

SELKIRK HIGH SCHOOL

Senior Phase Pathways

2024-2025

QUALIFICATIONS – SKILLS - VALUES



	A	B	C	D		E (Tue 4/5, Wed 6/7)	F (Tue/Thu PM)
SCQF LEVEL 4 and 5	Maths (N5)	Maths (N5)	Music	Art		PE	Music
	Application of Maths (N5)	Application of Maths (N5)	Modern Studies	History		Geography	Art
	English N5	PE	Chemistry	Physics		Spanish	Health and Food Technology
	Chemistry	Photography	Practical Cookery	Biology		Graphic Communication	Practical Woodworking
	Travel and Tourism	Cyber Security	Rural Skills - Horticulture	Science (L4)		French (Gala)	English (N5)
	Employability	Biology	Environmental Science			ESports	Health Sector
		Business Management	Community Sports Leaders Award				Geography
Curricular Enhancements	YASS (Open University) S6 Only	YASS (Open University) S6 Only	YASS (Open University) S6 Only	Choose 1 subject from each column below – achieve 2 qualifications		Survival Cookery (S6 only)	Leaps Transition Course Level 7 - (S6 only)
				2 period option	3 period option	YASS (Open University) S6 Only	YASS (Open University) S6 Only
				L4 English	L4 Maths		
				L5/6 PC Passport	L5 Film and Media		
				L4 App Maths	Barista Skills Award		
				L5/6 Creative Thinking	L5 Hospitality		
				Youth Achievement Award	L6 Young Enterprise (S5/6 only)		
				MVP (Mentors in Violence prevention) (S5/6)	L5 Criminology (initially S5/6 only then S4)		

				Customer Service (L4/5)	App Development and Swift Certification (S5/6)		
				Supported Study (only for those doing college)	Supported Study (only for those doing college)		
	Work Placement Unit (L5/6)	Work Placement Unit (L5/6)	Work Placement Unit (L5/6)	Work Placement Unit (L5/6)		Work Placement Unit (L5/6)	Work Placement Unit (L5/6)
SCQF LEVEL 6	Human Biology	Business Management	English	Chemistry		History	Art
	Modern Studies	Photography	Geography	PE		Graphic Communication	Music
	Application of Maths	Maths	Music	Art		Spanish	Physics
		Cyber Security	Communication 6/Literature	Exercise and Fitness		Human Biology	English
			Business Management			Journalism (Gala)	Politics (Gala)
						Earth Sciences and Sustainability (Gala)	Health and Food Technology
							Play in Sports Environment (Gala)
LEVEL 7	Mechanics of Maths	English	Maths	Art		Chemistry	Art
	Physics		Music	Music		Modern Studies	Biology
	(Both Physics and Mechanics can be taken)		Business Studies			Graphic Communication	History
						Sports Coaching Practitioner (Gala)	Geography (Gala)

Borders College Schools Academy

Kickstart your career while still at school

School partnership courses - for senior school pupils moving into **S4, S5 and S6 in August 2024** - offer a wide range of vocational courses to study alongside school-based National and Higher qualifications. Our extensive range of courses are pitched at a range of levels to study at our Scottish Borders Campus in Galashiels (BC) or Newtown St Boswells (NSB)

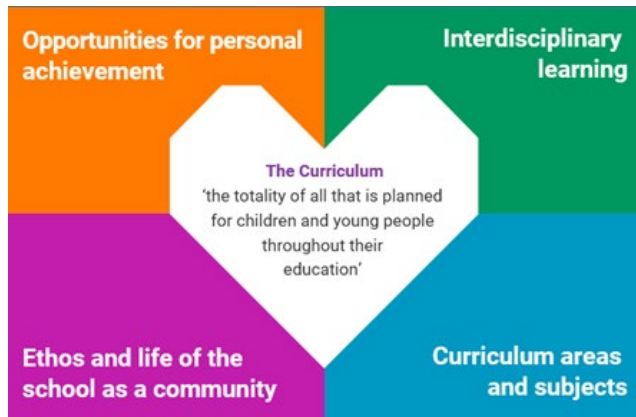
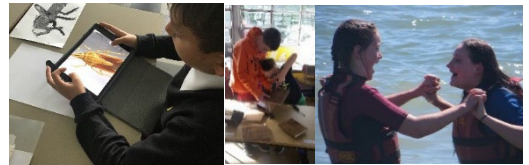
Make Fridays Fun and join us at college to level up your skills and grab those qualifications that'll be the stepping stones to your future career! Schools Academy courses will take place on a Friday from 10am-2.30pm and transport will be provided between school and college. Pupils will need to ensure they can access transport home from Selkirk High School after the college transport as dropped them off.

If you are selecting one of the courses below, you can select one of the Supported Study options in column D above – this will give you time in school to catch up with work from other subjects.

Please tick the box next to the course you are interested in. More information about each course can be found by clicking on each title below.

Course	Level	Location	Course	Level	Location
Skills for Learning and Work	3	BC	Forestry – NPA	5	NSB
Scottish Racing Academy: NPA Horse Care	4	Yard/BC	Scottish Racing Academy: Racing Yard Routine – NPA	5	Yard/BC
Land-based: Rural Skills for Work	4	NSB	Foundation Apprenticeship: Hospitality	5	SBC
Animal Care (an introduction)	4	NSB	Local Food Production – NPA	6	NSB
Engineering	4	BC	Gym Instructor Award	6	BC
Foundation Apprenticeship: Automotive Skills	4	BC	Development Player Programme: Rugby	6	BC
Skills for Work: Early Education and Childcare	4	BC	Development Player Programme: Football	6	BC
Foundation Apprenticeship: Construction Craft & Technician	4	Gala	Psychology – Higher	6	BC
Beauty and Hairstyling – NPA	4	BC	Foundation Apprenticeship: Social Services and Healthcare	6	Online/BC
eSports – NPA	5	BC	Foundation Apprenticeship: Social Services Children and Young People	6	Online/BC
Development Player Programme: Rugby	5	BC	Cyber Security – NPA	6	BC
Cyber Security – NPA	5	BC			

We are determined that the curriculum at Selkirk High School meets the needs of all our learners. This means more than ensuring a positive destination beyond school: our curriculum aims to empower every student to achieve their potential and to put their values into action so that they may be happy and successful and enhance their community and their world.



Our curriculum is underpinned by the principles and contexts set out by Education Scotland and is informed by ongoing review, taking into account the views of students, families, teachers, and partners as well as local and national data.

In its high valuation of skills and values - as well as academic subjects - the SHS Curriculum reflects the educational values of our community and offers opportunity for Achievement in 3 key areas:

Qualifications, Skills and Values: all pupils have an **Achievement Journey** which outlines their success in these areas throughout their time at SHS.

In the **Broad General Education** all S1/2/3 students experience a wide range of subjects across the curricular areas of English and Modern Languages, Maths and Numeracy, Humanities, Science, Technologies and Enterprise, Expressive Arts and Health and Wellbeing. Students also experience the SHS Golden skills course and, from 2021, S1 and S2 students have had an enriched opportunity to put their Golden Skills and Values into action across a range of Volunteering, Enterprise and Employability contexts.

Throughout the curriculum, it is the responsibility of all SHS teachers to plan and promote Literacy, Numeracy, Digital Literacy, Employability and Health and Wellbeing as well as our Values in Action ethos.

From S1 to S6, all students are encouraged to engage in extra-curricular life at SHS, to take opportunities to develop their leadership and to engage in the House System. In all of these areas, students will have further opportunity to develop their confidence and contribute to their school by putting their Golden Skills and their Values into action which they will exemplify in their Achievement Journey.

Options in the **Senior Phase** are developing year on year as we strive with our partners to offer as meaningful an experience as possible. A range of pathways available to our students is set out in this booklet which aims to provide some useful information for our families who are invited, at any time, to make an appointment to discuss this important stage with relevant staff at the school.

SQA QUALIFICATIONS

You are encouraged to look ahead at possible curricular pathways as you progress through S4, S5, S6 and beyond. In mapping your choices, you should consider the portfolio of qualifications and wider achievements that you will accumulate over a one, two or three year period.

