JEDBURGH GRAMMAR CAMPUS

Senior Phase Course Outline 2026-2027

Kindness Respect Achievement Wellbeing Learning

Senior Phase Options Booklet 2026–27

Welcome to the Senior Phase Options Booklet for session 2026–27. This booklet has been designed to support young people in S3, S4 and S5, along with their parents and carers, to make informed and confident choices about the next stage of their learning journey.

Each course entry within this booklet provides key information to help with decision-making. This includes the level of award, entry requirements, course content, assessment arrangements and possible progression pathways. We encourage all learners and families to read this information carefully and to discuss options with pastoral staff before making final selections.

Course Choice Guidance

Future S4 students
All students moving into S4 should select five subjects to study alongside Mathematics and English.

Future S5 students
Students entering S5 should select six subjects.
- The exception is students choosing five Highers, who may select Supervised Study as an additional option.

Future S6 students
Students entering S6 should choose five options, one of which may be:
- Volunteering
- LEAPS Transition Programme
- Leadership Award

Students undertaking three Advanced Highers need only choose one additional option.

Partnership Provision

In addition to the courses delivered at Jedburgh Grammar Campus, we are pleased to offer a range of opportunities through our partners:

-Borders College Schools Academy courses are available. Full details can be found elsewhere on the school website.

-Courses delivered at Kelso High School are highlighted in red within the course choice option sheet. Further information is available on the Kelso High School website. These courses are open to future S5 and S6 students.

-*Please note:* Travel to and from Kelso High School must be arranged by the young person and their family.

Virtual Advanced Higher Opportunities

Advanced Higher courses highlighted which are highlighted in green within the course choice option sheet, are delivered virtually across Scottish Borders Council (SBC). Students interested in studying any of these courses should speak with their Pastoral Teacher for further information and guidance.

To support you fully through the options process, a range of key information and opportunities will be provided over the coming weeks. See the important dates below for further details.

Key Dates

Week Beginning 24 February

- **Issue of S4–S6 Options Sheets**
- **Thursday 26 February – 7:00pm Senior Phase Options Evening** – This event will provide full details of the options sheets, courses on offer at Jedburgh, partner schools and the Borders College Schools Academy. We will also explain the options process to parents and carers of young people who are presently in S3, S4 and S5.

Week Beginning 9 March

- **Issue of S4–S6 Reports containing recommendations for future study**
- **12 March – 4:30pm S3 Parents' Evening** – A chance to hear from your child's teachers about their progress and what they recommend for S4. Please note that we are increasing the number of qualifications studied in S4 to seven, in line with all other SBC secondary schools. S3 classes are now preparing students to be successful in S4 and, as a result, almost all pupils will choose courses in S4 that they have already begun in S3. Where this is not possible, we will ensure that appropriate support is in place to help them be successful in other subjects.

Week Beginning 16 March

-**19 March Option Interview Day (with SLT & PT Pastoral)** – Pastoral Teachers, Senior Leaders and our partners in Skills Development Scotland will meet with your child to process their selected choices.

Choosing subjects is an important step. We are all here to support our young people to make the best possible choices for their Senior Phase. Through careful discussion and guidance, we aim to help every learner shape a pathway that supports their future study and enables them to achieve their individual goals and aspirations. Please do not hesitate to seek advice and ask questions throughout the process.

Kind Regards

Paul Fagan
Depute Head

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ART & DESIGN

National 4

ENTRY REQUIREMENTS

A keen interest in Art & Design and a desire to develop skills and knowledge in creativity.

COURSE OUTLINE

The Course has an integrated approach to learning, and includes a mix of practical learning and knowledge and understanding of Art and Design practice. In the course learners will draw upon their understanding of the main factors influencing artists and designers work and practice. They will experiment with and explore how to use art and design materials, techniques and/or technology to develop their art and design work. Learners will use problem solving skills and reflect on their creative choices and decisions when developing their creative ideas.

The Course consists of three mandatory Units, including the Added Value Unit. Each of the component Units of the Course is designed to provide progression to the corresponding Units at National 5.

Art and Design: Expressive Activity (National 4)

This Unit helps learners to develop an understanding of the factors that influence and inspire artists' work. They will also consider how artists use art materials, techniques and/or technology in their work. Learners will research and develop their personal thoughts and ideas in 2D and/or 3D formats in response to given stimuli. They will produce observational drawings and studies and develop their expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways.

Art and Design: Design Activity (National 4)

This Unit helps learners to plan, research and develop creative design ideas in response to a given brief. Learners will develop their creativity and problem-solving skills as they consider the design opportunities, issues and constraints of the brief. They will develop their understanding of designers' working practices and the factors that inspire and influence their work. They will also experiment with and develop media handling skills when producing their design ideas in 2D and/or 3D formats.

Added Value Unit: Art and Design Practical Activity (National 4)

In the National 4 Art and Design Course, the Added Value Unit will focus on challenge and application. Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through a practical activity 2, which involves producing one piece of expressive art and one piece of design work. The practical activity will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning

ASSESSMENT

All units are internally assessed through the course

PROGRESSION PATHWAY

National 5 Art & Design

ART & DESIGN

National 5

ENTRY REQUIREMENTS

National 4 Art & Design

COURSE OUTLINE

The purpose of the National 5 Art and Design course is to provide a broad, investigative and practical experience of Art and Design. Creativity is the key focus of the course. Candidates develop knowledge of Art and Design practice by studying artists and designers and their work. They also develop an understanding of expressive and design processes and accumulate and use a selection of related skills. The course provides opportunities for candidates to be inspired and creatively challenged through their work.

Possible Expressive Projects: Portrait painting, still life painting, landscape painting.
Possible Design Projects: Fashion Design, Textile Design, Graphic Design, Jewellery Design

ASSESSMENT

Question paper - 40 marks

The purpose of the question paper is to assess candidates' knowledge and understanding of art and design practice and issues. The questions are designed to test candidates' ability to:

- comment on Art and Design work and critically respond to unseen prompts and images
- demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice - give justified opinions on identified aspects of art and design practice and issues
- The question paper has 40 marks and has two sections which are equally weighted

Expressive portfolio -100 marks

The purpose of this portfolio is to assess candidates' ability to integrate and apply practical art skills and their knowledge and understanding of art practice across the course. Throughout the portfolio, candidates have the opportunity to demonstrate skills, knowledge and understanding by:

- responding to their agreed theme/stimulus by producing relevant 2D/3D analytical drawings, studies and investigative research, and using this to produce a single line of development leading to a final piece
- using a selection of materials, techniques and/or technology, visual elements and expressive effects
- reflecting on and evaluating their creative process and the visual qualities of their portfolio with reference to their theme/stimulus

The expressive portfolio has 100 marks.

Design portfolio - 100 marks

The purpose of this portfolio is to assess candidates' ability to integrate and apply practical design skills and their knowledge and understanding of design practice across the course. Throughout the portfolio, candidates have the opportunity to demonstrate skills, knowledge and understanding by:

- responding to their design brief, producing and compiling a variety of relevant 2D/3D investigative material and market research, and using this to produce a single line of development leading to a design solution
- using a selection of materials, techniques and/or technology, and demonstrating their understanding of design elements
- reflecting on and evaluating their creative process and the aesthetic and functional qualities of their design portfolio with reference to their design brief requirements The design portfolio has 100 marks.

PROGRESSION PATHWAY

Higher Art & Design

ART & DESIGN

Higher

ENTRY REQUIREMENTS

National 5 Art & Design

COURSE OUTLINE

The course provides a broad, investigative and practical experience of Art and Design. Creativity is the key focus. Candidates develop knowledge of Art and Design practice by studying artists and designers and their work. They also develop an understanding of expressive art and design processes and gain related skills. The course provides opportunities for candidates to be inspired and creatively challenged as they communicate their personal thoughts, ideas and feelings through their work.

- **Possible Expressive Projects:** Portrait painting, still life painting, landscape painting.
- **Possible Design Projects:** Fashion Design, Textile Design, Graphic Design, Jewellery Design

ASSESSMENT

Question paper - 60 marks

The question paper assesses candidates' knowledge and understanding of the work and practice of artists and designers, and how social and cultural contexts impact on art and design works. This equates to 23% of the overall mark.

Expressive portfolio - 100 marks

The portfolio assesses candidates' ability to apply practical art skills and integrate them with their knowledge and understanding of art practice across the course. Throughout the expressive portfolio, candidates have the opportunity to demonstrate skills, knowledge and understanding by:

- responding to their theme/stimulus by producing relevant and focused 2D/3D analytical drawings, studies and investigative research, and using these to produce a single line of development leading to a final piece
- creatively and skillfully using appropriate materials, techniques and/or technology, visual elements and expressive effects
- reflecting on and critically evaluating their creative process and the visual qualities of their portfolio with reference to their theme/stimulus

The expressive portfolio has a total mark allocation of 100 marks. This is 38.5% of the overall marks for the course assessment.

Design portfolio - 100 marks

The portfolio assesses candidates' ability to apply practical design skills and integrate them with their knowledge and understanding of design practice across the course. Throughout the design portfolio, candidates have the opportunity to demonstrate skills, knowledge and understanding by:

- responding to their design brief by producing and compiling a variety of relevant and focused 2D/3D investigative material and market research, and using these to produce a single line of development leading to a design solution
- creatively and skillfully using appropriate materials, techniques and/or technology, and demonstrating their understanding of design elements
- reflecting on and critically evaluating their design process and the aesthetic and functional qualities of their design portfolio with reference to their design brief/design area requirements

The design portfolio has a total mark allocation of 100 marks. This is 38.5% of the overall marks for the course assessment.

PROGRESSION PATHWAY

Advanced Higher Art & Design

BIOLOGY

National 3

ENTRY REQUIREMENT

Recommendation from Science or Pastoral teacher.

COURSE OUTLINE

The Biology course consists of 3 units:

- **Cell Biology** – cell structure and function, function of DNA, risks and benefits of DNA profiling, photosynthesis and different types of microorganisms.
- **Multicellular Organisms** – role and function of organs and organ systems, role of technology in improving quality of life, body defences against disease, embryonic development and risks.
- **Life on Earth** – Investigating ecosystems and biodiversity, sampling and identifying living things, agriculture and food production.

ASSESSMENT

The course is internally assessed. Pupils will undertake an assessment test, in exam conditions, for each unit. Pupils must also complete an assessed practical and write up under supervised conditions.

PROGRESSION PATHWAY

National 4 Biology, Chemistry or Physics subject to recommendation from your Science teacher.

BIOLOGY

National 4

ENTRY REQUIREMENT

Pass in S3 Biology OR National 4 Chemistry or Physics AND working towards National 4 or National 5 Maths

COURSE OUTLINE

The course consists of 3 units:

- **Cell Biology** – cell division, DNA, genes and chromosomes, enzymes, photosynthesis and respiration
- **Multicellular Organisms** – sexual and asexual reproduction, uses of plants, growth and development of organisms
- **Life on Earth** – Nitrogen cycle, fertiliser design, adaptations for survival and species survival.

ASSESSMENT

The course is internally assessed. Pupils will undertake an assessment test, in exam conditions, for each unit. Pupils must also complete an assessed practical and added value unit under supervised conditions.

PROGRESSION PATHWAY

National 5 Biology, National 4 Chemistry, National 4 Physics.

