use target setting to improve your practice routines
* Review targets regularly
* Record targets and keep a diary of what and how you have practiced
* Listen to and respond to feedback from your teacher
* Evaluate your own performances and set future targets

**Unit Outcome 2 - Describe music chosen for performance**

You need to:

Describe the music that you play

* Prepare a short written statement on two of the pieces you play on each instrument
* Describe elements of the music: rhythm, melody, harmony, accompaniment etc.

**Unit 3 - Perform music in contrasting styles**

You need to:

Perform music in contrasting styles

* Perform accuracy and fluently to communicate the sense of the music
* Ensure that you observe the tempo, phrasing and dynamics in your performances

**Musical Theatre Master Class**

A practical course in musical theatre, singing performance and audition techniques

The course aims to enable learners to:

* Nurture versatility as a singer and actor
* Give a deeper understanding and increased enjoyment of musical theatre
* Prepare for auditions
* Learn what is expected from audition panels

**Personal Development Courses**

**Ceramics (4 periods per week)**

Learners will develop a fruit ceramic bowl or ‘plate’ as part of the Scottish governments drive in health and wellbeing.  This unit should be viewed as an enterprise unit where pupils will begin their knowledge and understanding of the process that a professional ceramicist will undertake in the production of artefacts. Learners are required to invest in their materials as part of the process and produce a ceramic work that will be attractive and be fit for purpose in the design of a ceramic fruit container or bowl.  All ceramic work will be for displayed in a sale of work at the end of the unit where learners will receive all profits from possible sales of their work.

**Drawing & Painting (4 periods per week)**

Drawing and Painting – pupils will be able to use a variety of media to create a number of 2D visual images in a variety of styles ranging from still life to portraiture.

**Movies – Citizenship (2 periods per week)**

This course will focus on films with social and political impact. Pupils will learn journalistic skills in terms of film reviews. Journalists will visit the students to help teach skills needed when analysing films and documentaries. The films chosen will be some of the most significant in contemporary popular culture and this will increase political literacy in our students as well as help challenge their outlook in key aspects of their lives. The films will focus on areas such as inequalities; racism and homophobia.

**P.E. Higher Practical Performance Units (4 periods per week)**

In this Unit, learners will be assessed in basketball, badminton, hockey or football. They will develop their personal performance in this area and it is worth 100% of their overall grade. These units are good for supporting those pupils who want to enhance their personal performance and who also want to enhance theory prospect at getting into Further or Higher Education.

**Photography (4 periods per week)**

Learners will participate in a photography unit looking at the natural environment, learning about camera techniques.  Learners will then develop the images using a serif photoplus to expand possibilities within the final solutions. Learners are able to use photographic and digital image manipulation techniques in a variety of ways to enhance their understanding and personal vision of the natural world in which they live. Learners will expand their knowledge and understanding on composition, structure, colour, content, tone and scale.

**Interdisciplinary Project – Scottish Baccalaureate – S6 – 1 Year (2 periods per week – 1 year course)**

This option is designed to support you through the Interdisciplinary Project of the Baccalaureate qualification. It is ideally suited to pupils who have achieved Highers in S5 in Modern Languages, Science, Expressive Arts or Social Sciences.

The Project is designed to develop the kind of skills which employers and universities are looking for in young people – the work allows you to apply or extend existing subject knowledge and skills in a relevant context and focuses on:

* Independent learning
* Transferable skills
* Planning
* Evaluating
* Research Skills
* Interpersonal Skills

Students who successfully complete the project are accredited with a Higher equivalent PASS. Pupils who pass Advanced Highers and Highers within their chosen subject range are also eligible for the Scottish Baccalaureate Award. It is an **excellent** addition to include in personal statements for UCAS applications.

**IT Solutions (4 periods per week)**

IT Solutions is a Personal Development Course that seeks to develop candidate’s potential as employable contributing members of society through the development of life skills. No matter what your career pathway having the skills in using Word, Excel, Access, and Outlook will enhance your employability. After completing this course you will gain the SQA unit award IT Solutions for Administrators. This course would be best suited to learners who are **not** undertaking study at National 4 or 5 Administration and IT.

**Knitting Club (2 periods per week)**

**Study Skills (2 periods per week)**

Pupils will learn a variety of study techniques that will help them prepare for National qualifications

**Modern Language & International Education – German and Russian (2 periods per week)**

Learners will have the chance to pick up fantastic new language skills – This may be recognised as 40 hour units as part of the SQA **Modern Languages for Life and Work** **Award.** The aim would be to achieve basic communication in a range of practical settings – home; travel and business, whilst exploring German/Russian cinema, culture, food and drink. Depending on progress with the units it *may* be possible to achieve units for two different languages during the session.

This option would be suitable as part of a personal development profile for anyone who is interested in increasing their critical thinking skills, learning more about the importance of the world around them, communicating with others and global citizenship.

The course could include:

* **An introduction to World Cinema** – This element would enhance your enjoyment of learning a little about different cultures e.g. exploring world or life events – film and discussion!
* **Cultural Excursions** – cinema; dining; theatre; exhibitions; museums; art galleries.
* Investigating the **influence of culture** on our own culture here in Scotland e.g. Architecture; Language; Art.
* Beginning links via **E-twinning**, with young people your age, in different countries of your choosing.

**My World of Work – Ambassadors Programme (2 periods - 1year course)**

Ambassadors will train and act as champions for Skills Development Scotland’s career and information service – My World of Work.

* Work as a team to design and develop a programme of activities
* Help spread the word of the support the web-based service can offer
* Develop your presentation and communication skills
* Share practical hints and tips with fellow pupils, teachers, parents and carers
* Develop valuable experience and skills that are transferable to the world of work
* Boost your own CV or UCAS application – skills in action!

This programme can also add to Wider Achievement accreditation, with for example, Duke of Edinburgh Award.

**Practical Cookery (4 periods per week)**

The Course aims to enable learners to:

* use a range of basic cookery skills, food preparation techniques and cookery processes when following recipes
* select and use ingredients to produce and garnish or decorate dishes
* acquire a basic understanding of ingredients and their uses
* acquire an awareness of current dietary advice relating to the use of ingredients
* work safely and hygienically

The Course develops a range of essential skills which will prepare learners for life and for further learning in a vocational context.

**Pupil Support (4 periods per week)**

The chance to opt into peer pupil support affords a unique opportunity to provide help for others within our own school community. You would contribute to their learning, improve their communication skills, and help them develop confidence and self-esteem. Most importantly, you would act as a very positive role model for younger pupils to look up to. Peer support benefits those who provide the support and those whom they work with. Supporters are afforded an insight into the obstacles many pupils face within the education system, and the opportunity to use their own skills to help overcome them. It is an ideal experience for those who would be interested in a career in teaching or working with adults or young people with a variety of needs. It provides an excellent opportunity to work within the area of communication and leadership.

**What would be expected you**

You would be working in any of the following areas:

* Paired reading ( helping pupils who have difficulties with reading to build their confidence and self- esteem)
* Carry out the Toe by Toe programme with pupils with specific learning difficulties , a proven method of helping pupils with their spelling
* Small groups of pupils who need help in their English or Maths
* Working under the guidance of other members of staff with small groups of pupils
* Ivona and Word Talk (an ITC programme to meet the needs of dyslexic pupils)
* Homework Groups – making sure pupils are on track with their Homework and classwork
* In class support of pupils – perhaps you’re very good at science and we have a pupil that is in science and having difficulties. You would provide basic support within that area. Whatever your strength, you could help a pupil who is having difficulties in that area
* Education City and other ITC programmes used for pupils in Pupil Support