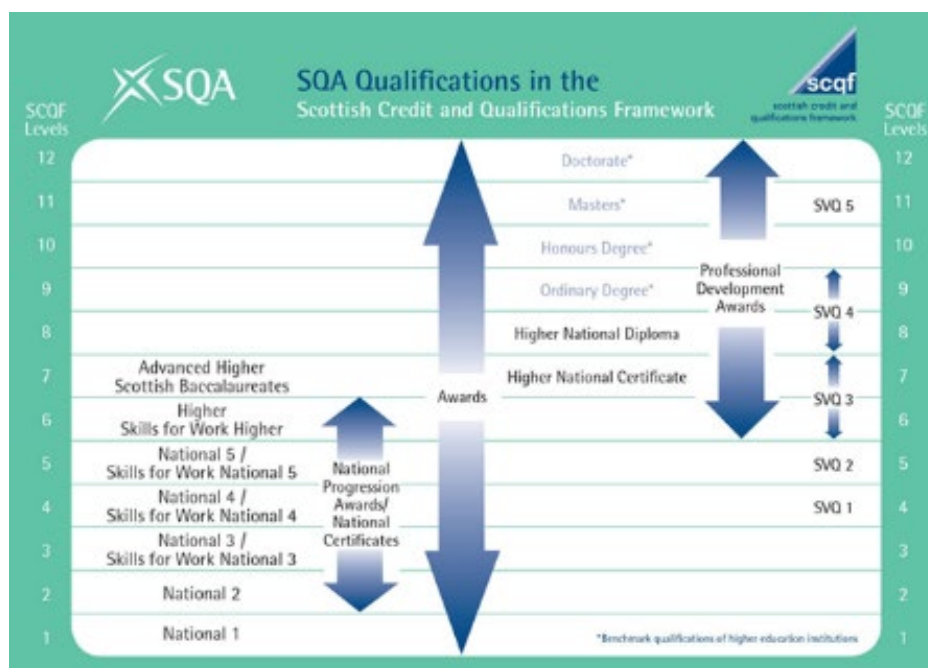
In the Senior Phase you will follow courses to gain qualifications at an SQA Level that is appropriate for you and allows you to make progress in your learning. These courses may be at the following SCQF (Scottish Credit and Qualifications Framework) Levels –

SCQF Level	SQA Qualifications
Level 3/4/5	National 3/4/5; Awards; Skills for Work National 3/4/5; National Certificate; National Progression Award; Foundation Apprenticeship
Level 6	Higher; Awards; Skills for Work Higher; National Certificate; Professional Development Award; National Progression Award: Foundation Apprenticeship
Level 7	Advanced Higher; Awards; Scottish Baccalaureate; Higher National Certificate; Advanced Certificate; Professional Development Award

The link below will take you to an interactive framework with more information on these qualifications –

<https://scqf.org.uk/about-the-framework/interactive-framework/>

Discussion about entry to a course should take place between you and subject teachers. Some subjects at some Levels do not have entry requirements but, in general terms, achievement at a lower Level in a subject will allow you to progress onto the next Level.



LEARNER JOURNEYS/CAREER PATHWAYS

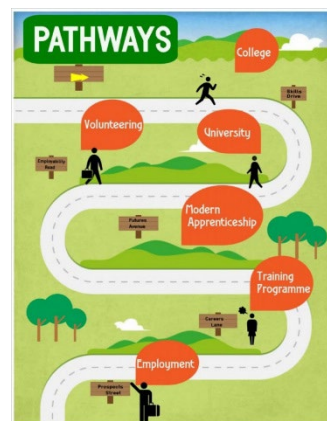
Current S3 going in to S4

If you are currently in S3 then you will return to school and make around 6 choices in S4. In general, S4 pupils will study Maths and English and select 4 other subjects. This year we are introducing a number of short courses (Curricular Enhancement) allowing you to select 7 courses. The short courses are available at Levels 4, 5 and 6. There are also a wide variety of Borders College courses available as an additional option (these will take place on a Friday) including National Progression Awards, Skills for Work Qualifications, Foundation Apprenticeships – Levels 4 and 5.

Current S4/S5 going into S5/S6

What Are The Options?

1. Stay at school for a 5th/6th year.
2. Apply for Further or Higher Education Courses.
3. Apply for Jobs/Training.



In general, **new S5** pupils will choose 6 subjects allowing for progression from S4. Students also have a number of short courses (Curricular Enhancement) to choose from – these are available at Levels 4, 5 and 6. There are also a wide variety of Borders College courses available as an additional option (these will take place on a Friday) including National Progression Awards, Skills for Work Qualifications, Foundation Apprenticeships – Levels 4, 5 and 6. There are also a number of new courses that will be delivered by Galashiels Academy as part of our partnership working to broaden the choice available for students; all of these courses will be delivered in person.

In general, **new S6** pupils will fill their timetable with academic/employability/skills related work and study resulting in a minimum of 4 qualifications by the end of S6 as well as an SQA SCQF Level 6 Leadership Qualification. Timetables will be based around individual need and progression pathways and will be agreed following consultation with Pastoral Teachers. The expectation is that all S6 pupils will have a full timetable with every period accounted for including directed study and Wider Achievement Opportunities. Students also have a number of short courses (Curricular Enhancement) to choose from – these are available at Levels 4, 5 and 6. There are also a wide variety of Borders College courses available as an additional option (these will take place on a Friday) including National Progression Awards, Skills for Work Qualifications, Foundation Apprenticeships – Levels 4, 5 and 6. There are also a number of new courses that will be delivered by Galashiels Academy as part of our partnership working to broaden the choice available for students; all of these courses will be delivered in person.

There is also an opportunity to study a [YASS](#) course – offered by the Open University (Level 7) - to bridge the gap between school and university, college or employment.

The table below summarises the Learner Pathway at Selkirk High School –

S1/S2	Broad General Education
S3	Specialisms in S3 <ul style="list-style-type: none"> • English • Maths • Plus 7 other subjects
S4	<ul style="list-style-type: none"> • SCQF Level 3/4/5 Qualifications • English • Maths • Plus a minimum of other subjects
S5	<ul style="list-style-type: none"> • 6 Subjects • Progression from S4
S6	<ul style="list-style-type: none"> • A minimum of 4 qualifications (3 Level 7 OR 4 Level 6 OR combination of 4 Level 6/7 subjects OR combination of 5 subjects at any level • SQA SCQF Level 6 Leadership Award • Progression from S5

If you have a particular career in mind, it is important to consider the qualifications that you need. You can use the My World of Work Website to search for individual careers and to 'Discover my route' which will help you to plot the qualification route required for your chosen career –

<https://www.myworldofwork.co.uk/my-career-options/job-categories>

The website also has a number of tools to help you research subject choices and the possible progression pathways.

<https://www.myworldofwork.co.uk/tools/subject-choices>

<https://www.myworldofwork.co.uk/my-career-options/where-can-subject-choices-take-you>

<https://www.myworldofwork.co.uk/my-career-options/how-choose-school-subjects>

INFORMATION ON COURSES

The following pages provide information on SQA Qualifications offered at Selkirk High School.

Please note that some details may change in line with course updates received from SQA or any other required changes.

Other useful sources of information include –

Nationals in a Nutshell

The Nationals In A Nutshell website gives information on National's as prepared by The National Parent Forum of Scotland. It contains all you need to know about National Qualification course content and expectations.

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/>

ParentZone

<https://education.gov.scot/parentzone>

My World of Work

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

Plan IT Plus

<https://www.planitplus.net> – lots of info on school/college courses and future pathways.

UCAS

<http://www.ucas.com/>

Borders College

<http://www.borderscollege.ac.uk/>

YASS

www.open.ac.uk/scotland/study/young-applicants-schools

DYW Borders

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

N4 APPLICATION OF MATHS

Skills	<p>Literacy: Confidence in Talk; Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Team Work; Positive Attitude</p> <p>Health and Wellbeing: Confidence; Leadership; Relationships; Being Healthy; Managing Learning; Resilience</p>
Course Information	<ol style="list-style-type: none"> Numeracy This outcome covers aspects of Numeracy, including percentage, fractions, probability, perimeter, area, volume, speed, reading scales, ratio, proportion and all set in real life contexts. Statistics and Geometry This outcome covers aspects of Graphs, Charts, Statistical Analysis, Probability, Pythagoras, Gradient, Areas and Volumes. Finance and Measure This outcome covers aspects of currencies, best deals, scale drawing, wages, time management, incomes, budgeting, borrowing and saving. <p>All practice/revision materials are on the teams. Homework is issued after each topic and generally given one week to complete. There is an expectation that pupils will:</p> <ul style="list-style-type: none"> • Work hard and keep up to date even when absent. • Ask for help or discuss with others if encounter difficulties. • Hand in homework on time completed to a high standard. • Revise thoroughly for assessments and exams.
Assessment	<p>There are formal assessments which assess minimum competency to make sure pupils are on track – these make up the 2 units (2 and 3 above) We would like students to pass all three Units in order to be presented for the National 4 award. The pass mark for each Unit is 60%.</p> <p style="text-align: center;"><i>Exam Paper 1: Non-Calculator</i></p> <p>Students must answer all questions worth 15 marks. A formula sheet is provided.</p> <ul style="list-style-type: none"> • No calculator may be used during this paper. • Adequate working must be shown to gain full marks. • There are operational and reasoning questions. <p style="text-align: center;"><i>Exam Paper 2: Calculator</i></p> <p>Students must answer all questions worth 31 marks. A formula sheet is provided.</p> <ul style="list-style-type: none"> • Calculators may be used at any time during this paper. • Adequate working must be shown to gain full marks. • These are operational and reasoning questions. <p>The marks for operational and reasoning are added for both papers to see if an overall pass has been achieved.</p> <p style="text-align: center;"><i>AVU – added value unit</i></p> <p style="text-align: center;"><i>Students need to complete both papers and get 60% or more. Formula sheet provided. AVU consists of:</i></p> <ul style="list-style-type: none"> • A non calculator paper • A calculator paper
Progression Pathway	<p>This course leads on to N5 Applications of Maths</p>