BIOLOGY

National 5

ENTRY REQUIREMENT

Pass in S3 Biology or National 5 Chemistry or Physics AND working towards National 4 or 5 Maths

COURSE OUTLINE

The course consists of 3 units:

- **Cell Biology:** cell structure, transport across cell membranes, DNA and the production of proteins, respiration.
- **Multicellular organisms:** producing new cells, reproduction, variation and inheritance, plant transport systems an animal systems.
- **Life on Earth:** Ecosystems, photosynthesis, food production and evolution.

ASSESSMENT

At the end of the course students sit an SQA exam. This accounts for 80% of the overall grade. A research assignment carried out under supervised conditions and marked by the SQA, makes up the remainder of the marks towards the final grade.

PROGRESSION PATHWAY

Successful completion may lead to Higher Biology or National 5 studies in an alternative Science subject.

BIOLOGY

Higher

ENTRY REQUIREMENT

National 5 Biology Grade B or above OR National 5 Chemistry and Physics grade B or above AND National 5 Maths.

COURSE OUTLINE

The course consists of three units:

- DNA and the Genome – Structure and Replication of DNA, structure of the genome, mutations and evolutions.
- Metabolism and Survival – metabolic pathways, respiration, metabolism and adverse conditions and genetic control of metabolism.
- Sustainability and Interdependence – plant and animal breeding, animal welfare, symbiosis and threats to biodiversity.

The course provides a broad-based, integrated study of a wide range of biological topics which build on the concepts developed in National 5 Biology.

ASSESSMENT

At the end of the course students sit an SQA exam. This accounts for 80% of the overall grade, A research assignment carried out under supervised conditions and marked by the SQA contributes to the remaining marks towards the final grade.

PROGRESSION PATHWAY

Successful completion may lead to Advanced Higher Biology, University degree courses or study at Higher level of an alternative Science subject.

BIOLOGY

Advanced Higher

ENTRY REQUIREMENT

Higher Biology Grade B or above AND National 5 Maths

COURSE OUTLINE

The course consists of three units: (each 40 hours)

- Cells and Proteins: proteomics, protein structure, detecting and amplifying signals and control of cell division.
- Organisms and Evolution: Evolution, variation and sexual reproduction and parasitism.
- Investigative Biology: scientific method, scientific literature and ethics.

The course provides a broad-based integrated study of a wide range of biological topics which build on the concepts developed in both National 5 and Higher Biology.

ASSESSMENT

At the end of the course students sit an SQA exam. An individual research project consisting of a written report of approximately 3000 words and marked by the SQA contributes to the final grade.

PROGRESSION PATHWAY

University degree courses

CHEMISTRY

National 3

ENTRY REQUIREMENT

Recommendation from Science or Pastoral teacher.

COURSE OUTLINE

The course consists of 3 units:

- **Chemical Changes and Structure:** properties and reactions of elements, periodic table, compounds, mixtures and elements, chemical reactions and acids & bases and their impact on the environment.
- **Nature's Chemistry:** fossil fuels formation, sustainable energy sources, plants as a source of oils, carbohydrates and nutrients, everyday consumer products and plants to products.
- **Chemistry in Society:** Corrosion of metals, use of metals in chemical cells, properties and applications of metals, plastics and new materials and use of chemicals in industry.

ASSESSMENT

The course is internally assessed. Pupils will undertake an assessment test, in exam conditions, for each unit. Pupils must also complete an assessed practical and write up under supervised conditions.

PROGRESSION PATHWAY

National 4 Biology, Chemistry or Physics subject to recommendation from your Science teacher.

CHEMISTRY

National 4

ENTRY REQUIREMENTS

Pass in S3 Chemistry or another Science or N4 Biology or Physics AND working towards N4 or N5 Mathematics.

COURSE OUTLINE

The course consists of 3 units:

- **Chemical Changes and Structure:** Average rates of reaction, neutralisation reactions, balancing chemical equations, bonding and chemical properties of materials.
- **Nature's Chemistry:** Physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids.
- **Chemistry in Society:** Chemistry of metals, bonding in plastics, reactions and processes used to manufacture fertilisers, nuclear radiation.

ASSESSMENT

The course is internally assessed. Pupils will undertake an assessment test, in exam conditions, for each unit. Pupils must also complete an assessed practical and added value unit under supervised conditions.

PROGRESSION PATHWAY

- National 5 Chemistry
- National 4 Biology
- National 4 Physics

CHEMISTRY

National 5

ENTRY REQUIREMENTS

Pass in S3 Chemistry or another Science or N4 Biology or Physics AND working towards N4 or N5 Mathematics.

COURSE OUTLINE

The course consists of 3 units:

- **Chemical Changes and Structure:** Average rates of reaction, neutralisation reactions, balancing chemical equations, bonding and chemical properties of materials.
- **Nature's Chemistry:** Physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids.
- **Chemistry in Society:** Chemistry of metals, bonding in plastics, reactions and processes used to manufacture fertilisers, nuclear radiation.

ASSESSMENT

At the end of the course students sit an SQA exam which accounts for 80% of the overall course award. An assignment conducted in school and marked in the SQA also contributes to the final grade.

PROGRESSION PATHWAY

Successful completion may lead to Higher Chemistry or National 5 studies in an alternative Science subject.

CHEMISTRY

Higher

ENTRY REQUIREMENTS

National 5 Chemistry at grade B or above OR Biology and Physics at grade B or above and N5 Maths.

COURSE OUTLINE

- **Chemical Changes and Structure:** Controlling reaction rates, periodic trends, collision theory, use of catalysts in reactions, electro-negativity and intra-molecular and intermolecular forces.
- **Researching Chemistry:** This Unit covers the key skills necessary to undertake research in chemistry. Learners will plan and undertake a practical investigation related to a topical issue, then communicate their results and conclusions.
- **Nature's Chemistry:** Organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products. Key functional groups and types of organic reaction.
- **Chemistry in Society:** Calculations of quantities of reagents and products in reactions, percentage yield and the atom economy, enthalpy changes, Oxidising and reducing agents and volumetric titrations.

ASSESSMENT

At the end of the course students sit an SQA exam, this accounts for 80% of their overall grade. An assignment conducted in school and marked by the SQA contributes to the bremaining 20% of the overall grade.

PROGRESSION PATHWAY

Successful completion may lead to advanced Higher Chemistry or a degree course.

CHEMISTRY

Advanced Higher

ENTRY REQUIREMENTS

Advanced Higher is intended for those pupils who have achieved a pass at Higher, Grade (A or B).

COURSE OUTLINE

- **Researching Chemistry:** Learners develop the key skills associated with a variety of different practical techniques and the related calculations.
- **Inorganic and Physical Chemistry:** Inorganic and physical chemistry, electromagnetic radiation, atomic spectroscopy, atomic structure, shape of molecules, transition metals and reaction kinetics.
- **Organic Chemistry and Instrumental Analysis:** Structure of organic compounds, organic reactions, colour in organic compounds, elemental analysis and spectroscopic techniques.

ASSESSMENT

At the end of the course learners sit an SQA exam, which contributes to their final grade together with the grade gained from a project report.

PROGRESSION PATHWAY

University Degree Courses

COMPUTER GAMES DEVELOPMENT

SCQF Level 4/5

National Progression Award

ENTRY REQUIREMENTS

No formal entry requirements. Level of study is determined by previous experience.

COURSE OUTLINE

Computer games are being used increasingly for leisure, in education and work-based training with users interacting via personal computers, consoles, tablets, mobile devices and web browsers. Computer gaming is a growing industry, with Scotland one of the global leaders.

The course introduces pupils to the wide variety of careers in the electronic media industry. It also helps develop some of the skills required, not only in the computer games industry, but in the wider world of work such as technical ability, research, presentation and enterprise skills. Activities included in the course are:

- Investigate the computing gaming industry/genres/hardware/trends and emerging technologies.
- Gain an understanding of underlying concepts and the fundamental principles involved in digital gaming, planning and design.
- Gain the knowledge and skills required in the creation of media assets e.g. sound and graphics files.
- Work with others to test a game and give constructive feedback.
- Develop materials to promote/market a computer game.
- Create 2D computer games

The 3 units of the course are:

- Computer Games: Design
- Computer Games: Media Assets
- Computer Games: Development

ASSESSMENT

To complete the Award, you will be expected to create a portfolio of your work as evidence of your successful completion of each of the units.

PROGRESSION PATHWAY

- Level 4 to Level 5
- Level 5 to Level 6
- Further study at college or university

COMPUTING SCIENCE

National 4

ENTRY REQUIREMENTS

Pupils will be given guidance on appropriate level.

COURSE OUTLINE

Computer Science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. The course reflects the skills and knowledge required to meet learners own needs and the needs of society in an ever increasingly computerised world.

The course has 3 units –

- Software Design and Development
- Information System Design and Development
- The Computer Science Assignment.

Pupils will have the opportunity to:

- Develop thinking skills and the ability to apply these skills to solving problems using computers.
- Develop evaluation skills in relation to the uses of computerised systems in today's world.
- Develop knowledge and understanding of key facts and ideas in computing science.
- Apply skills and knowledge in analysis, design, implementation and testing in the design of computer software; and information systems such as websites.
- Develop an understanding of the impact of computing science on society and the environment, as well as the study of technological progress and trends.

ASSESSMENT

To achieve the course award, learners must pass all the units by providing evidence of knowledge and skills in the design and development of software. The Computing Science Assignment is based on learning from the other 2 units.

The tasks involve the design and development of computer software using a programming language. In the Information System Design and Development unit the learner will learn how to develop websites, databases and investigate the hardware, software and the security risks associated with the use of information systems.

PROGRESSION

- National 5 Computer Science
- National Progression Award in Computer Games Design and Development

COMPUTING SCIENCE

National 5

ENTRY REQUIREMENTS

National 4 Computer Science or a National Progression Award in Computer Games Design and Development

COURSE OUTLINE

Computer Science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. The course reflects the skills and knowledge required to meet learners own needs and the needs of society in an ever increasingly computerised world. National 5 is particularly suited to those considering further study or a career in a computing related field or where computers are used extensively.

The course has 4 areas of study:

- Software Design and Development
- Website Design and Development
- Database Design and Development
- Computer Systems

Pupils will have the opportunity to:

- Develop thinking skills and the ability to apply these skills to solving problems using computers.
- Develop evaluation skills in relation to the uses of computerised systems in today's world.
- Develop knowledge and understanding of key facts and ideas in computing science.
- Apply skills and knowledge in analysis, design, implementation and testing in the design of computer software; and information systems such as websites and databases.
- Develop an understanding of the impact of Computing Science on society and the environment, as well as the digital security risks to computer systems.
- Develop skills in writing, reading and interpreting program code.

ASSESSMENT

Internal A practical course work task gives students the opportunity to demonstrate skills and knowledge of computer programming, website development and database development. The assignment is issued annually by the SQA and is worth 33% of the overall award.

External Students sit a 1.5 hour examination at the end of the course. This exam gives the students the opportunity to demonstrate the knowledge and understanding they have developed throughout the course. This part of the assessment is worth 67% of the overall award.