N5 APPLICATION OF MATHS

Skills	<p>Literacy: Critical Literacy Numeracy: Everything Employability: Problem Solving Health and Wellbeing: Confidence; Resilience</p>
Course Information	<ol style="list-style-type: none"> 1. Numeracy This outcome covers aspects of Numeracy, including percentage, fractions, probability, perimeter, area, volume, speed, reading scales, ratio, proportion and all set in real life contexts. 2. Statistics and Geometry This outcome covers aspects of Graphs, Charts, Statistical Analysis, Probability, Pythagoras, Gradient, Areas and Volumes. 3. Finance and Measure This outcome covers aspects of currencies, best deals, scale drawing, time management, incomes, budgeting, borrowing and saving, precedence tables, tolerance and container packing. <p>All practice/revision materials are on teams. Homework is issued after each topic and generally given one week to complete. There is an expectation that pupils will:</p> <ul style="list-style-type: none"> • Work hard and keep up to date even when absent. • Ask for help or discuss with others if encounter difficulties. • Hand in homework on time completed to a high standard. • Revise thoroughly for assessments and exams.
Assessment	<p>These are formal assessments which assess minimum competency to make sure pupils are on the right course as well as some extension questions of exam level. These are no longer mandatory; however, a student should be able to pass these convincingly. We would like students to pass all three Units in order to be presented for the National 5 final exam. The pass mark for each Unit is 60%.</p> <p><i>Exam Paper 1: Non Calculator</i></p> <p>Students must answer all questions worth 35 marks in 50 minutes. A formula sheet is provided.</p> <ul style="list-style-type: none"> • No calculator may be used during this paper. • Adequate working must be shown to gain full marks. <p>These are shorter type questions.</p> <p><i>Exam Paper 2: Calculator</i></p> <p>Students must answer all questions worth 55 marks in 1 hour and 40 mins. A formula sheet is provided.</p> <ul style="list-style-type: none"> • Calculators may be used at any time during this paper. • Adequate working must be shown to gain full marks. <p>These are longer type questions.</p>
Progression Pathway	<p>This course leads on to Higher Applications of Maths</p>

HIGHER APPLICATION OF MATHS

Skills	<p>Literacy: Confidence in Talk; Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Team Work; Positive Attitude</p> <p>Health and Wellbeing: Confidence; Leadership; Relationships; Being Healthy; Managing Learning; Resilience</p>
Course Information	<p>The Higher Applications of Mathematics course develops, deepens and extends the operational and reasoning skills necessary for solving problems. Through real-life contexts, candidates acquire and apply mathematical and statistical skills directly relevant to life and work, and learn about how mathematics affects the world they live in. Candidates analyse complex real-life problems and gain experience in making and justifying decisions and drawing conclusions.</p> <p>The course is made up of 4 parts:</p> <ol style="list-style-type: none"> 1. Mathematical Modelling 2. Statistics and Probability 3. Finance 4. Planning and Decision Making <p>As part of this course candidates will also be presented for the <u>SCQF LEVEL 6 STATISTICS UNIT ASSESSMENT</u></p> <p>Candidates should have achieved the National 5 Mathematics or the National 5 Applications of Mathematics prior to starting this course.</p> <p>All practice/revision materials are on Teams.</p> <p>Homework is issued after each topic and generally given one week to complete.</p> <p>There is an expectation that pupils will:</p> <ul style="list-style-type: none"> • Work hard and keep up to date, even when absent. • Ask for help or discuss with others if encounter difficulties. • Hand in homework on time completed to a high standard. • Revise thoroughly for assessments and exams.
Assessment	<p><i>COMPONENT 1: Question Paper</i></p> <p>Students must answer all questions worth 80 marks in 2 hours and 30 minutes. A formula sheet is provided.</p> <p>The question paper requires candidates to use spreadsheet and statistical software. They will have access to the following resources:</p> <ul style="list-style-type: none"> • a computer, without internet access • electronic files supplied by SQA • spreadsheet software and statistical software <p><i>COMPONENT 2: Project</i></p> <p>Students must complete a project that is worth 30 marks - they have 8 hours to complete this.</p> <p>The following candidate evidence is required for submission to SQA:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>
Progression Pathway	<p>There is no current progression from Higher Applications of Maths</p>

N3/4/5 ART & Design

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy:</p> <p>Employability: Creativity</p> <p>Health and Wellbeing: Confidence; Respect; Resilience</p>
Course Information	<p>Expressive Activity: Students will develop their personal thoughts and ideas in visual form. They will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce analytical drawings and studies.</p> <p>They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats when responding to their chosen theme. (100 marks)</p> <p>Design Activity: Students will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities and work to resolve design issues and constraints. Students will develop critical understanding of designers' working practices and the main social and cultural influences affecting their work. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats. (100 marks)</p> <p>View our Senior Phase Art and Design booklet here</p>
Assessment	<p>National 3 & 4</p> <p>Students will complete both internal units and also produce an Added Value unit. These courses are pass /fail.</p> <p>National 5</p> <p>Students will complete Added Value units only in Expressive and Design. They will also sit a written paper. This work is externally marked out of 250.</p> <p>National 5 Exam</p> <p>Students will be assessed on their knowledge and understanding of Art and Design practice and issues.</p> <p>They will be asked to:</p> <ul style="list-style-type: none"> • Comment on Art and Design work and critically respond to unseen prompts and images. • Demonstrate their 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.
Progression Pathway	Higher Art and Design ---> Advanced Higher Art and Design

HIGHER ART & Design

Skills

Literacy: Critical Literacy
Numeracy:
Employability: Creativity
Health and Wellbeing: Confidence; Respect; Resilience

Course Information

The aims of the Course are to enable students to:

- Communicate personal thoughts, feelings and ideas through the **creative** use of Art and Design materials, techniques and/or technology.
- Analyse a range of Art and Design practice and **critically reflect** on the impact of external factors on artists and designers and their work.
- Plan, develop, produce and present **creative** work in response to a theme.
- Develop personal **creativity**, using transferable skills such as: problem solving, **critical thinking and reflective practice**.

Expressive Activity: Students will develop their personal thoughts and ideas in visual form. They will develop **critical understanding** of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce analytical drawings and studies.

They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats when responding to their chosen theme. (100 marks)

Design Activity: Students will plan, research and develop **creative** design work in response to a design brief. They will develop their **creativity**, problem solving and **critical thinking skills** as they consider design opportunities and work to resolve design issues and constraints.

They will develop **critical understanding** of designers' working practices and the main social and cultural influences affecting their work. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats. (100 marks)

[View our Senior Phase Art and Design booklet here](#)

Assessment

Exam: Students will be assessed on their knowledge and understanding of Art and Design practice and issues. (60 marks)

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.

Progression Pathway

Advanced Higher Art and Design

APP DEVELOPMENT WITH SWIFT

Skills	<p>Literacy: Confidence in Talk; Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Teamwork; Positive Attitude</p> <p>Health and Wellbeing: Confidence; Respect; Resilience; Leadership; Relationships; Managing Learning</p>
Course Information	<p>Students build fundamental iOS app development skills with Swift.</p> <ul style="list-style-type: none"> • They will master the core concepts and practices that Swift programmers use daily, and build a basic fluency in Xcode source and UI editors. • Students will be able to create iOS apps that adhere to standard practices, including the use of stock UI elements, layout techniques, and common navigation interfaces. • The course focuses on computational or logical thinking and develops creativity and problem solving skills. • Students will become familiar with writing source code in Xcode and developing the visible graphics within the user interface. • Students will understand the standard that apps must be produced to, including ethical and inclusive considerations.
Assessment	<p>The course is aimed at personal development of coding skills and App development. An SQA qualification is expected to come out in the future but it may be possible to qualify as a certified user through Certiport.</p>
Progression Pathway	<p>This course will help students progress onto computing science course and open up the opportunity to create their own apps, start a portfolio and start a career as an app developer.</p>

LEVEL 5 Barista Skills Award

Skills	<p>Literacy: Active listening, Reading for research, Talking with confidence, Public Speaking.</p> <p>Numeracy: Weighing and Measuring, Calculating, Costing, Analysing results, Fractions and Decimals, Time Management.</p> <p>Employability: Problem solving, Teamwork, Creativity, Positive Attitude, Communication.</p> <p>Health and Wellbeing: Working safely and hygienically, showing empathy, respectful relationships, resilience.</p>
Course Information	<p>The Award in Barista Skills at SCQF level 5 will develop the knowledge, understanding and technical skills required for the role of a barista.</p> <p>This qualification covers areas such as the different types of coffees and other beverages typically served by a barista. Setting up, operating, cleaning and closing down specialist equipment is also covered. Learners will have the opportunity to apply their knowledge and skills by preparing and serving different hot and cold beverages.</p> <p>Outcomes On successful completion of the unit the learner will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of coffee and other beverages served by a barista. 2. Prepare and serve a range of coffees and other hot beverages using specialist equipment. 3. Prepare and serve a range of cold beverages using specialist equipment. <p>Credit points and level 1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)</p>
Assessment	<p>Assessment of this unit requires learners to produce evidence of their underpinning knowledge of coffee and other beverages and participate in activities to demonstrate their practical skills.</p> <p>Evidence can include written records, assessor records, diaries, video, recordings of interviews and photographs.</p> <p>Outcome 1 is assessed by written exam paper. Outcome 2 and 3 are assessed by practical exam.</p>
Progression Pathway	<p>The Award may provide progression to:</p> <ul style="list-style-type: none"> • National 5 Practical Cookery • Level 5 Hospitality Skills for Work • Employment in the hospitality industry • Other units in food and beverage service at SCQF level 5/6 at Borders College