PROGRESSION PATHWAY

- Higher Computer Science
- National Progression Award in Computer Games Design and Development

COMPUTING SCIENCE

Higher

ENTRY REQUIREMENTS

National 5 Computer Science

COURSE OUTLINE

Computing Science is vital to everyday life – socially, technologically and economically; it shapes the world in which we live and its future. The course reflects the skills and knowledge required to meet learners own needs and the needs of society in an ever increasingly computerised world. Higher is particularly suited to those considering further study or a career in a computing related field or where computers are used extensively.

The course has 4 areas of study:

- Software Design and Development
- Website Design and Development
- Database Design and Development
- Computer Systems

Pupils will have the opportunity to:

- Develop thinking skills and the ability to apply these skills to solving problems using computers.
- Develop knowledge and understanding of key facts and ideas in computing science.
- Apply skills and knowledge in analysis, design, implementation and testing in the design of computer software; and information systems such as websites and databases.
- Develop an understanding of the impact of Computing Science on society and the environment, as well as the digital security risks to computer systems.
- Develop skills in writing, reading and interpreting program code.

ASSESSMENT

Internal A practical course work task gives students the opportunity to demonstrate skills and knowledge of computer programming, website development and database development. The assignment is issued annually by the SQA and is worth 33% of the overall award.

External Students sit a 2 hour examination at the end of the course. This exam gives the students the opportunity to demonstrate the knowledge and understanding they have developed throughout the course. This part of the assessment is worth 67% of the overall award.

PROGRESSION PATHWAY

Advanced Higher Computing Science
Level 6 Computer Games Development
Further study of computer science related courses at college and university

CREATIVE THINKING

SCQF Level 5/6 (Equivalent to N5/Higher)

ENTRY REQUIREMENTS

An interest in Creativity, Design and Problem Solving. Level 5 in Art & Design, Graphic Communication would be useful, but not essential.

COURSE OUTLINE

This course has been developed to support pupils to become Creative Thinkers, independent Learners and Successful Communicators, skills being requested by more and more employers and educators.

In the course you will work through 3 main projects gaining experiences in the following Learning Outcomes: Researching. Learning to find information to explore a problem, demonstrating at least two research methods and be able to draw conclusions from the outcomes.

Conceptualising. Proposing imaginative and creative concepts, which demonstrate understanding of the research.

Fail & Fix. Test and improve initial ideas.

Compare, contrast and develop solutions to deal with a problem, situation or issue.

Communication. Independently select and use appropriate media to clearly and creatively communicate ideas and potential solutions.

Evaluating. Demonstrating creative bravery in the evaluation of independent work and show awareness of roles and potential for improvement in own practice and performance.

There will be 3 main projects.

“Build a van of dreams” Create an interactive and mobile space for your chosen community to engage with.

“Create a circular Fashion Brand” Rethink how we use precious materials and work towards creating your own circular fashion brand.

“Campaign for Kindness” Learn about Campaigns and how to use creativity and empathy to make the world a little kinder.

ASSESSMENT

At the end of each unit, pupils work will be assessed internally against the Learning Outcomes above using an online assessment tool. The final grade will be awarded from the average of the 2 highest marked units from the 3 projects completed. A-D level 5/6 assessed by outcome.

On successfully completing the course, certificates will be issued by Edinburgh Napier University.

PROGRESSION PATHWAY

Level 6 Creative Thinking, N5/Higher Art & Design and other related subjects.

CRIMINOLOGY

SCQF Level 5

National Progression Award

ENTRY REQUIREMENTS

There are no entry requirements to the course. However, due to the nature of content and delivery at L5, a minimum of L4 in a literacy based subject is recommended.

COURSE OUTLINE

- Crime in the community
- History and development of criminology
- Crime scenes

This course is a suitable for anyone who is interested in the development of criminal behaviour and how that manifests in real life and within our local context. Course content varies between taught theoretical information and practical activities with a focus on data handling and interpretation of case studies.

ASSESSMENT

Assessment for the course is largely completed through open book assessments and portfolios with some closed book assessments and practical evaluations.

PROGRESSION PATHWAY

- Modern Studies at varying levels
- Criminology courses within further and higher education

CRIMINOLOGY

SCQF Level 6

National Progression Award

ENTRY REQUIREMENTS

At minimum:
A level 5 pass in Criminology OR
A grade C pass at National 5 Modern Studies or other related subject

COURSE OUTLINE

This course allows learners to study criminology, including the nature and extent of crime, the problems around measuring crime, and forensic psychology.

The nature and extent of crime unit introduces learners to the discipline of criminology and helps develop an understanding of the complex nature of crime and the challenges of measuring it.

In the crime control strategies unit pupils will examine the role, structure, and powers of the Scottish Criminal Justice System, and be ale to explain and evaluate custodial and non-custodial sentencing strategies.

Within forensic psychology, learners will be introduced to the work of forensic psychologists within the police, courts, and prison estate. Pupils will develop and understanding of theories of criminal behaviour and their application to criminality.

ASSESSMENT

Assessment for the course is largely completed through open book assessments and portfolios with some closed book assessments and practical evaluations.

PROGRESSION PATHWAY

Modern Studies at varying levels

Criminology courses within further and higher education

DRAMA

SCQF Level 4/5

ENTRY REQUIREMENTS

Pupils may join N5 Drama if they have an interest in performing arts or theatre arts. They must also be willing to work as part of a group, as this is an essential part of the course. Actors must be prepared to work at home, learning lines and studying extracts of plays at home. Designers will be expected to work on their designs both in school and at home.

COURSE OUTLINE

Students will develop their performance skills in acting or design through practical exercises and workshops. Working as part of a production team is essential to achieving success in the course. Students will develop their knowledge and understanding of key drama terms and vocabulary and learn how to create and evaluate drama necessary for the written element of the exam.

ASSESSMENT

Candidates will be regularly assessed throughout the year on their acting skills, production skills, knowledge and understanding of Drama terms as well as their ability to work as part of a group.

Final Performance (60% of final grade)

Pupils will take part in a performance, either as an actor or as a designer, which will be held in front of an SQA Visiting Assessor. The Assessor will mark each actor or designer in collaboration with the class teacher. This exam is earlier than other exams, and takes place during a visiting examiner window (during March/early April).

Question Paper (40% of final grade)

Pupils will use their knowledge of Drama terms and acting and theatre arts techniques to answer a question paper.

PROGRESSION PATHWAY

Students who are successful in N5 Drama may go on to study Higher Drama.

ENGLISH

National 4

ENTRY REQUIREMENT

S3 entering S4: recommendation for National 4 based upon their performance in S3
S4 entering S5: A pass at National 3

COURSE OUTLINE

The students will work on developing skills in the four assessable elements: Reading, Writing Talking, and Listening. They will be given tasks which will help them develop these skills so that they can meet the standards required to meet the learning outcomes.

National 4 is made up of four units of study:

Unit 1: Creation and Production	
Outcome 1	Produce a written text
Outcome 2	Take part in a spoken interaction
Unit 2: Analysis and Evaluation	
Outcome 1	Understand, analyse and evaluate a written text
Outcome 2	Understand, analyse and evaluate spoken language
Unit 3: Literacy Unit	
Outcome 1	Read and understand a word-based text
Outcome 2	Listen to and understand a spoken communication
Outcome 3	Write a technically accurate text
Outcome 4	Talk to communicate
Unit 4: Added Value Unit	
Outcome 1	Apply language skills to investigate selected texts.

ASSESSMENT

Students will be required to sit (and pass) internal assessments in each of these units to complete the course successfully. National 4 is an internally assessed qualification. There is no external examination.

National 4 is assessed as pass or fail. There is no differentiation in level of pass as there is at National 5 or Higher.

PROGRESSION PATHWAYS

S4		S5		S6
National 4	⇨	National 5	⇨	Higher
National 3	⇨	National 4	⇨	National 5

ENGLISH

National 5

ENTRY REQUIREMENT

S3 entering S4: recommendation for National 5 based upon their performance in S3.
S4 entering S5: recommendation for National 5 based upon performance in S4.

COURSE OUTLINE

The students will work on developing skills in the four assessable elements: Reading, Writing Talking, and Listening. They will also study several Literature texts which they will be required to answer on in the external exam.

ASSESSMENT

***Internal Assessment:* Spoken Language Component**

The spoken language performance comprises the skills of talking and listening. The pupil is required to:

- Take part in a group discussion demonstrating they can communicate effectively by contributing 'detailed and relevant ideas'.

External Assessment

Paper 1: 1 hour, 30%

Reading for Understanding, Analysis and Evaluation

These 30 marks will be awarded for applying reading skills in understanding, analysis and evaluation to one unseen non-fiction text. Assessment will involve learners answering questions to show these reading skills.

Paper 2: 1.5 hours, 40%

Critical Reading

This Section has two Parts:
Part 1 (20 Marks)
Students will apply their understanding, analysis and evaluation skills to previously studied Scottish texts from the specified list. An extract from each writer will be provided. Candidates will select an extract and answer questions.
Part 2 (20 Marks)
Students will apply their understanding, analysis and evaluation skills to previously studied texts by selecting one question and writing one critical essay.
In each part, learners must cover a different genre.

Folio: Internally produced, externally marked, 30%

Assignment

The folio will comprise of a piece of creative or a piece of discursive writing.
Fifteen marks will be awarded for each writing piece chosen for the folio.

PROGRESSION PATHWAYS

S5		S6
Higher	⇨	Advanced Higher

ENGLISH

Higher

ENTRY REQUIREMENT

A **grade C** pass at National 5.

COURSE OUTLINE

The students will work on developing skills in the four assessable elements: Reading, Writing Talking, and Listening. They will also study several Literature texts which they will be required to answer on in the external exam.

ASSESSMENT

***Internal Assessment:* Spoken Language Component**

The spoken language performance comprises the skills of talking and listening. The pupil is required to:

- Take part in a group discussion which demonstrates they can communicate effectively contribution of 'detailed and relevant ideas'.

External Assessment

Paper 1: 1.5 hours, 30%

Reading for Understanding, Analysis and Evaluation

These **30 marks** will be awarded for applying reading skills in understanding, analysis and evaluation to one unseen non-fiction text. Assessment will involve learners answering questions to show these reading skills.

Paper 2: 1.75 hours, 40%

Critical Reading

This Section has two Parts:

Part 1 (20 Marks)

Students will apply their understanding, analysis and evaluation skills to previously studied Scottish texts from the specified list. An extract from each writer will be provided. Candidates will select an extract and answer questions.

Part 2 (20 Marks)

Students will apply their understanding, analysis and evaluation skills to previously studied texts by selecting one question and writing one critical essay.

In each part, learners must cover a different genre.

Folio: Internally produced, externally marked, 30%

Assignment

The folio will comprise of a piece of creative or a piece of discursive writing.

Fifteen marks will be awarded for each writing piece chosen for the folio.

PROGRESSION PATHWAYS

S5		S6
Higher	⇨	**Advanced Higher**

ENGLISH

Advanced Higher

ENTRY REQUIREMENT

A grade C pass at Higher.

COURSE OUTLINE

During class time students will study different texts of a writer for Literary study - the texts will be decided in consultation with the students. There will also be opportunity to engage with and explore a variety of other texts from all genres for Textual Analysis.

During non-contact periods which are assigned to the Advanced Higher students will work on their dissertation – the focus of which will be chosen in consultation with the teacher – and on their Writing Folio pieces.