N5 BIOLOGY	
Skills	Literacy: Analysing/Evaluating Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	<p>Biology is an increasingly important subject in the modern world. This is an exciting course that nurtures and develops our student's interest and enthusiasm for biology in a range of context and biological applications.</p> <p>Scientific enquiry, analytical thinking, knowledge and understanding along with investigative and research skills are developed throughout the course.</p> <p>There are three mandatory units:</p> <ul style="list-style-type: none"> • Cell Biology • Multicellular Organisms • Life on earth
Assessment	<p style="text-align: center;">100 marks questions paper – worth 80%.</p> <p>The exam paper is marked by the SQA The exam is 2 hours and 30 minutes</p> <p>The question paper will have two sections.</p> <ul style="list-style-type: none"> • Section 1 (Multiple Choice) will have 25 marks. • Section 2 will contain structured and extended response questions and will have 75 marks. <p>Marks will be distributed proportionately across the Units.</p> <p>The majority of the marks will be awarded for applying knowledge and understanding. The other marks will be awarded for applying scientific inquiry, scientific analytical thinking and problem-solving skills.</p> <p style="text-align: center;">20 marks assignment</p> <p>Assignment is marked by SQA. Assignment write up is 1 hour and 30 minutes under SQA exam conditions.</p> <p>This assignment requires learners to apply skills, knowledge and understanding to investigate a relevant topic in biology. The topic should draw on one or more of the key areas of the Course, and should be chosen with guidance from the teacher.</p> <p>The assignment will assess skills which cannot be assessed through the question paper, e.g. handling of data generated through practical/investigative work, and research skills.</p>
Progression Pathway	Higher Human Biology and Advanced Higher Biology

HIGHER HUMAN BIOLOGY

Skills	Literacy: Analysing/Evaluating Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	<p>An inspiring and exciting Higher that captures the enthusiasm and interest of our students at SHS.</p> <p>Scientific enquiry, analytical thinking, knowledge and understanding along with investigative and research skills are developed throughout the course.</p> <p>There are three mandatory units:</p> <ul style="list-style-type: none"> • Human Cells • Physiology and Health • Neurobiology and Immunology
Assessment	<p style="text-align: center;">120 marks questions paper – 80%</p> <p>Exam marked by SQA Exam is 3 hours The final exam will be split into two question papers with a break in-between</p> <p>Two Question Papers:</p> <ul style="list-style-type: none"> • Objective Test (Multiple Choice) 25 marks - 40 mins • Extended Response 95 marks – 2 hours and 20 mins <p style="text-align: center;">20 marks assignment - 20%</p> <p>This assignment requires learners to apply skills, knowledge and understanding to investigate a relevant topic in biology. The topic should draw on one or more of the key areas of the course, and should be chosen with guidance from the teacher.</p> <p>The assignment will assess skills which cannot be assessed through the question paper, e.g. handling of data generated through practical/investigative work, and research skills.</p>
Progression Pathway	Advanced Higher Biology

ADVANCED HIGHER BIOLOGY

Skills	Literacy: Analysing/Evaluating Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	<ul style="list-style-type: none"> An inspiring and exciting Advanced Higher that captures the enthusiasm and interest of our students at SHS. Progression of the following skills: scientific experimentation, investigation and scientific enquiry develop scientific critical literacy skills and able to communicate in an evidence-based manner critical thinking skills –understanding and applying, analysing and evaluating data <p>There are three mandatory units:</p> <ul style="list-style-type: none"> Cells and Proteins Organisms and Evolution Investigative Biology
Assessment	<p style="text-align: center;">90 Marks Question Paper - 75%</p> <p>Marked by SQA Exam is 2 hours and 30 minutes</p> <p>The question paper will have two sections.</p> <ul style="list-style-type: none"> Section 1 (Multiple Choice) - 25 marks. Section 2 is restricted and extended response questions - 65 marks. <p>Marks will be distributed proportionately across the Units. The majority of the marks will be awarded for applying knowledge and understanding. The other marks will be awarded for applying scientific inquiry and problem solving skills</p> <p style="text-align: center;">30 marks project - 25%</p> <p>The purpose of the project is to allow the learner to carry out an in-depth investigation of a topic and produce a report. This is an open-ended task which will require a high degree of independent research and scientific collaboration. The majority of the marks will be awarded for applying scientific inquiry skills. The other marks will be awarded for applying related knowledge and understanding.</p>
Progression Pathway	University or College Degree

N5 BUSINESS MANAGEMENT

Skills

Literacy: Critical Literacy
Numeracy: Information Handling
Employability: Communication; Teamwork
Health and Wellbeing: Confidence; Leadership

Course Information

The National 5 Business Management course helps candidates develop an understanding of the economic and financial environment in which businesses operate. This enables them to make an effective contribution to society as consumers, employees, employers or self-employed people.

Students will undertake three units of work:

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

Skills, Knowledge and Understanding

- knowledge and understanding of the impact of business activities on society, in contexts which have some complex features
- decision-making — by applying the ideas of ethical and effective business decisions to solve straightforward business-related problems
- communicating straightforward business ideas, opinions and information relating to the effects of internal and external factors on business activity
- knowledge and understanding of how enterprising skills can help in business development
- understanding how to enhance employability skills
- knowledge and understanding of the contribution of staff to business success interpreting and evaluating straightforward business financial data to ensure effective financial management
- analysing the effectiveness of a limited range of marketing activities, and understanding how they can be used to enhance customer satisfaction
- evaluating a range of production techniques used to maximise the quality of goods/services
- basic knowledge of using existing and emerging technologies in current business practice

Assessment

Assignment Assessment Task

This assignment has 30 marks, out of a total of 120 marks available for the course assessment and enables students to demonstrate their understanding of all they have learned during the course by investigating a business, analysing its performance and making recommendations for improvement. The final assignment takes the form of a business report.

Exam Paper

Students must answer all questions worth 90 marks, out of the total of 120 marks available, in 2 hours.

Progression Pathway

Higher Business Management --> Advanced Higher Business Management

HIGHER BUSINESS MANAGEMENT

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Teamwork</p> <p>Health and Wellbeing: Confidence; Leadership</p>
Course Information	<p>The Higher Business Management course gives learners an understanding of the dynamic, changing, competitive and economic environment of industry and commerce. It develops skills in communicating and presenting business-related information, in a variety of formats, to the various stakeholders of an organisation.</p> <p>Students will undertake three units of work;</p> <ul style="list-style-type: none"> • Understanding Business • Management of People and Finance • Management of Marketing and Operations <p>The course consists of two components, an exam and an assignment.</p> <p>Skills, Knowledge and Understanding</p> <ul style="list-style-type: none"> • knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs • an understanding of a range of methods businesses and other organisations use to ensure customers' needs are met • understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues • understanding of business-related financial matters • an understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency • an understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness • knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations
Assessment	<p style="text-align: center;"><i>Assignment Assessment Task</i></p> <p>This assignment has 30 marks, out of a total of 120 marks available for the course assessment.</p> <p>The assignment will require learners to undertake the following tasks:</p> <ul style="list-style-type: none"> • collect information/evidence relating to the context of the assignment • analyse and evaluate the business data/information to reach conclusions • Produce a report relating to the context of the assignment <p style="text-align: center;"><i>Exam Paper</i></p> <p>Students must answer all questions worth 90 marks, out of the total of 120 marks available, in 2 hours and 45 minutes.</p>
Progression Pathway	<p>Advanced Higher Business Management</p>

ADVANCED HIGHER BUSINESS MANAGEMENT

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Teamwork</p> <p>Health and Wellbeing: Confidence; Leadership</p>
Course Information	<p>The Advanced Higher course looks in-depth at 3 areas of business and the economy.</p> <ul style="list-style-type: none"> • UNIT 1 – This unit looks at the external business environment and how different factors can affect different aspects of business. In particular we look at globalisation, local and foreign resources, trading within the UK, business ethics and corporate social responsibility. • UNIT 2 – Unit 2 looks at the internal business environment including management theories, leadership, time and task management, team work and equality and diversity. • UNIT 3 – This unit looks at evaluating business information such as financial information and analytical techniques. <p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Along with your existing skills you will develop new skills such as: • Evaluating business strategies • Analysing business information and reports • Researching businesses out with the UK • Independent research
Assessment	<p>The exam paper is 80 marks over 2hours and 45minutes.</p> <p>There is also a 40-mark assignment based on a business of your choice. This gives you the opportunity to demonstrate your knowledge of the course.</p>
Progression Pathway	<p>College or university.</p>

N5 CHEMISTRY

Skills

Literacy: Critical Literacy
Numeracy: Data Analysis, graphs, decimals
Employability: Problem Solving, Communication
Health and Wellbeing: Confidence

Course Information

Chemistry is the study of matter at the level of atoms, molecules, ions and compounds. These substances are the building blocks of life and all of the materials that surround us. Chemists play a vital role in the production of everyday commodities. Chemistry research and development is essential for the introduction of new products. The study of chemistry is of benefit not only to those intending to pursue a career in science, but also to those intending to work in areas such as the food, health, textile or manufacturing industries.

An experimental and investigative approach is used to develop knowledge and understanding of chemical concepts.

There are three units:

- Chemical Changes and Structure - Controlling the rate of reaction, Atoms & Bonding, Acids & Bases and Formulae & calculations
- Nature's Chemistry - Homologous Series, Consumer products and Energy from fuels
- Chemistry in Society - Metals, Plastics, Fertilisers, Nuclear Chemistry and Chemical Analysis

Assessment

100 marks questions paper, 80%.

The question paper will have two Sections.

Section 1 (Objective Test) will have 20 marks.

Section 2 will contain restricted and extended response questions and will have 80 marks.

Marks will be distributed approximately proportionately across the Units.

The majority of the marks will be awarded for applying knowledge and understanding. The other marks will be awarded for applying scientific inquiry, scientific analytical thinking and problem-solving skills.