ASSESSMENT

Portfolio: 60%

Section 1: Dissertation, 30%

- The dissertation will be 2,500-3,500 words long.
- The dissertation will gain up to 30 marks (30% of the total mark).

Section 2: Writing, 30%

Students will produce two pieces of writing for two different purposes.
The writing can be from the following types:

- persuasive
- informative
- argumentative
- personal/reflective
- poetry
- prose fiction
- drama

This Section will gain up to 30 marks (30% of the total mark).

Question Papers: 40%

Paper 1: Literary study

- There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry.
- This section will gain up to 20 marks (20 % of the total mark).
- Candidates will select one question.

Paper 2: Textual Analysis

- There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry.
- This section will gain up to 20 marks (20% of the total mark).
- Candidates will select one question.

FRENCH

National 4

ENTRY REQUIREMENT

S3 entering S4: recommendation for National 4 based upon their performance in S3

COURSE OUTLINE:

1. Understanding Language: This is about your ability to READ AND LISTEN to written and spoken French.
2. Using Language: This is about your ability to TALK and WRITE in French.
3. Added value: This is about your ability to READ the language while researching a topic and then WRITE AND TALK about the topic in a presentation.

ASSESSMENT:

All of the assessments for the above Units will be carried out and marked by your teacher and they will also be checked by someone from outside the school. You teacher will build up a bank of EVIDENCE to show that you have passed the units.

What if I don't pass an assessment?

You will normally have the opportunity to retake a test on one or, in exceptional circumstances, two occasions, after you have done some extra work and have been given some more help or advice on how to improve your performance

National 4 is assessed as **pass** or **fail**. There is no differentiation in level of pass as there is at National 5 or Higher.

PROGRESSION PATHWAY

French

S4		S5		S6
National 3	⇨	National 4	⇨	National 5
National 4	⇨	National 5	⇨	Higher

German

S4		S5		S6
National 3	⇨	National 4	⇨	National 5
National 4	⇨	National 5		

FRENCH

National 5

ENTRY REQUIREMENT

- S3 entering S4: recommendation for National 5 based upon their performance in S3.
- S4 entering S5: A **pass** at National 4 plus evidence of ability to cope with the demands of N5.

COURSE OUTLINE:

TWO UNITS

1. **Understanding Language:** this is about your ability to READ AND LISTEN to written and spoken French.
2. **Using Language:** this is about your ability to TALK and WRITE in French.

ASSESSMENT:

EXTERNAL EXAMS

Component 1 — question paper: Reading and Writing, 37.5%

This question paper will have 50 marks (37.5% of the total mark).
This question paper has two Sections:

Section one: 'Reading', will have 30 marks. (25% of the total mark)

- You will read three texts in the modern language. You will respond to questions in English by using English.

Section two: 'Writing', will have 20 marks.(12.5% of the total mark)

- You will produce one written text in response to a stimulus supported by six bullet points which you must address.

Component 2 — question paper: Listening, 25%

This question paper will have 20 marks.
You will listen to one monologue and one short conversation in the modern language. You will answer questions in English and respond in English.

Component 3 — assignment: 'Writing', 12.5%

This question paper will have 20 marks.
You will produce one written text in response to a stimulus in class (context: society, learning, culture).

This will be externally marked by the SQA.

Component 4 — performance: Talking, 25%

The performance will have 30 marks.
You will deliver a presentation in French. You will take part in a natural, spontaneous conversation with your teacher in French. The presentation and conversation will be from one of the following contexts: society, learning, employability, and culture.

PROGRESSION PATHWAY

French

S4		S5		S6
N5	⇨	Higher	⇨	Advanced Higher

FRENCH

Higher

ENTRY REQUIREMENTS

Minimum Entry Requirement: C pass at National 5.

COURSE OUTLINE

Development of languages skills in the components of Reading, Writing, Talking and Listening.

ASSESSMENT

EXTERNAL EXAMS:

Components 1&2: Question paper—Reading and Writing

This question paper will have 50 marks for two sections.

Section one: 'Reading', 30 marks (25% of the total mark)

You will read a text in the modern language. You will respond to questions in English by using English (20 marks). You will also do a translation of an underlined section (10 marks).

Section two: 'Directed Writing', 20 marks (12.5% of the total mark)

You will be able to choose between 2 scenarios (covering 2 of the 4 contexts). You will produce one written text in response to a stimulus supported by 6 bullet points which you must address in full.

Component 3: Question paper—Listening

This question paper will have 20 marks (25% of the total mark).

You will listen to one monologue (8 marks) and one conversation (12 marks) in the modern language. You will answer questions in English and respond in English.

Component 4: Assignment—Writing

The assignment will have 30 marks (12.5% of the total mark).

The assignment allows candidates to produce a piece of writing in the modern language based on one of the following contexts: Society, Learning, Employability, Culture.

Component 5: Performance—Talking

The performance will have 30 marks (25% of the total mark).

You will lead a conversation in French or German. The topics of your conversation should encompass two contexts out of Society, Employability, Learning and Culture. This part of the assessment is internally conducted and can be externally moderated. Your Oral Exam will last for around 10 minutes.

PROGRESSION PATHWAYS

S5		S6
Higher	⇨	Advanced Higher

GEOGRAPHY

National 4 & 5

COURSE OUTLINE

For National 4 and 5 pupils will study 3 sections:

Human Environments

- Population
- Urban
- Rural

Physical Environments

- Glacial landscapes
- Coastal scenery
- Weather

Global Issues

- Health
- Environmental Hazards

ASSESSMENT

National 4: Internally assessed with a focus on local research and options on presentation methods.

National 5 : Externally assessed with 2 parts:

Part A:

Question paper worth 80 marks (75%) 2 hours 20 minutes. Assesses knowledge, mapping as well as numerical and graphical data.

Part B:

Assignment 20 marks (25%) a choice of Geographical topic based on local research

PROGRESSION PATHWAY

Higher Geography

GEOGRAPHY

Higher

ENTRY REQUIREMENTS

An A or B pass at National 5.

COURSE OUTLINE

There are 3 sections, namely:

- Physical Environments which includes learning about the atmosphere, hydrosphere, scenery and biosphere
- Human Environments examines both developed and developing countries and includes population, rural land degradation, and urban change.
- Global Issues topics are Development and Health and Global Climate Change

ASSESSMENT

There are 3 components:

1. Question paper assessing the physical and human environments lasting 1hr 50m and out of 100 marks
2. Question paper assessing global issues and geographical skills. This lasts 1hr 10m and accounts for 60 marks.
3. The assignment is written up in exam conditions last 1hr 30m following school based research.

PROGRESSION PATHWAY

Advanced Higher Geography

GEOGRAPHY

Advanced Higher

ENTRY REQUIREMENTS

Higher Geography: grade A or B.

COURSE OUTLINE

For Advanced Higher Geography, pupils require a good pass at Higher, a genuine interest in the subject and plenty of self-motivation as the syllabus is designed to encourage independent study. The course is aimed at extending still further the concepts and skills introduced during the first five years.

The course is in 3 units (each 40 hours)

- Geographical Methods and Techniques
- Geographical Study
- Geographical Issues

ASSESSMENT

Component 1: Question paper 50 marks – 2½ hours

- **Map Interpretation** (20 marks)
- **Gathering and Processing Techniques** (10 marks)
- **Geographical Data Handling** (20 marks)

Knowledge of a wide range of geographical methods and techniques and understanding of the contexts in which they ought to be used.

Application of a wide range of geographical methods and techniques including mapping skills, research / fieldwork skills, graphical techniques and statistical techniques for analysing and interpreting geographical data.

Component 2: Project-folio 100 marks

- **Project-folio Section A:** Geographical Study (60 marks) - a detailed study based on geographical research.
- **Project-folio Section B:** Geographical Issue (40 marks) - a critical evaluation of an issue from a geographical perspective.

PROGRESSION PATHWAY

Geography courses at University.

GRAPHIC COMMUNICATION

National 4 & 5

Graphic Communication in all its forms is vital to society. It is a means of getting across information visually using graphics. Graphic communication comes in many forms and various aspects of life including education, industry and commerce.
This course is designed to increase your awareness of how graphics are used, and to learn about the technology used to create them. You will create 2D, 3D and pictorial graphics with visual impact or that transmits information, digitally and on paper.
The skills you learn in this course are useful in many career areas including Architecture, Surveying, Engineering or Design and Marketing.

CAREER PATHWAY

Graphic Communication courses at University.

To see what career areas this subject could lead to and the routes to get there, download and view these career pathways:

- Art and Design
- Communications and Media
- Computing and ICT
- Construction
- Engineering

What will I study?

This course will teach you how to read, interpret and create graphic communications. You will develop skills in spatial awareness and visual language. And, you will learn how to use graphic communication equipment, software and materials effectively. You will also look at how graphic communication technologies impact on our environment and society.
The course comprises **two** areas of study.

2D Graphic Communication

You will:

- develop creativity and skills within a 2D graphic communication context
- initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts
- develop your skills in less familiar or new contexts
- develop 2D graphic spatial awareness.

3D and Pictorial Graphic Communication

You will:

- develop creativity and skills within a 3D and pictorial graphic communication context
- initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts
- develop your skills in less familiar or new contexts
- develop 3D graphic spatial awareness.

GRAPHIC COMMUNICATION

National 4 & 5

Continued ...

ASSESSMENT

National 4

Your teacher will assess your work on a regular basis throughout the course. Items of work might include:

- practical work – producing 2D sketches or 3D models by hand or computer
- project work – creating single page displays or layouts
- written work – producing reports or written evaluations.
- You must pass both units plus the added value unit to gain the course qualification.

National 5

Course Assessment

The course assessment has **two** components **totalling 120 marks**:

- Component 1: question paper – worth 80 marks
- Component 2: assignment – worth 40 marks.
- For the assignment component, you will be asked to create a set of preliminary, production and promotional graphics in answer to a brief and produce evidence of how you planned and evaluated your work. The assignment component will be set and externally assessed by the Scottish Qualifications Authority (SQA).
- The question paper will be set and marked externally by the SQA.
- The grade awarded is based on the total marks achieved across all course assessment components.
- The course assessment is graded A-D.

Study Materials

- SQA Past Papers Graphic Communication National 5
- SQA Specimen Paper Graphic Communication National 5
- SQA Understanding Standards Graphic Communication
- BBC Bitesize National 5 Graphic Communication

PROGRESSION PATHWAY

What can I go on to next?

If you complete the course successfully, it may lead to:

Higher Graphic Communication

GRAPHIC COMMUNICATION

HIGHER

ENTRY REQUIREMENTS

National 5 Graphic Communication: Grade A or B

COURSE OUTLINE

Higher Graphic Communication is the perfect preparation for further study of Graphic Communication at College
or University. The structure of the course encourages independent study, self-motivation, creativity and organisation. Students will be supported by Graphic communication teacher in building on their computer 2D and 3D modelling skills, Technical Graphics and Commercial Visual Media Graphics which is in the format of planning, production and promotional .

2D Graphic Communication
You will continue to:
• develop creativity and skills within a 2D graphic communication context
• initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts
• develop your skills in less familiar or new contexts
• develop 2D graphic spatial awareness.
3D and Pictorial Graphic Communication
You will:
• develop creativity and skills within a 3D and pictorial graphic communication context
• initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts
• develop your skills in less familiar or new contexts
• develop 3D graphic spatial awareness.