20 marks assignment, 20%

This assignment requires learners to apply skills, knowledge and understanding to investigate a relevant topic in chemistry. The topic should draw on one or more of the key areas of the course and should be chosen with guidance from the assessor.

The assignment will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding.

Progression Pathway

Higher Chemistry --> Advanced Higher Chemistry

HIGHER CHEMISTRY

Skills

Literacy: Critical Literacy
Numeracy: Data Analyst, Decimals, Graphs
Employability: Problem Solving, Communication
Health and Wellbeing: Confidence

Course Information

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives.

Higher Chemistry develops your curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

There are four units:

- **Chemical Changes and Structure** – Periodicity, Structure and Bonding and Oxidising & Reducing Agents
- **Nature's Chemistry** – Alcohols, Carboxylic Acids, Esters, Fats & oils, Proteins, Cooking and Oxidation of food, Soaps, Detergents & Emulsions, Fragrances and Skin care
- **Chemistry in Society** – Getting the most from reactants, Equilibrium, Chemical Energies, Controlling the Rate and Chemical Analysis
- **Researching Chemistry** - a practical project

Assessment

120 marks question paper, 80%.

There will be two papers:

- Paper 1 will be an Objective Test (multiple choice), 25marks – 40 mins
- Paper 2 will contain restricted and extended response questions , 95 marks – 2 hours and 20 mins

The majority of the marks will be awarded for applying knowledge and understanding. The other marks will be awarded for applying scientific inquiry, scientific analytical thinking and problem solving skills.

20 marks assignment, 20%

The assignment requires learners to apply skills, knowledge and understanding to investigate a relevant topic in Chemistry focused around an own choice practical investigation. The topic should draw on one or more of the key areas of the Course.

The assignment will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding.

Progression Pathway

Advanced Higher Chemistry --> College or University or Industry

ADVANCED HIGHER CHEMISTRY

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy: Data Analysis, Decimals, Graphs</p> <p>Employability: Problem Solving, Communication</p> <p>Health and Wellbeing: Confidence</p>
Course Information	<p>Advanced Higher Chemistry is a challenging but enjoyable course where you will spend time developing skills used in the chemistry laboratory by carrying out many new practicals and designing your own project. The course helps you understand more about the underlying theories of chemistry and their application in everyday contexts. You will also:</p> <ul style="list-style-type: none"> • Develop skills of independent study and thought that are essential in a wide range of occupations. • Reflect critically on scientific publications and media reports. • Become scientifically literate citizens and be able to communicate in an evidence-based manner. • Make reasoned decisions on many issues within a modern society increasingly dependent on chemistry, science and technology. <p>The course is organised into 4 units:</p> <ul style="list-style-type: none"> • Inorganic Chemistry - Electromagnetic spectrum, atomic orbitals and transition metals • Physical Chemistry - Equilibrium, Reaction feasibility and Kinetics • Organic Chemistry and Instrumental Analysis - Molecular orbitals, skeletal formula, stereochemistry, synthesis, structural analysis and medicines • Researching Chemistry - calculations and practical skills
Assessment	<p style="text-align: center;">100 Marks Question Paper (77%)</p> <p>The question paper will have two Sections.</p> <ul style="list-style-type: none"> • Section 1 contains objective questions (30 marks). • Section 2 contains restricted and extended response questions (70 marks). <p>Marks will be distributed approximately proportionately across the Units. The majority of the marks will be awarded for applying knowledge and understanding. The other marks will be awarded for applying scientific inquiry and problem solving skills.</p> <p style="text-align: center;">30 marks project (23%)</p> <p>The purpose of the project is to allow the learner to carry out an in-depth investigation of a topic and produce a report. Typically, this may include a series of experiments with at least two different techniques. The topic will be chosen by the learner, who will individually investigate/research the underlying chemistry.</p> <p>The majority of the marks will be awarded for applying scientific inquiry skills. The other marks will be awarded for applying related knowledge and understanding.</p>
Progression Pathway	<p>Any Science related college course or University degree. There are also other routes into industry where your skills would be used.</p>

Community Sports Leader Award

Skills	<p>Literacy: Confidence in talk, Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication, Teamwork, Positive Attitude</p> <p>Health and Wellbeing: Confidence/Leadership, Respectful Relationships, Being Health, Resilience</p>
Course Information	<p>Welcome to specification for the SCQF Level 5 Qualification in Community Sports Leadership.</p> <p>Level 5 Sports Leaders looks to develop young people's confidence, self-esteem and organisation through leading sports sessions for the class and by leading clubs for others throughout the school year.</p> <p>The SCQF Level 5 (equivalent to a National 5 qualification) Award in Sports Leadership is a nationally recognised qualification that enables successful learners to lead groups of people in sport/activity, under indirect supervision.</p> <p>The award is a nationally recognised qualification that helps people develop their leadership skills. In addition to this, pupils will gain a National Governing Body Sports Award's in a variety of activities to enhance their leadership skills. The course has been developed by Sports Leaders UK and has been designed to foster generic skills, such as organisation, communication and safety, which can be applied to a variety of different sporting activities as well as contributing to the candidate's personal and social education.</p> <p>They will learn how to organise and motivate themselves and other people and improve their communication skills. This can really boost young people's confidence and help them in work, education and life.</p> <p>Pupils must be 16+ by the end of March 2025 to complete this course.</p> <p>Pupils must be willing to work on their own or as part of team and bring their PE kit every period. No qualifications are required to start the course and there are no exams to sit at the end.</p>
Assessment	<p>It's a practical qualification where candidates learn through doing, rather than through written work. A candidate's ability to be a competent leader is assessed by observation rather than written tests. Pupils must complete the following units:</p> <ul style="list-style-type: none"> • Plan, lead and evaluate a sporting activity • Develop leadership skills • Lead a fitness session • Organise and deliver a sports event or competition • Complete a Learner Evidence Record <p>In order for learners to complete their SCQF Level 5 Award in Community Sports Leadership they must complete 25 hours demonstration of leadership.</p>
Progression Pathway	<p>Successful candidates may progress to work towards their Level 6 award or work with community groups or future employment opportunities within the sports industry.</p>

L5/6 CREATIVE THINKING

Skills	<p>Literacy: Critical Literacy; Active Listening; Confidence in Talk</p> <p>Numeracy: Data Analysis; Information Handling; Research</p> <p>Employability: Communication; Teamwork; Positive Attitude; Problem Solving; Creativity</p> <p>Health and Wellbeing: Confidence; Leadership; Relationships; Health; Managing Learning; Resilience</p>
Course Information	<p>This brand new course celebrates the importance of creativity, problem-solving and critical thinking; metaskills that will be required of a future workforce.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • LO1. Use secondary research to explore a problem. • LO2. Propose creative ideas based upon the research conducted. • LO3. Test and improve initial ideas. • LO4. Clearly and creatively communicate ideas and expected outcomes. • LO5. Demonstrate creative bravery in the evaluation of independent work. <p>The learning outcomes above align to the headings of: Research, Concepts, Fail and Fix, Communicating ideas and Critical thinking.</p> <p>The qualification be a combination of two, three or four projects. Examples of projects include:</p> <ul style="list-style-type: none"> • Thoughts become things – Create a Hospital, School, Music Venue or Workplace. An experiential project about the built environment from multi-disciplinary creative studio Acrylicize. • Campaign for Kindness - Studio LR asks students to create an advertising campaign using empathy • Van of Dreams - Your community has been given a campervan, what should they do with it? A project showing how to create a product, service or experience for a specific user group. • Circular Brand - Ellen MacArthur Foundation and Teemill challenge students to create a fashion brand and sell their own products in the circular economy. <p>Skills, Knowledge and Understanding</p> <p>Students will be expected to work independently for many aspects of the course and will be highly self-motivated. Independent research and concept development will not only take place in the classroom.</p> <p>Students will be able to progress to a Level 6 Award, which will be listed as a preferred requirement for all Design courses at Edinburgh Napier University and Edinburgh college and we expect other FE and HE institutions to follow.</p> <p>The World Economic Forum and Skills Development Scotland highlight the ability to apply the metaskills of creativity, problem-solving and critical thinking. This will appeal to any future employer whatever the field.</p>
Assessment	<p>All formal assessment will be completed online using a bespoke assessment tool. Pupils will be assessed throughout the course and there will be no final exam.</p> <p>As pupils complete assessments, averages and grades are calculated in real time along with interactive grade descriptors.</p>
Progression Pathway	<p>All Further and Higher Education institutions, employment, apprenticeships, further training are looking for candidates with the skills developed through this course.</p>

L5 CRIMINOLOGY NPA

Skills

Literacy: Confidence in Talk; Structured Writing; Analysis/Evaluation; Factual Writing
Numeracy: Data Analysis; Information Handling
Employability: Communication; Teamwork; Positive Attitude
Health and Wellbeing: Confidence; Leadership; Relationships; Managing Learning; Resilience

Course Information

This course gives students the opportunity to develop their understanding of crime on a local and national scale. Criminology is the scientific study of crime, including its causes, responses by the criminal justice system, and methods of prevention.

There will be 3 units to complete in order to achieve the full NPA Course Award.

- **Crime in the Community** – Gain knowledge of crime in a local context including classification, the role of the media in reporting crime, and how crime is being addressed/prevented.
- **The History and Development of Criminology** – Gain an understanding of the scientific development of theories and concepts about crime and criminals over time.
- **Criminology: Crime Scenes** – develop an understanding of the different types of physical and psychological evidence available at a crime scene, the importance of preserving evidence and how this evidence is utilised.