Students will work on individual projects with tutoring from teachers. This will prepare them for further study in College or
University.

ASSESSMENT

There is an exam in Higher Graphic Communication and there is a timed assessment issued in January that will be externally marked by the SQA.
Folios are marked A – D.
PROGRESSION PATHWAY
This course will allow you to build a structured portfolio for College or University application or progress on the Advanced Higher Graphic Communication.

GRAPHIC COMMUNICATION
ADVANCED HIGHER

ENTRY REQUIREMENTS
N5 Graphic Communication: Grade A or B

COURSE OUTLINE
Advanced Higher Graphic Communication is the perfect preparation for further study of Graphic Communication at College
or University. The structure of the course encourages independent study, self-motivation, creativity and organisation. Students will be supported by Graphic communication teacher in choosing a project which suits their
personal style, plays to their strengths and excites and inspires them.
In this course, students will select an area of Technical Graphics and Commercial Visual Media Graphics which is of personal interest to
them.

2D Graphic Communication
You will:
• develop creativity and skills within a 2D graphic communication context
• initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts
• develop your skills in less familiar or new contexts
• develop 2D graphic spatial awareness.
3D and Pictorial Graphic Communication
You will:
• develop creativity and skills within a 3D and pictorial graphic communication context
• initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts
• develop your skills in less familiar or new contexts
• develop 3D graphic spatial awareness.

Students will work on individual projects with tutoring from teachers. This course requires students to be self-motivated and regularly work independently. This will prepare them for further study in College or University.

ASSESSMENT
There is an exam in Advanced Higher Graphic Communication. There is continual discussion and feedback in
relation to the folio that is then externally marked by the SQA.
Folios are marked A – D.

PROGRESSION PATHWAY
This course will allow you to build a structured portfolio for College or University application.

HISTORY

National 4 & 5

COURSE OUTLINE

There are three units (topics) for National 4 and 5:

Unit I – Scottish

The Scottish Wars of Independence 1286 – 1328

You'll learn about William Wallace and Robert Bruce. Learn about the tragedy of the Maid of Norway, what is meant by "The Great Cause", what happened in the Battles of Stirling Bridge, Falkirk and Bannockburn, and how Robert Bruce became king of an independent Scotland in this topic, which covers a crucial and fascinating period of Scottish history.

Unit II – British

From the Cradle to the Grave. The Making of Modern Britain 1880 – 1951

This topic is all about the development of the modern British welfare state. Learn about self-help and the dreaded workhouses, the Liberals and the first government action to help the 'deserving poor', the Beveridge Report and the 'Five Giant Evils'. Can you imagine living in a country with no free education, affordable housing or healthcare? Learn how Britain made the journey from being a country where the poor had to help themselves to being a modern welfare state.

Unit III – European & World

Free at Last? Civil Rights in the USA, 1918 - 1968

You will learn about key individuals such as Martin Luther King Jr, Rosa Parks and Malcolm X but also about the various campaigns to improve civil rights in the USA. Do you know what the Jim Crow laws were? Do you know what the Ku Klux Klan was and what it did? Have you heard of the Montgomery Bus Boycott, the sit-ins or the Black Power protest at the 1968 Olympic Games? Learn all this and more in this topic which will shock and inspire you.

ASSESSMENT

	National 4	National 5
Added Value (This is SQA jargon for a piece of course-work.)	The Added value for National 4 is a project on a topic of your choice, from the ones that have been studied in the course. This will be marked by your teacher.	The Added Value for National 5 is an assignment on a topic of your choice from the ones that have been studied in the course. You will have to write an essay under exam conditions, but with a pre-written plan. This is marked by the SQA. It is worth 1/5 of your final mark.
Exam	There is no end of course exam for National 4 History. If you pass all three unit assessments and your Added Value project, you will be awarded a National 4.	For National 5, there is an end of course exam. This is marked by the SQA and it is worth 4/5 of your final mark. To pass National 5 History, you need to pass all three units, your Added Value Assignment and the final exam.

PROGRESSION PATHWAY

Higher History

HISTORY

Higher

ENTRY REQUIREMENTS

National 5 grade pass in History or Modern Studies and English.

COURSE OUTLINE

Historical Study : British

Britain 1851 – 1951

1. An evaluation of the reasons why Britain became more democratic, 1851–1928
2. An assessment of how democratic Britain became, 1867–1928
3. An evaluation of the reasons why women won greater political equality by 1928
4. An evaluation of the reasons why the Liberals introduced social welfare reforms,1906–14
5. An assessment of the effectiveness of the Liberal social welfare reforms
6. An assessment of the effectiveness of the Labour social welfare reforms, 1945–51

Historical Study : European and World

Russia 1881 – 1921

1. An assessment of the security of the Tsarist State before 1905
2. An evaluation of the causes of the 1905 revolution
3. An assessment of the attempts to strengthen Tsarism, 1905–14
4. An evaluation of the reasons for the April Revolution, 1917
5. An evaluation of the reasons for the success of October Revolution, 1917
6. An evaluation of the reasons for the victory of the Reds in the Civil War

Historical Study : Scottish

Migration and Empire 1830-1939

1. The migration of Scots
2. The experience of immigrants in Scotland
3. The impact of Scots emigrants on the Empire
4. The effects of migration and empire on Scotland, to 1939

ASSESSMENT

INTERNAL

Units are assessed by internal assessment and are pass or fail.

EXTERNAL

Pupils will be required to prepare and write an **extended essay** of their own choice which will count for just under 27% of their course assessment. This will be done in class time during the year.

Pupils also have to complete **two** questions papers:

Question paper 1: 1 hour 30 minutes, worth 44 marks

Contains 2 sections (Section 1: British – 22 marks; Section 2: European and World: 22 marks)

Question paper 2: 1 hour 30 minutes, worth 36 marks

Contains 1 section (Scottish)

PROGRESSION PATHWAY

Advanced Higher History

HEALTH AND FOOD TECHNOLOGY

National 5

ENTRY REQUIREMENTS

Completion of the S3 course in Home Economics within the Broad General Education would be beneficial but not essential. Learners should have an aptitude or an interest in food, cooking and its role in our lives and our society.

COURSE OUTLINE

The aim of this course is to develop learners' life skills and enable them to choose, prepare and cook food for themselves and others. Learners will cook every week in the double lesson.

- **Food For Health -** includes the functions and sources of nutrients, the Scottish Dietary Goals, dietary needs of individuals and Dietary diseases.
- **Food Product Development –** includes the different functional properties of food e.g. the role of sugar in a baked product, the food product development process which will involve learners developing new food products.
- **Contemporary Food Issues -** includes factors which influence/affect consumer choice of food, 'contemporary food issues' such as organic and genetically modified foods, current technological developments and food packaging.

ASSESSMENT

To gain the course award at National 5 the candidate must pass the course assessment set by the SQA which consists of 2 parts:

- The assignment that is worth 50% of the final mark. This is done in class time and involves the candidates researching, developing, making and evaluating a new food product.
- The written paper that is worth 50% of the final mark

PROGRESSION PATHWAY

- A pass at National 5 means that you can progress to study Health & Food Technology at Higher level.
- Health and Food Technology can be a useful subject for your own wellbeing

HEALTH AND FOOD TECHNOLOGY

Higher

ENTRY REQUIREMENTS

Completion of the S3 course in Home Economics, National 5 Health & Food Technology or National 5 Practical Cookery.

Completion of National 4/5 Biology/Chemistry/Business Management would also be advantageous but not essential. Learners should have an aptitude or an interest in food, cooking and its role in our lives and our society.

COURSE OUTLINE

The aim of this course is to develop learners' life skills and enable them to choose, prepare and cook food for themselves and others. Learners will cook every week in the double lesson.

- **Food For Health -** includes the functions and sources of nutrients, the Scottish Dietary Goals, dietary needs of individuals and investigating a range of Dietary diseases.
- **Food Product Development –** includes the different functional properties of food e.g. the role of sugar and fat in a baked product, the food product development process which will involve learners developing new food products and food hygiene and safety.
- **Contemporary Food Issues -** includes factors which influence/affect consumer choice of food, 'contemporary food issues' such as organic and genetically modified foods, current technological developments and food labelling.

ASSESSMENT

To gain the course award at Higher the candidate must pass the course assessment set by the SQA which consists of 2 parts:

- The assignment that is worth 50% of the final mark. This is done in class time and involves the candidates analysing, researching, developing, making and evaluating a new food product.
- The written paper that is worth 50% of the final mark

PROGRESSION PATHWAY

- Higher Health and Food Technology can be a useful subject for your own wellbeing and for the following jobs/careers:
- Food marketing and business, teaching, food scientist, biochemist, lab technician, brewing/distilling industry, catering industry, dietetics, nursing, environmental health, public health, sports coaching, personal trainer.

HORTICULTURE

SCQF Level 4

National Progression Award

ENTRY REQUIREMENTS

Recommendation from Science or Pastoral teacher.

COURSE OUTLINE

The National Progression Award in Horticulture at SCQF level 4 introduces learners to techniques that are important to the horticultural sector and covers areas such as allotment gardening and plant propagation. It develops knowledge and understanding of horticulture, practical, technical and transferrable skills, oral, written and evaluation abilities, resource management, problem solving and planning and organisational communication skills.

ASSESSMENT

The course is internally assessed throughout the year through the completion of a log book and open book assessments.

PROGRESSION PATHWAY

- Further studies at college.
- National 4 Biology, Chemistry or Physics (subject to recommendation by your Horticulture teacher)

LEAPS TRANSITIONS COURSE

SCQF Level 7

ENTRY REQUIREMENTS

This course is for LEAPS-eligible students, entering S6, who are aiming for university. Students must be able to accommodate the course as part of the school timetable, commit to the time needed and be predicted to achieve at least BB at Higher by the end of S5. Interested students should speak to their guidance teacher and apply via the LEAPS website when applications open in March.

COURSE OUTLINE

- The course focuses on developing successful academic practice, and how to be successful at university. It teaches key academic skills such as critical thinking, academic writing, using evidence, and referencing - everything you need to prepare you for university.
- Sessions are led by the LEAPS teaching team. Students will also be taught by visiting academics from partner universities, and be assigned a class tutor (a current postgraduate student).
- The course runs from August to March, with sessions on Tuesday and Thursday afternoons. There is a mix of online and in-person sessions based at the University of Edinburgh - travel arrangements and costs are supported by LEAPS. Students attend lectures and tutorials every week, as well as participating in workshops, group project work, independent study and research.

ASSESSMENT

- There are three assessments, and additional informal (formative) assessments including weekly coursework for each tutorial. These provide valuable insights and feedback before you start your future higher education studies.

PROGRESSION PATHWAY

- Many universities in Scotland consider the LEAPS Transitions Course for university admissions purposes – some will accept it s a Higher, some will consider it at confirmation stage. Students taking this course are demonstrating to universities that they are committed to preparing for university-level study.

LITERATURE AND COMMUNICATIONS

SCQF Level 5

ENTRY REQUIREMENT

S4/5 entering S5/6: National 4 English

COURSE OUTLINE

The course comprises of two separate units. In 'Communications 5', the students will work on developing skills of Reading, Writing Talking, and Listening in a wide range of contexts. In 'Introduction to Literature', pupils will learn skills in analysis and evaluation when studying several literary texts from different genres (prose, drama, poetry).

ASSESSMENT

***Internal Assessment:* Communications**

Outcome 1: Respond to questions on one unseen non-fiction text that conveys detailed information and/or ideas.

Outcome 2: Produce a piece of writing of 500+ words that presents ideas/ information.

Outcome 3: Respond to questions on one unseen spoken communication to show understanding of purpose, content and point of view.

Outcome 4: Actively participate in a spoken activity for at least 3 minutes, as well as responding to the contribution of others.

***Internal Assessment:* Literature**

Outcome 1: write or present on 2 previously studied texts.

Outcome 2: Answer textual analysis questions on a previously studied text.

PROGRESSION PATHWAYS

S5		S6
Introduction to Literature and Communica-	⇨	Literature 1 and Communications 6

APPLICATIONS OF MATHEMATICS

National 3

ENTRY REQUIREMENTS

Pass at National 2 Lifeskills

COURSE OUTLINE

The aims of this course are to enable learners to interpret real-life situations involving mathematics and investigate the use of basic mathematical ideas and number processes in real-life contexts. Learners will be able to select and apply basic mathematical and numeracy skills in real-life contexts, interpret and use the results of calculations, measurements and data to make informed decisions, and communicate mathematical information in an appropriate way.

The course consists of 3 units:

- **Numeracy:** Learners will develop their numerical and information handling skills to solve simple, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will use their knowledge of number processes, information handling and probability to make informed decisions.
- **Manage Money and Data:** Learners will be able to apply their skills, knowledge and understanding of mathematics and numeracy to manage money and data in real-life contexts. Key topics are wages, percentages, income and outgoings, and using graphs, charts and tables.
- **Shape, Space and Measures:** Learners will be able to apply their skills, knowledge and understanding of shape, space and measures in real-life contexts. Key topics are directions and journeys, time, and perimeter and area.

ASSESSMENT

- All three units will be assessed and awarded pass or fail.
- If a learner fails a unit they will be allowed **one** resit.
- All assessments are internally set and marked but will be moderated by SQA

PROGRESSION PATHWAY

- N4 Applications of Mathematics

APPLICATIONS OF MATHEMATICS

National 4

ENTRY REQUIREMENTS

Pass at National 3 Applications of Mathematics

COURSE OUTLINE

This course will motivate and challenge learners by enabling them to select and apply mathematical skills to tackle straightforward real-life problems or situations. Pupils will develop the ability to interpret straightforward real-life problems or situations involving mathematics, help develop confidence in the subject and a positive attitude towards the use of mathematics. Learners will be able to apply mathematical operational skills, use mathematical reasoning skills to assess risk, draw conclusions and explain decisions, and communicate mathematical information in an appropriate way.

The course consists of 3 units:

- **Numeracy:** Learners will develop their numerical skills in number processes and information handling in order to solve problems and make informed decisions. Key topics include money, time and measure.
- **Geometry and Measure:** In this unit learners develop skills that focus on the use of mathematical ideas and strategies that can be applied to geometry and measurement in straightforward real-life contexts. This includes using skills in interpreting and in using shape, space and measures to determine and explain solutions. Key topics include scale drawings, time management, area and volume.
- **Managing Finance and Statistics:** In this unit learners develop skills that focus on the use of mathematical ideas and strategies that can be applied to managing finance and statistics in straightforward real-life contexts. Key topics include wages, budgeting, and using charts, graphs and tables.

ASSESSMENT

- All three units will be assessed and awarded pass or fail.
- If a learner fails a unit they will be allowed **one** resit.
- There will also be an end of course exam which will also be awarded pass or fail.
- All assessments are internally set and marked but will be moderated by SQA.

PROGRESSION PATHWAY

- N5 Applications of Mathematics

APPLICATIONS OF MATHEMATICS

National 5

ENTRY REQUIREMENTS

Pass at National 4 Mathematics or National 4 Applications of Mathematics.

COURSE OUTLINE

This course will motivate and challenge learners by enabling them to think through real life situations involving mathematics and to form a plan of action based on logic. Pupils will develop skills to help them select and apply mathematical techniques to tackle a range of real life problems and unfamiliar situations. Learners will also have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work.

The course consists of 3 units:

- **Numeracy:** Learners will develop their numerical skills in number processes and information handling in order to solve problems and to make informed decisions. Key topics include Percentages, Ratio, Proportion and Fractions. It is important that pupils are comfortable with these skills both with and without a calculator.
- **Geometry and Measure:** Learners will work with topics they are familiar with from S3 such as Pythagoras, Area and Volume. They will apply these developed skills to real life applications, including 'Container Packing' and 'Precedence Tables'.
- **Finance and Statistics:** Learners will develop their Statistical and Financial skills and apply these to real – life situations. Pupils will be expected to be able to make Statistical comparisons using Semi Interquartile Range and Standard Deviation.

ASSESSMENT

There will be 3 assessments throughout the year in November, January and April. These will assess unit 1, units 1 & 2 and units 1, 2 & 3 respectively.

There will also be an external SQA end of course exam which will be awarded A, B, C, D or U.

- The final exam consists of two papers, non calculator and calculator.
- The non calculator paper is worth 35 marks and is 50 minutes long.
- The calculator paper is worth 55 marks and is 1 hour 40 minutes long.
- The grade awarded is based on the total marks achieved across these two papers.
- Achievement of this course gives automatic certification of the core skill N5 Numeracy.

PROGRESSION PATHWAY

- Higher Applications of Maths

APPLICATIONS OF MATHEMATICS

Higher

ENTRY REQUIREMENTS

Pass at National 5 Mathematics or National 5 Applications of Mathematics.

COURSE OUTLINE

The course aims to equip candidates with the mathematical and statistical literacy skills they need for life, work, and further study in a wide range of curricular areas. It will help develop candidates' financial literacy in real-life contexts and show candidates how they can use appropriate digital technology to manipulate and model mathematical, statistical and financial information. Learners will develop mathematical reasoning skills so that they can generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions in familiar and unfamiliar situations. Learners will also develop a range of mathematical skills so that they can analyse, interpret and present data and numerical information, and learners will be able to appraise quantitative information critically, considering modelling or statistical assumptions.

The course consists of 4 units:

- **Mathematical Modelling:** Learners will understand and apply the process of mathematical modelling to evaluate, analyse and interpret mathematical models. They will also learn to use software effectively in calculations.
- **Statistics and Probability:** Learners will apply statistical skills to basic probability, correlation and linear regression. They will also be able to apply statistical literacy skills to data apply statistical skills to data analysis, interpretation and communication.
- **Finance:** Learners will apply mathematical skills to calculating present and future values of monetary payments, and solve problems related to personal financial products and transactions and analyse the results. Students will also be able to apply personal financial planning skills.
- **Planning and Decision Making:** Learners will understand and apply project planning and decision making.

ASSESSMENT

COMPONENT 1: Project

Students must complete a project that is worth 30 marks - they have 8 hours to complete this in class time.

The following candidate evidence is required for submission to SQA:

- An electronic or handwritten report incorporating output from statistical software, for example tables of descriptive statistics, appropriate graphs, or charts.
- Analysis and summary of their research question.

The project report should not exceed 2000 words, excluding the title page, contents page, tables of data, graphs, diagrams, calculations, references, acknowledgements, and any appendices.

COMPONENT 2: Question Paper

Students must answer all questions worth 65 marks in 2 hours and 5 minutes. A formula sheet is provided. The question paper requires candidates to use spreadsheet and statistical software.

They will have access to the following resources:

- A computer, without internet access.
- Electronic files supplied by SQA.
- Spreadsheet software and statistical software.

The grade awarded is based on the total marks achieved across all course assessment components.
The course assessment is graded A, B, C, D, or U.
Achievement of this course gives automatic certification of the core skill L6 Numeracy.

MATHEMATICS

National 4

ENTRY REQUIREMENTS

Pass at National 3 Applications of Mathematics or National 4 Applications of Mathematics

COURSE OUTLINE

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

The course consists of 3 Units:

- **Numeracy:** This unit will allow learners to develop numerical skills in number processes and information handling in order to solve problems and to make informed decisions. Theses skills will be developed in context including those of money, time and measurement.
- **Expressions and Formulae:** In this unit learners will develop the knowledge and skills that involve the representation of ideas in symbolic form and the straight forward manipulation of abstract terms. This will include simplification of expressions and evaluation of formulae covering aspects of algebra and geometry.
- **Relationships:** Learners will work with straightforward relationships in algebra, geometry, trigonometry and statistics. They will develop their skills in solving equations, analysing graphs, making reasoned deductions and predictions.

ASSESSMENT

- All three units will be assessed and be awarded pass or fail.
- If a learner fails a unit they will be allowed **one** resit.
- There will also be an end of course exam which will also be awarded pass or fail.
- All assessments are internally set and marked but will be moderated by SQA.

PROGRESSION PATHWAY

- National 5 Mathematics
- National 5 Applications of Mathematics

MATHEMATICS

National 5

ENTRY REQUIREMENTS

Pass at National 4 Mathematics

COURSE OUTLINE

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

The course consists of 3 Units:

- **Expressions and Formulae:** learners will develop the knowledge and skills that involve the representation of ideas using algebra and the straight forward manipulation of algebraic terms. This will include simplification of expressions and evaluation of formulae covering aspects of algebra and geometry. Learners will apply operational and reasoning skills in context including those taken from life and work
- **Relationships:** Learners will work with straightforward relationships in algebra, geometry, trigonometry and statistics. They will develop their skills in solving equations, analysing graphs, making reasoned deductions and predictions.
- **Applications:** Learners will develop knowledge and skills in geometry, trigonometry and statistics which can readily be applied to solving real-life problems to make informed decisions. Learners will develop the ability to interpret information, use diagrams and select appropriate techniques to produce a solution

ASSESSMENT

There will be 3 assessments throughout the year in November, January and April. These will assess unit 1, units 1 & 2 and units 1, 2 & 3 respectively.

There will also be an external SQA end of course exam which will be awarded A, B, C, D, or U.

- The final exam consists of two papers, non calculator and calculator.
- The non calculator paper is worth 40 marks and is 1 hour long.
- The calculator paper is worth 50 marks and is 1 hour and 30 minutes long.
- The grade awarded is based on the total marks achieved across these two papers.
- Achievement of this course gives automatic certification of the core skill N5 Numeracy

PROGRESSION PATHWAY

- Higher Mathematics
- Higher Applications of Mathematics
- National 5 Applications of Mathematics

MATHEMATICS

Higher

ENTRY REQUIREMENTS

A or B at National 5 Mathematics

COURSE OUTLINE

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

The course consists of 3 Units:

- **Expressions and Formulae:** This unit allows learners to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The unit cover aspects of algebra, geometry and trigonometry, and also skills in mathematical reasoning and modelling
- **Relationships:** The aim of this unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. This unit cover aspects of algebra, trigonometry, calculus, and also skills in mathematical reasoning and modelling
- **Applications:** In this unit learners will develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. This unit covers aspects of algebra, geometry, calculus, and also skills in mathematical reasoning and modelling.

ASSESSMENT

There will be 3 assessments throughout the year in November, January and April. These will assess unit 1, units 1 & 2 and units 1, 2 & 3 respectively.