Skills, Knowledge and Understanding

This course will help students gain an understanding of one of the fastest growing academic disciplines in the world – Criminology.

There are significant parts of the course where students will be expected to learn independently. The aim is to encourage the following transferable skills:

- Time management, goal setting, punctuality and meeting deadlines
- Referencing, citation and bibliography skills
- Develop skills in information communication technology
- Organising and planning
- Working as an individual and with others
- Problem solving
- Developing personal effectiveness
- Developing the ability to take responsibility for one's own learning
- Making links with DYW to expand understanding of career opportunities related to Criminology.

Assessment

Each unit will be assessed by outcome. Assessments will be completed continuously throughout the course and will include a variety of methods such as:

- written reports,
- oral presentations,
- Video presentations
- Closed book assessments
- Open book assessments
- Portfolio of work

Progression Pathway

National 5 in another Humanities subject (Travel & Tourism, Modern Studies, History, Geography)

L5/6 NPA in CYBER SECURITY

Skills	Literacy: Critical Literacy Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	<p>We conduct much of our lives over the Internet which brings numerous blessings, but it has a darker side. The UK Government takes these risks seriously and there is an increasing demand for Cyber Security Professionals.</p> <p>This qualification aims to develop key knowledge and skills and increase the awareness of the job opportunities required by the cyber security industry.</p> <p>The award is designed to incorporate the three main areas of cyber security:</p> <ol style="list-style-type: none"> 1. Data Security 2. Digital Forensics 3. Ethical Hacking <p>Unit 1: Data Security An introduction to the use of personal data and data security, the risks associated with storing and sharing personal data, and to provide experience of basic data protection. Students learn what personal data is, how it is measured, where it is held, and how it is used and shared in an interconnected digital world. A specific aim is to raise awareness of the risks associated with storing and sharing personal data, and simple strategies to protect data.</p> <p>Unit 2: Digital Forensics An introduction to forensically examining digital evidence. Learners gain a basic knowledge of data acquisition, analysis, and reporting of simple forensic examinations. This includes identifying preliminary sources of evidence across a range of digital devices and media, then analysing and interpreting data to identify its relevance to an investigation.</p> <p>Unit 3: Ethical Hacking This unit covers the current legislation enacted to combat computer crime and an opportunity of applying basic hacking methods. A specific aim is to raise learners' awareness of potential cyber threats and the ethics and laws relating to computer crime. Learners will also be able to distinguish between basic methods used by ethical and malicious hackers to compromise computer systems, as well as applying these skills in a controlled environment.</p>
Assessment	<p>The award consists of three units listed above.</p> <p>Assessment is competence based. Students collect evidence through a range of activities to meet the standards for each unit. This evidence is kept in a portfolio and assessed internally by the school, which is then externally verified.</p>
Progression Pathway	<p>The qualification is available at three levels and you may be assessed at either level 5 or 6. Whichever you achieve, you can progress to the next level if you wish and go on to further study at College or University.</p>

N4 ENGLISH AND SCOTS LANGUAGE

Skills	<p>Literacy: Confidence in Talk; Critical Literacy; Accuracy in Writing</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Teamwork; Positive Attitude</p> <p>Health and Wellbeing: Confidence; Leadership; Relationships; Resilience</p>
Course Information	<p>These courses offer breadth of learning, meaning students gain several SCQF Level 4 qualifications by the end of the year. They will develop students' reading, writing, talking and listening skills in a variety of different contexts.</p> <p><u>N4 English</u></p> <p>Using both written and spoken texts, you will develop skills in identifying main ideas; analysing and evaluating language; creating new texts and verbal and non-verbal communication. A range of topics will be explored such as WW1 Poetry, Crime and Punishment, horror writing, etc.</p> <p><u>Scots Language Award</u></p> <p>This provides learners with the opportunity to study the history and development of the Scots language. It allows them to develop their ability to understand Scots and communicate in the Scots language.</p> <p><u>Skills, Knowledge and Understanding</u></p> <p>All three courses develop students' reading, writing, talking and listening skills, allowing them to understand, analyse and evaluate the world around them.</p> <p>The courses are also designed to develop employability skills such as communication/creativity, increase confidence and foster respectful relationships.</p>
Assessment	<p>These courses are internally assessed. Completion of the following assessments will result in a pass:</p> <p>N4 English:</p> <ul style="list-style-type: none"> • Listening Assessment (clip and questions) • Reading Assessment (passage and questions) • Writing (300 technically accurate words) <p>Scots Language:</p> <ul style="list-style-type: none"> • Creation of Scots dictionary which shows links to other European languages • Reading assessment (passage in Scots with questions) • Writing (at least 100 words in Scots) • Timeline of the History and Development of Scots
Progression Pathway	National 5 Literacy and National 5 English

N5 ENGLISH	
Skills	Literacy: Critical Literacy; Accuracy in Writing Numeracy: Data Handling Employability: Communication Health and Wellbeing: Resilience
Course Information	<p style="text-align: center;"><i>The Writing Folio- 30%</i></p> <p>Students must produce one piece of writing from each of the following categories:</p> <ol style="list-style-type: none"> Broadly Creative <ul style="list-style-type: none"> This can be a piece of reflective writing or a short story/poem/drama script. This will demonstrate an understanding of genre, use of language for effect and technical accuracy based around a central concern. Broadly Discursive <ul style="list-style-type: none"> This is an essay which develops an argument on a provocative topic. This will demonstrate an understanding of structure, tone, persuasive techniques and technical accuracy. <p>Both essays will be worked on throughout August to February. Final deadline for Submission is March.</p> <p style="text-align: center;"><i>Reading for Understanding, Analysis and Evaluation – 30%</i></p> <p>Students must demonstrate their ability to answer...</p> <ul style="list-style-type: none"> Understanding Questions- use own words to explain key aspects of texts. Analysis Questions- identify and explain language techniques of word choice, imagery, sentence structure, and tone. Evaluation Questions- identify effective aspects of text and explain effectiveness. <p>Question types are taught throughout the year. Regular RUAE homework is issued to consolidate skills</p> <p style="text-align: center;"><i>Critical Reading – 40%</i></p> <ol style="list-style-type: none"> Students study a Scottish Text and answer questions relating to the text. Critical Essay – students write an essay on a text they've studied demonstrating effective: <ul style="list-style-type: none"> Understanding- of the text and of the question. Analysis- of textual references in depth. Evaluation- of the effectiveness of textual references. Expression- of essay must be precise, structured and technical. <p>Texts Studied might include: Drama – 'Tally's Blood' by Ann Marie di Mambro. Poetry – various including 'Night Over Birkenau; by Taduesz Borowski. Prose – 'Lord of the Flies' by William Golding and 'A Hanging' by George Orwell.</p>
Assessment	<p><i>Exam Paper 1: Reading for Understanding, Analysis and Evaluation – 30%</i> Students must answer questions on Two Passages in 1 hour.</p> <p><i>Exam Paper 2: Critical Reading - 40%</i></p> <ol style="list-style-type: none"> Students must complete a Textual Analysis of a Scottish Text in 45 minutes (20%) Students must write a critical essay in 45 minutes (20%).
Progression Pathway	Level 6 Communication and Literature Higher English

HIGHER ENGLISH	
Skills	Literacy: Critical Literacy; Accuracy in Writing Numeracy: Data Handling Employability: Communication Health and Wellbeing: Resilience
Course Information	<p style="text-align: center;"><i>The Writing Folio- 30%</i></p> <p>Students must produce one piece of writing from each of the following categories:</p> <ol style="list-style-type: none"> Creative <ul style="list-style-type: none"> This can be a piece of reflective writing or a short story/poem/drama script. This will demonstrate an understanding of genre, use of language for effect and technical accuracy based around a central concern. Persuasive Essay <ul style="list-style-type: none"> This is an essay which develops an argument on a provocative topic. This will demonstrate an understanding of structure, tone, persuasive techniques and technical accuracy. <p>Both essays will be worked on throughout August to February. Final deadline for Submission is March.</p> <p style="text-align: center;"><i>Reading for Understanding, Analysis and Evaluation – 30%</i></p> <p>Students must demonstrate their ability to answer...</p> <ul style="list-style-type: none"> Understanding Questions- use own words to explain key aspects of texts. Analysis Questions- identify and explain language techniques of word choice, imagery, sentence structure, and tone. Evaluation Questions- identify effective aspects of text and explain effectiveness. The Final Question – explore 3 similarities and/or differences in the two texts. <p>Question types are taught throughout the year. Regular RUAE homework is issued to consolidate skills</p> <p style="text-align: center;"><i>Critical Reading – 40%</i></p> <ol style="list-style-type: none"> Students study a Scottish Text and answer several questions relating to the text. Critical Essay – students write an essay on a text they've studied demonstrating effective: <ul style="list-style-type: none"> Understanding- of the text and of the question. Analysis- of textual references in depth. Evaluation- of the effectiveness of textual references. Expression- of essay must be precise, structured and technical. <p>Texts Studied: Drama – 'Men Should Weep' by Ena Lamont Stewart or '2:22 A Ghost Story' Poetry – various including Carol Ann Duffy, Prose – 'The Great Gatsby' by F Scott Fitzgerald and Marrakesh by George Orwell</p>
Assessment	<p><i>Exam Paper 1: Reading for Understanding, Analysis and Evaluation – 30%</i> Students must answer questions on Two Passages in 1 hour 30 mins.</p> <p><i>Exam Paper 2: Critical Reading - 40%</i></p> <ol style="list-style-type: none"> Students must complete a Textual Analysis of a Scottish Text in 45 minutes (20%) Students must write a critical essay in 45 minutes (20%).
Progression Pathway	Advanced Higher English