There will also be an external SQA end of course exam which will be awarded A, B, C, D, or U.

- The final exam consists of two papers, non calculator and calculator.
- The non calculator paper is worth 55 marks and is 1 hour and 15 minutes long.
- The calculator paper is worth 65 marks and is 1 hour and 30 minutes long.
- The grade awarded is based on the total marks achieved across these two papers.
- Achievement of this course gives automatic certification of the core skill L6 Numeracy

PROGRESSION

Advanced Higher Mathematics
Higher Applications of Mathematics

MATHEMATICS

Advanced Higher

ENTRY REQUIREMENTS

A or B at Higher Mathematics

COURSE OUTLINE

This course will develop skills for further learning, as well as skills for life and work. Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques and will develop their understanding of the interdependencies within mathematics. Learners will develop skills needed to interpret and analyse information, simplify and solve problems, assess risk, and make informed decisions. Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value.
The course consists of 3 Units:

- **Methods in Algebra and Calculus:** This unit will develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. This unit covers partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.
- **Applications of Algebra and Calculus:** This unit will develop advanced knowledge and skills that involve the application of algebra and calculus to real life and mathematical situations, including applications to geometry. Learners will acquire skills in interpreting and analysing problem situations where these skills can be used. This unit covers the binomial theorem, the algebra of complex numbers, properties of functions, and rates of change. Aspects of sequences and series are introduced, including summations and proof by induction
- **Geometry, Proof and Systems of Equations:** This unit will develop advanced knowledge and skills involving geometry, number and algebra, and examines the close relationship between them. Learners will develop skills in logical thinking. The unit covers matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

ASSESSMENT

There will be 3 assessments throughout the year in November, January and April. These will assess unit 1, units 1 & 2 and units 1, 2 & 3 respectively.

There will also be an external SQA end of course exam which will be awarded A, B, C, D, or U.

- The final exam consists of two papers, non calculator and calculator.
- The non calculator paper is worth 35 marks and is 1 hour long.
- The calculator paper is worth 80 marks and is 2 hours and 30 minutes long.
- The grade awarded is based on the total marks achieved across these two papers.

MODERN AGRICULTURE (INVESTIGATION OF)

SCQF Level 5

National Progression Award

ENTRY REQUIREMENTS

There are no entry requirements to the course but S3 Geography is recommended. As the course is L5 you must also be taking English at minimum N4 level.

COURSE OUTLINE

- Agriculture: Investigation of Local Agriculture
- Agri-Tourism: An Introduction
- Agri-Tech and Precision Farming: An Introduction

The qualification is suitable if you are interested in a career in the agriculture sector or looking to progress to higher level studies. You will develop an understanding of the agricultural activities that take place in your area, how technology and the collection and use of data affects these activities and how agri-tourism is helping farms diversify and remain viable.

ASSESSMENT

Assessment for the course will be completed under open-book conditions over the duration of the year. Taking part in field trips is also part of the course assessment.

PROGRESSION PATHWAY

- study at SCQF level 6 at Borders College
- an HNC/HND in Agriculture or a related area
- an SVQ in the Agriculture sector

MODERN STUDIES

National 4 & 5

COURSE OUTLINE

National 4/5 is comprised of three areas looking at social, economic, and political issues in Scotland and internationally.

Topic One- Social Issues: Crime and Law

During this part of the course pupils will investigate why and how people commit crime and the impact this has on individuals and societies. The course is split as follows:

- Nature and extent of crime in Scotland
- Causes of crime
- Consequences of crime
- Criminal Justice: The adult and children's court systems
- Responses to crime

Topic Two- Democracy in Scotland

During this section pupils examine how decisions are made in Scotland and how people and groups can influence this and have a say.

- Democracy: How does it work and what are the key features?
- Participation: How can we take part in democracy and make a difference?
- Influence: Who has it and how do we use it?
- Representation: Who listens to us and what do they do?
- Voting Systems: How do we vote and what good does it do?

Topic Three- World Power: The USA

In this area pupils take a closer look at an international power and will look at the impact America has on the global stage. Pupils will look to establish similarities and differences between Scotland and America

- The political system of America
- The impact of America on other countries
- The lifestyle of people in America
- What social, political, and economic issues do American citizens face?

ASSESSMENT

Internal

- Pupils will be assessed internally at the end of each topic to gauge understanding, measure progress and set targets moving forward.
- Nat 4 pupils will produce an assignment that will be internally marked

External

- Nat 5 pupils will sit an exam in May worth 4/5 of the overall mark
- Nat 5 pupils will research a topic and provide a written report on this in exam conditions worth 1/5 of the overall mark

PROGRESSION PATHWAY

- National 4 to National 5
- National 5 to Higher

MODERN STUDIES

Higher

ENTRY REQUIREMENTS

National 5 Modern Studies (A/B preferred)
National 5 or above English/Other Social Subject (A/B preferred)

COURSE OUTLINE

Topic One- Social Issues: Social Inequality

During this part of the course pupils will investigate health and wealth inequalities and government responses to combat divisions within society

- Reasons social inequality exist
- The impact of social inequality on individuals and society
- Consequences of social inequality
- Attempts to tackle inequality

Topic Two- Democracy in the UK

During this section pupils examine how decisions are made in Scotland and how people and groups can influence this and have a say.

- Alternatives to the governing of Scotland
- The arrangement of the UK government
- The study of representation and participation
- Effectiveness of ensuring government accountability
- How do we vote and why do we vote the way we do?
  - Voting systems
  - Voting behaviour
- Influences on decision making

Topic Three- International Issues: Development in Africa

In this area pupils take a closer look at an international issue and will focus on a problem extending beyond the borders of a single country

- Social/Political/Economic factors causing under-development in Africa
- Effects of the under-development locally/regionally/nationally/globally
- Attempts to resolve this issue

ASSESSMENT

Internal

- Pupils will be assessed internally at the end of each topic to gauge understanding, measure progress and set targets moving forward.

External

- Pupils will sit an exam in May worth 73% of the overall mark
- 1x Knowledge Paper & 1x Source handling paper
- Pupils will research a topic and provide a written report on this in exam conditions worth 27% of the overall mark

PROGRESSION PATHWAY

- Advanced Higher

MODERN STUDIES

Advanced Higher

ENTRY REQUIREMENTS

- Higher Modern Studies (A/B preferred)
- Preferred but not essential Higher English

COURSE OUTLINE

Advanced Higher Modern Studies there are three contexts you are able to cover.
We will study either:

Context Two: Crime and Law
Understanding criminal behaviour

- Theories of crime
- Impact of crime

Responses by society to crime

- Theories of punishment
- Effectiveness of sentencing

Research into Crime and Law and the methods used
Throughout the course an international comparison will be made between the UK and one other country

ASSESSMENT

Internal

- Pupils will be assessed internally at the end of each topic to gauge understanding, measure progress and set targets moving forward.
- Pupils must pass unit assessments for each topic covered

External

- Pupils will research and produce a 5000 word dissertation worth 50/140 marks
- Pupils will complete a final exam worth 90/140 marks

PROGRESSION PATHWAY

University/College courses in link subjects such as sociology, criminology, social policy, and politics

MUSIC

National 4 & 5

ENTRY REQUIREMENTS

Usually pupils are expected to have taken Music in S3.

COURSE OUTLINE

National 4 and National 5 Music consist of three elements. They are Performing Skills, Understanding Music and Composing Skills. At National 4 these are covered as Units which are internally assessed and there are no external exams. At National 5 there are no unit assessments, but there are three external assessments.

Performing Skills- Pupils prepare a performance programme on their two chosen instruments which lasts for 8 minutes in total. For this element pupils are expected to work at home and in school on their performance programmes.

Understanding Music- Throughout the year pupils will listen to and learn about different styles and genres of music. Pupils will also familiarise themselves with music signs and symbols and learn to recognise and apply these in music. Through activities and informal assessments pupils will learn to identify music concepts when listening to different types of music.

Composing Skills- Pupils will compose a piece of music throughout the school year. Pupils are encouraged to produce music which is relevant to them, e.g. using their own instrument or a style they are familiar with. Pupils are encouraged to compose using a range of techniques including using computer software, recording equipment or simply through playing. Once the piece is complete pupils write a review of their music.

ASSESSMENT

Performing Skills (50% of N5 final grade)- For N5 pupils there is an external performance exam at the end of February where pupils play their 8 minute programme to an SQA Visiting Assessor. N4 Performing Skills are internally assessed.

Understanding Music (35% of N5 final grade)- There is an external N5 Understanding Music exam in the main SQA exam diet. N4 Understanding Music is internally assessed.

Composing Skills (15% of N5 final grade)- N5 pupils created composition and review are submitted to SQA in March to be assessed. N4 Composing Skills are internally assessed.

PROGRESSION PATHWAY

Pupils who achieve National 4 may go on to sit National 5 Music, and National 5 candidates may progress to Higher. Music is a very useful course as can help develop confidence, creativity, discipline and listening skills in learners. Knowledge of music and the ability to play or sing is essential in Primary teaching, careers on stage or screen and many other professions can benefit from the experience of a creative subject. In fact, creative problem solving is listed as one of the most sought after 'soft' skills online.

MUSIC

Higher

ENTRY REQUIREMENTS

A genuine enjoyment of the subject and desire to work independently are requirements for this course, and pupils must be prepared to practise at home for at least 30 minutes per day. It helps to have lessons on an instrument, but this is not essential.

COURSE OUTLINE

Higher Music consists of three elements. They are Performing Skills, Understanding Music and Composing Skills.

Performing Skills- Pupils prepare a performance programme on their two chosen instruments which lasts for 18 minutes in total. For this element pupils are expected to work at home and in school on their performance programmes.

Understanding Music- Throughout the year pupils will listen to and learn about different styles and genres of music. Pupils will also familiarise themselves with more complex music theory including chord identification, and learn to recognise and apply these in music. Through activities and informal assessments pupils will learn to identify complex music concepts when listening to different types of music.

Composing Skills- Pupils will compose a piece of music throughout the school year. Pupils are encouraged to produce music which is relevant to them, e.g. using their own instrument or a style they are familiar with. Pupils are encouraged to compose using a range of techniques including using computer software, recording equipment or simply through playing. Once the piece is complete pupils write a review of their music. Pupils also produce an analysis of another composer's piece of music.

PROGRESSION PATHWAYS

Music is a very useful course as can help develop confidence, creativity, discipline, independent working and listening skills in learners. Knowledge of music and the ability to play or sing is essential in Primary teaching, careers on stage or screen and many other professions can benefit from the experience of a creative subject. In fact, creative problem solving is listed as one of the most sought after 'soft' skills online.

PHYSICAL EDUCATION

National 4 & 5

ENTRY REQUIREMENTS:

A strong interest in sport and full participation in core PE throughout S1 to S3 is essential. Completion of the S3 Elective PE course would be an advantage.

COURSE OUTLINE:

The National 4 and 5 PE courses enable all learners to experience and develop their performance in a range of physical activities. Through investigation and analysis, learners will be taught how to improve their performance so that they can become more effective performers in each activity.

There are two areas in both courses:

- **Performance Skills:** Learners will experience a range of physical activities with a focus on improving their practical ability.
- **Factors Impacting On Performance:** Pupils will be taught to talk about, write and demonstrate their knowledge and understanding of key features which impact on improving sporting performance. They will then be able to consider if their training and practise is effective and making a positive impact on their performance. Some lessons will be classroom based and others will involve worksheets and ICT (especially video work) to support learning in the practical setting.

ASSESSMENT

National 4	National 5
1 **Performance Skills** Candidates must pass 1 activity Internally Assessed. 2 **Factors Impacting on Performance** Written assessment. Internally assessed. Pass/Fail 3 **Added Value Unit** Sporting performance. Internally Assessed Pass/Fail	**Course assessment** Performance. Candidates will undertake one performance. This will be assessed out of 30 marks. Factors Impacting on Performance Portfolio Externally assessed by the SQA. Total: 60 marks.

PROGRESSION PATHWAY:

Participation in this course will improve performance levels in sporting activities, personal fitness and general health and wellbeing. The course also builds the fundamental skills and knowledge required for the Higher PE course. These courses will help those pupils who wish to find employment in the leisure industry, emergency services, armed forces, PE teaching, sports science and outdoor pursuits. They are also valued by universities and colleges because of the personal skills and attributes that are developed through sport.

PHYSICAL EDUCATION

Higher

ENTRY REQUIREMENTS:

A strong Pass at National 5 with high marks in both the practical and written elements of the course.

COURSE OUTLINE:

Performance Skills

Learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective performances. Learners will be taught how to respond to and meet the demands of the performance environment in a safe and effective way. There is the opportunity for personalisation and choice through the selection of physical activities used for learning and teaching.

Factors Impacting On Performance

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

ASSESSMENT

Performance

- Two practical performances, internally assessed out of a possible 30 marks.
- They combine to be worth 50% of the total mark.

SQA Exam

The final question paper is split into 3 sections and is worth 50% of the total mark.

PROGRESSION PATHWAY:

Participation in this course will improve performance levels in sporting activities, personal fitness and general health and well-being. The course will help those pupils who wish to find employment in the leisure industry, emergency services, armed forces, PE teaching, sports science and outdoor pursuits. They are also valued by universities and colleges because of the personal skills and attributes that are developed through sport.

PHYSICS

National 4

ENTRY REQUIREMENTS

Pass in S3 Physics and working towards National 4 or 5 Mathematics, or a pass in National 4 Chemistry, or National 4 Biology.

COURSE OUTLINE

This course gives an insight into the nature of our world and its place in the Universe. It develops skills of investigation, problem solving and analytical thinking.

There are three Units and an Added Value Unit:

- **Electricity and Energy:** Generating electricity, Electromagnetism, Circuits, practical Electronics and Gases (Kinetic model and laws)
- **Waves and Radiation:** Sound, Electromagnetic Spectrum (including communication and medical uses), Nuclear Radiation
- **Dynamics and Space:** Speed, Acceleration, Forces, Satellites and Cosmology

ASSESSMENT

The course is internally assessed. Pupils will undertake an assessment test, in exam conditions, for each unit. Pupils must also complete an assessed practical and added value unit under supervised conditions.

PROGRESSION PATHWAY

- National 5 Physics
- National 4 Biology
- National 4 Chemistry

PHYSICS

National 5

ENTRY REQUIREMENTS

Secure pass in S3 Physics exam, and working towards N4 or N5 Mathematics and English.
The course would also suit students who obtained a pass in N5 Chemistry or Biology and/or are working towards N5 Mathematics and wish to take Physics for the first time.
The course may suit students who have passed N4 Physics and N4 Mathematics.

COURSE OUTLINE

This course gives an insight into the nature of our world and its place in the Universe. It develops skills of investigation, problem solving and analytical thinking.

There are three Units and a course Exam.

- **Electricity and Energy:** Electrical circuits, Energy transfer, Heat and Gas Law equations
- **Waves and Radiation:** Waves and Nuclear Radiation
- **Dynamics and Space:** Kinematics, Forces and Space

ASSESSMENT

At the end of the course students sit an SQA exam which accounts for 80% of the overall course award. An assignment conducted in school and marked in the SQA also contributes to the final grade.

PROGRESSION PATHWAY

- Higher Physics
- N5 Chemistry
- N5 Biology

PHYSICS

Higher

ENTRY REQUIREMENT

Higher is intended for those pupils who have achieved a National 5 at grade B or above and National 5 Mathematics.

COURSE OUTLINE

The course aims to develop skills of scientific enquiry, investigation and analytical thinking along with knowledge and understanding of how we understand our universe.

The course consists of four Units:

- **Our Dynamic Universe**: equations and graphs of motion, forces and energy, momentum and impulse, gravitation, special relativity, redshift of a galaxy, evidence for the expanding universe, dark matter and energy.
- **Particles and Waves**: standard model of sub-atomic particles, electric and magnetic fields, nuclear reactions, wave-particle duality, interference and diffraction of waves, refraction of light, irradiance and spectra.
- **Electricity**: alternating current equations, potential difference, resistance and power, internal resistance of cells, capacitor theory and application, the physics of semiconductors, p-n junctions and LEDs
- **Researching Physics**: a literature and practical research the search for extra solar planets.

ASSESSMENT

At the end of the course students sit an SQA exam, this accounts for 80% of their overall grade. An assignment conducted in school and marked by the SQA contributes to the remaining 20% of the overall grade.

PROGRESSION PATHWAY

Successful completion may lead to Advanced Higher Physics, University degree courses or study at Higher level of an alternative Science subject.

PRACTICAL COOKERY

National 4 & 5

ENTRY REQUIREMENTS

Completion of the S3 course in Home Economics within the Broad General Education is beneficial but not essential.

An aptitude or an interest in developing their practical skills and in presentation of food.

COURSE OUTLINE

The aim of this course is to develop learners' skills and enable them to prepare, cook and present food for themselves and others. Learners will cook in the two double periods per week.

The course consists of 3 units:

- Cookery Skills, Techniques & Processes – including being able to work safely and hygienically, following a recipe, controlling the cooker and presentation.
- Understanding & Using Ingredients – including storage, dietary guidelines and using sustainable ingredients
- Organisational Skills for Cooking – including preparing a time plan, costing of recipes, identifying equipment required and evaluating your own work.

ASSESSMENT

National 4

To gain the course award at National 4 the candidate must pass all 3 units of the course as well as an Added Value Unit. The AVU consists of a 1.5 hour practical assessment where candidates will have to plan, prepare and present 2 dishes.

National 5

- To gain the course award at National 5 the candidate must pass the course assessment set by the SQA which will consist of 2 parts:
- The practical exam that is worth 75% of the final mark and involves a 2.5 hour practical session where candidates will have to prepare and present a 3 course meal.
- The written paper that is worth 25% of the final mark.

PROGRESSION PATHWAY

- A pass at National 4 means that you can progress to study Practical Cookery at National 5 level. (Higher Practical Cookery is taught at college)
- Practical Cookery can be a useful subject for your own wellbeing and the following jobs/careers: Chef/cook, catering industry, hotel management, teaching.

PRACTICAL WOODWORKING

National 4 & 5

ENTRY REQUIREMENTS

A proven track record in Craft Design & Technology within the Broad General Education programme.

COURSE OUTLINE

Pupils opting to follow either National 4 or National 5 will build on the work covered within their BGE. Each course will focus on developing students' practical skills and knowledge, for which students will be required to complete successfully the following Units.

Carcase Construction

- Prepare for carcase construction woodworking tasks
- Construct a range of basic woodwork joints used in carcase construction
- Assemble a carcase with four or more joints

Flat Frame Construction

- Prepare for flat-frame woodworking tasks
- Construct a range of basic flat-frame woodwork joints
- Assemble a flat-frame with four or more joints

Machining and Finishing

- Prepare for, and use, a range of practical woodworking machining and finishing techniques
- Apply a range of finishes to timber and manufactured board
- Assemble a woodworking product comprising four or more components with the aid of machine and power tools

ASSESSMENT

• Pupils following either National 4 or National 5 will also be required to complete a construction project which contains work from the three units.
• A logbook of machine and tool knowledge is kept.
• National 5 students will also sit a case study.

PROGRESSION PATHWAY

Successful completion of National 4 Practical Woodworking will lead to entry into National 5 Practical Woodworking whereas successful completion of Nation 5 Practical Wood working will lead to entry into College Courses.

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES

National 4/5

ENTRY REQUIREMENTS

Recommendation from S3 RME or achieved N5 English

COURSE OUTLINE

Pupils will develop knowledge and understanding of religious, moral, and philosophical issues that affect the world today – both from religious and non-religious viewpoints. The course will allow pupils to explore the questions they raise and the solutions or approaches they offer. Learners will have the opportunities to reflect on these and on their own experience and views. The 3 main units of work studied will be:

- Morality and belief
- World religion
- Religious and philosophical question

The course will provide learners with opportunities to develop a variety of skills (including evaluation, analysis, expression of their own views, extended essay writing, core literacy skills) which will be transferable to other areas of study and which they will use in everyday life.

ASSESSMENT

This course is assessed through a sit-down examination and an in-class assignment at National 5 level. At National 4 level, this course is assessed through summative in-class assessment and the completion of an Added Value Unit. Pupil progress at both National 4 and 5 will be monitored and assessed formatively through a variety of activities including: classwork, homework exercises, discussions and end of topic tests.

PROGRESSION PATHWAY

N5 RMPS or Higher RMPS

SPORTS LEADERSHIP AWARD

SCQF Level 5 / 6

ENTRY REQUIREMENTS:

Pupils must be in S5 or S6 and they should have a strong interest in pursuing a future career related to sport and/or leadership. Pupils should also be actively involved in sport, either at school or a community sports club.

CONTENT:

The course consists of 3 components:

- **SQA Leadership Award - SCQF Level 5 or Level 6:** Pupils complete 2 units as part of this component. Leadership: an Introduction, and Leadership In Practice. They will carry out a research project on leadership principles, styles, skill and qualities. They will then apply this knowledge when they undertake a leadership task related to sport.

- **Sport and Recreation: Developing Volunteering:** SCQF Level 6: As part of this component pupils learn about volunteering in a sporting context. They must then complete 30 hours of volunteering over the course of the year linked to sport.

- **Event Organisation - SCQF Level 6:** Pupils will learn about how to organise large scale events. They will then demonstrate this knowledge by organising a sporting event within the school.

ASSESSMENT

All units on this course are internally assessed.

PROGRESSION PATHWAY

- PE teaching, Sports Science or Sports Coaching courses at College or University
- Placements with Active Schools - potentially leading to paid employment

TRAVEL & TOURISM

National 4 & 5

ENTRY REQUIREMENTS:

CONTENT:

Tourism is a major employer and revenue earner to the economy. This course allows you to gain knowledge of a variety of tourist destinations, both in Scotland, the UK and the rest of the world. You will also learn about a range of occupations in travel & tourism which will prepare you for employment in the industry. You will also learn how to deal with customer enquiries, complaints and gain an understanding of marketing and promotion in Travel and Tourism.

There are 4 units to study:

- Holidays in Scotland
- Holidays in the UK and Worldwide
- Customer Service
- Employability

ASSESSMENT

Assessment for the course will be completed under open-book conditions over the duration of the year. There is no final exam.

PROGRESSION PATHWAY

- National 4 to National 5
- National 5 to HNC/HND in Travel and Tourism or related area
- College courses in link subjects such as business