ADVANCED HIGHER ENGLISH

Skills	<p>Literacy: Critical Literacy; Accuracy in Writing</p> <p>Numeracy: Data Handling</p> <p>Employability: Communication</p> <p>Health and Wellbeing: Resilience</p>
Course Information	<p>Students continue to develop their reading, writing, talking and listening skills by studying a range of sophisticated texts.</p> <p>They learn how to critically analyse and evaluate literature and communicate their own ideas in a stylish way.</p> <p>The Literary Study unit focuses on the plays of Tennessee Williams.</p> <p>The Textual Analysis unit exposes students to a wide range of poetry and prose from different genres and time periods.</p>
Assessment	<p><i>The Writing Folio- 30%</i></p> <p>Candidates will produce two pieces of writing for two different purposes and audiences. The writing can be from any of the following types:</p> <ul style="list-style-type: none"> Persuasive, informative, argumentative, reflective, poetry, prose fiction, drama. <p>There are no word limits for these pieces of writing; however, at least 1300 is expected. Both essays will be redrafted throughout the year and submitted on the day of the exam in May.</p> <p><i>Dissertation – 30%</i></p> <p>Candidates will produce a dissertation of around 2, 500 – 3,000 words on a text or texts of their choice.</p> <p>The dissertation allows students to demonstrate the following skills:</p> <ul style="list-style-type: none"> Independent planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature. <p>The dissertation will be redrafted throughout the year and is submitted by the end of March.</p> <p><i>Exam Paper 1: Literary Study (20%)</i></p> <p>This paper assesses students' ability to apply the skills of critical analysis and evaluation to previously studied literary texts. The texts studied will be the plays of Tennessee Williams.</p> <ul style="list-style-type: none"> Candidates will chose one question from a range of Drama questions and write a critical essay in response to it. <p><i>Exam Paper 2: Textual Analysis (20%)</i></p> <p>This paper assesses students' ability to apply the skills of critical analysis and evaluation to an unseen literary text. A variety of Prose and Poetry texts will be studied throughout the year in preparation for this paper.</p> <ul style="list-style-type: none"> Candidates will choose one question from any genre on an unseen literary text and write an extended critical analysis of it.
Progression Pathway	Higher Education courses

L5 FILM AND MEDIA NPA

Skills	<p>Literacy: Critical Literacy; Accuracy in Writing; Confidence in Talk; Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Teamwork; Positive Attitude</p> <p>Health and Wellbeing: Resilience; Confidence; Leadership; Relationships</p>
Course Information	<p>This course provides candidates with an introduction to the film industry and other forms of media. It allows students to learn about the techniques used by media makers, analyse and evaluate these in a selection of media products, and put these into practice through practical projects.</p> <p>Skills, Knowledge and Understanding</p> <p>As well as developing analysis and evaluation skills, this course also develops students practical skills in terms of working to a brief, using film-making equipment, and editing their work.</p> <p>The Creative Project also involves group work which develops employability skills such as communication/creativity, increase confidence, teamwork and time management.</p>
Assessment	<p>Assessment</p> <p>There are four units which all candidates must pass:</p> <ul style="list-style-type: none"> • An introduction to Film and the Film Industry - learners will be introduced to technical codes and narrative conventions used in film, while also gaining knowledge of the commercial facts that affect film production. • An introduction to the Media – learners will learn about different media sectors, platforms and products and analyse media consumption. • Pre-Production – learners must plan a project, identify production concerns such as health and safety guidance and work as a team. • Creative Project – learners must plan, implement and evaluate a media-based project in response to a given brief <p>Candidate evidence will be gathered in a variety of ways, depending on the unit.</p>
Progression Pathway	Further Education courses; training; employment

L6 COMMUNICATION AND LITERATURE

Skills	<p>Literacy: Critical Literacy; Accuracy in Writing; Confidence in Talk; Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Teamwork; Positive Attitude</p> <p>Health and Wellbeing: Resilience; Confidence; Leadership; Relationships</p>
Course Information	<p>These Level 6 courses are ideal for candidates who may struggle with the demands of Higher English in S5. They are valuable qualifications on their own but would also prepare candidates for attempting Higher English in S6.</p> <p><u>Level 6 Communication</u></p> <p>This unit is designed to provide the candidate with skills in understanding, analysing, evaluating and using complex, formal in English in a range of written and spoken forms.</p> <p><u>Level 6 Literature</u></p> <p>This unit is concerned with the reading of literature and with responding critically to that reading. Candidates will read and learn about a variety of literary texts from different genres.</p> <p>Skills, Knowledge and Understanding</p> <p>Both courses develop students' reading, writing, talking and listening skills, allowing them to understand, analyse and evaluate the world around them.</p> <p>The courses are also designed to develop employability skills such as communication/creativity, increase confidence and foster respectful relationships.</p>
Assessment	<p>Level 6 Communication</p> <p>There is no exam for this course; it is internally assessed. You must pass four outcomes:</p> <ul style="list-style-type: none"> • Using two written non-fiction texts, answer analysis and evaluation questions. • Produce two pieces of non-fiction writing of different forms of at least 650 words. • Using two spoken texts, answer analysis and evaluation questions. • Take part in an in-depth group discussion and deliver an individual presentation of at least 5 minutes. <p>Level 6 Literature</p> <ul style="list-style-type: none"> • Demonstrate your analysis and evaluation skills by producing two responses (one written and one spoken) to different genres of literature. • A textual analysis of an unseen literary text.
Progression Pathway	Higher English

LEVEL 4/5 CUSTOMER SERVICE

Skills	Literacy: Accuracy in Writing; Critical Literacy Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	Customer Service This course looks at the skills and qualities needed to successfully work in a customer service environment. By looking at the key elements of the customer service course (outlined below in the 3 units) candidates will be prepared to work well in a customer service role. Candidates will be equipped with skills and knowledge to go into employment in any role and have an understanding of how important the customer facing role is. Not only will candidates be prepared to work in customer service facing roles, they will also learn and build on skills such as communication, digital skills and teamwork. Unit 1 – customer service and communication Unit 2 – customer service and social media Unit 3 – customer service relating to product features and benefits
Assessment	<u>Assessment – Customer Service</u> On going unit assessments are carried out at the end of each unit. These assessments are open book. There is also a research assignment to complete. Students must complete all 4 mandatory units to achieve a National 5 course award.
Progression Pathway	Level 6 Customer service; Further Education; Employment; Apprenticeships; Training

L5 NPA in EMPLOYABILITY and ENTERPRISE

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy: Data Analysis</p> <p>Employability: Communication</p> <p>Health and Wellbeing: Confidence</p>
Course Information	<p>The core aim of the Employability and Enterprise NPA is to contribute to changing the ways in which young people see themselves in the world. Firstly, by raising their self-belief by showing them that they have, or can develop, the skills, knowledge and attitudes required for success in employment. Secondly, by promoting the belief that self-employment is a genuine option and can be pursued by people of all abilities.</p> <p>The award consists of three main units. Assessment is competence based. Students collect evidence through a range of activities to meet the standards for each unit. This evidence is kept in a portfolio and assessed internally by the school, which is then externally verified.</p>
Assessment	<p>Unit 1: Personal Development: Self and Work Student look at their existing skills and experience, and how these might apply to work. They set personal targets to develop areas needing improvement, and identify tasks that will help achieve these tasks. They also monitor their progress and evaluate how effective their personal development plan was.</p> <p>Unit 2: Enterprise Activity Students are expected to work in a group and come up with an Enterprise idea, plan how to make it successful and implement it. Each student will be expected to take a leading role in one aspect of the Enterprise but students should gain a range of entrepreneurial skills – including writing business plans, creativity, production, promotion, sales, costings and finance.</p> <p>Unit 3: Working with Others Students gain experience working with others outside their friendship group. They will track their development of interpersonal skills and communication. Tasks completed in relation to the Enterprise activity will be the main context for this.</p>
Progression Pathway	<p>Candidates who undertake an NPA in Enterprise and Employability could expect:</p> <ul style="list-style-type: none"> • Increased employment opportunities, following on from improved work-related skills and qualities. • An understanding of the key aspects of starting a business • Progression to an SCQF 5 or 6 Personal Development award • Further vocational courses such as Skills for Work • Progression onto Business related awards at SCQF level 5 and 6

N5 ENVIRONMENTAL SCIENCE

Skills	Literacy: Analysing/Evaluating Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	<p>The course has a strong interdisciplinary nature and aims to develop skills, knowledge and understanding in relevant areas of science and social science. It provides opportunities for SHS students to recognise the impact environmental science makes on their lives, on the lives of others, on the environment, and on society. Scientific enquiry, analytical thinking, knowledge and understanding along with investigative and research skills are developed throughout the course.</p> <p>There are three mandatory units:</p> <ul style="list-style-type: none"> • Living Environment – ecosystems and biodiversity • Earth's Resources – earth's systems and interactions • Sustainability – food, water, energy <p>Entry Requirement - Pass in National 4/5 Science / Environmental Science / Chemistry / Physics / Geography.</p> <p>Other progression routes - Consideration and discussion with Faculty PT</p>
Assessment	<p style="text-align: center;">100 marks questions paper – 80%</p> <p>Exam marked by SQA Exam is 2 hours 30 minutes This consists of ONE exam paper</p> <p style="text-align: center;">20 marks assignment - 20%</p> <p>This assignment requires learners to apply skills, knowledge and understanding to investigate a relevant topic in chemistry. The topic should draw on one or more of the key areas of the Course, and should be chosen with guidance from the teacher.</p> <p>The assignment will assess skills which cannot be assessed through the question paper, eg. handling of data generated through practical/fieldwork, and research skills.</p>
Progression Pathway	Another Discrete Science at N5 or Higher Environmental Science currently offered at Galashiels Academy

L5/6 NPA in ESPORTS

Skills	<p>Literacy: Confidence in Talk, Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Teamwork; Positive Attitude</p> <p>Health and Wellbeing: Confidence; Leadership; Relationships; Health; Managing Learning; Resilience</p>
Course Information	<p>This course will give you the opportunity to attain the SQA National Progression Award in E-sports at level 5 or 6. It will introduce you to the E-sports industry and the opportunities within it. You will also organise and promote an esports tournament and learn how to play as a team and analyse performance.</p> <p>Unit 1: The Esports Industry This unit covers the esports in a wider context. This includes the history of esports, the characteristics that make an esports game successful, different roles available in the esports industry and maintaining online safety.</p> <p>Unit 2: Game performance This unit covers the technical aspects of PC configuration for esports gaming, including hardware required, streaming platforms and appropriate game settings. Students also look at gameplay tactics, considering different genres and scoring systems, sportsmanship and etiquette. Finally students will participate in competitive gameplay after discussing tactics, then analyse both team and personal performance.</p> <p>Unit 3: Organising and Promoting Events Students gain an experience in planning, organising and promoting a live esports event. The event might be part of the interhouse competition and involve other students from the school (or beyond). Students identify the target market, select an appropriate venue, find sponsors, create promotional materials (including social media) and stream the event using an appropriate platform.</p>
Assessment	There is no formal exam. You will be required to undertake continual assessments throughout the year. These will take the form of written, oral, individual and team projects.
Progression Pathway	Through further study students could access career opportunities such as Business intelligence analyst, Data analyst, Data engineer, Data scientist, Systems analyst, Games developer, Games producer, Games designer, Games tester, AR/VR programmer, Virtual reality designer, 3D graphics artist, Animator

NATIONAL PROGRESSION AWARD IN: EXERCISE AND FITNESS LEADERSHIP AT LEVEL 6

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy: Information Handling; Data Analysis</p> <p>Employability: Positive Attitude; Problem Solving</p> <p>Health and Wellbeing: Confidence; Respect; Resilience; Being Healthy; Relationships; Managing my Learning</p>
Course Information	<p>This award allows candidates to develop their personal leadership qualities and to develop their knowledge and skills within fitness. Candidates should have a continued interest in sport and exercise.</p> <p>There are 5 units available and candidates will select at least three to complete the course. These are:</p> <ul style="list-style-type: none"> - Cardiovascular Training - Fixed Weight Training - Free Weight Training - Circuit Training - Exercise to Music <p>Each unit has both a theoretical element as well as a practical element with assessments in both.</p>
Assessment	<p>Candidates will be assessed both through written work/assignments as well as practical delivery. Each unit will have a performance element and written element associated with it and candidates need to pass both elements to pass the unit.</p> <p>Example – Cardio Vascular Training</p> <p>Unit 1 – Describe exercises to improve Cardio Vascular Fitness</p> <ul style="list-style-type: none"> - Explain the impact of training on the Cardio Vascular System - Demonstrate Cardio Vascular Training Exercises - Plan and Complete a Training Session
Progression Pathway	<p>It is designed to allow progression to programmes in:</p> <ul style="list-style-type: none"> " Sport Coaching with Sport Development. " Fitness Health and Exercise. " Sport and Recreation Management " Sports Therapy " Applied Sports Science " Other SQA awards " Teacher of Physical Education " Teacher " College and University Courses

NATIONAL 5 FRENCH	
Skills	Literacy: Listening and Reading for Information; Accuracy in Writing Numeracy: statistics, comparisons Employability: Communication Health and Wellbeing: Resilience
Course Information	Topics studied include: Healthy Lifestyle, Relationships, Media, Deciding for the future, School, Holidays, and Festivals. Contexts: Society, Employability, Culture, Learning
Assessment	<p style="text-align: center;">Performance: Talking- 30 marks</p> <ul style="list-style-type: none"> Candidates will carry out a spoken presentation using detailed language on a topic chosen from at least one of the four contexts. Following this, candidates are required to take part in a conversation using detailed language on a different topic or context. They must respond to some questions and may also ask questions. It is internally assessed and externally verified by SQA. It should last approximately 6 minutes. Final performances will be assessed in February/March. <p style="text-align: center;">Exam Paper 1: Reading and Writing – 50 marks</p> <p>This paper has two sections.</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Students will read three texts in French, each focussing on a different context. They will answer question in English which focus on identifying main points and giving supporting detail. <p><u>Writing</u></p> <ul style="list-style-type: none"> Students will produce one piece of writing in French of 120 – 150 words. This will be in response to a job advert stimulus supported by six bullet points which they must address. They may use a dictionary. <p style="text-align: center;">Exam Paper 2: Listening – 20 marks</p> <p>This paper also has two sections.</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> Students will listen to one monologue which uses detailed French and respond to questions in English Students will also listen to one short conversation in French and respond to questions in English.
Progression Pathway	Higher French; Foreign Languages Leadership award

NATIONAL 4/5 GEOGRAPHY

Skills	Literacy: Critical Literacy Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	<ol style="list-style-type: none"> Physical Environments <ul style="list-style-type: none"> Weather: Within the context of the United Kingdom: the effect of latitude, relief, aspect and distance from sea on local weather conditions ,the characteristics of the five main air masses affecting the UK ,the characteristics of weather associated with depressions and anticyclones. Limestone: The identification and formation of limestone pavements, potholes/swallow holes, caverns, stalactites and stalagmites, intermittent drainage. Rivers: The identification and formation of v-shaped valleys, waterfalls, meanders, ox bow lakes and river levees. Human Environments <ul style="list-style-type: none"> Urban: Characteristics of land-use zones in cities in the developed world, recent developments in the CBD, inner city, rural/urban fringe in developed world cities, recent developments which deal with issues in shanty towns in developing world cities. Population: Use of social and economic indicators, physical and human factors influencing global population distribution, factors affecting birth and death rates Rural: Changes in the rural landscape in developed countries related to modern developments in farming such as: diversification, impact of new technology, organic farming, genetic modification, current government policy and changes in the rural landscape in developing countries related to modern developments in farming such as: genetic modification, impact of new technology, biofuels Global Issues <ul style="list-style-type: none"> Health: Distribution of a range of world diseases, causes, effects and strategies adopted to manage; — HIV/AIDS in developed and developing countries, one disease prevalent in a developed country (choose from: heart disease, cancer, asthma) and one disease prevalent in a developing country (choose from: malaria, cholera, kwashiorkor, pneumonia). Tourism: Mass tourism causes and impacts, ecotourism causes and impacts.
Assessment	<p>National 4 candidates will be internally assessed through portfolios and unit assessments</p> <p>National 5 candidates will sit an external examination</p> <p>Exam Paper 1 – 80 Marks</p> <p>Students must answer 3 sections:</p> <ul style="list-style-type: none"> Section 1: Physical Environments – 30 marks Section 2: Human Environments – 30 marks Section 3: Global Issues – 20 marks <p><i>Prelim Exam: January 2024</i> <i>Final Exam: During SQA exam diet (April-June 2024)</i></p> <p>Assignment – 20 marks</p> <p><i>Students must undertake independent research/fieldwork on a geographical issue. They then process and analyse their findings to draw to conclusions on their chosen issue.</i> <i>Write up – 1 hr</i></p>
Progression Pathway	Higher Geography

HIGHER GEOGRAPHY	
Skills	Literacy: Critical Literacy Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	<ol style="list-style-type: none"> Physical Environments <ul style="list-style-type: none"> Lithosphere: Formation of erosion and depositional features in glaciated and coastal landscapes and rural land use conflicts and their management related to glaciated and coastal landscapes. Biosphere: Properties and formation processes of podzol, brown earth and gley soils. Hydrosphere: Hydrological cycle within a drainage basin, interpretation of hydrographs. Atmosphere: Global heat budget, redistribution of energy by atmospheric and oceanic circulation and the cause, characteristics and impact of the Intertropical Convergence Zone. Human Environments <ul style="list-style-type: none"> Urban: The need for management of recent urban change (housing and transport) in a developed and in a developing world city, the management strategies employed and the impact of the management strategies Population: Methods and problems of data collection, consequences of population structure and causes and impacts of forced and voluntary migration. Rural: The impact and management of rural land degradation related to a rainforest or semi-arid area Global Issues <ul style="list-style-type: none"> Development and health: Validity of development indicators, differences in levels of development between developing countries, water-related disease: causes, impact, management and primary healthcare strategies. Climate Change: Human and physical causes of climate change, impacts of climate change and possible solutions to climate change.
Assessment	<p style="text-align: center;">Exam Paper 1 – 100 Marks</p> <p><i>Students must answer 2 sections:</i></p> <ul style="list-style-type: none"> Section 1: Physical Environments – 50 marks Section 2: Human Environments – 50 marks Exam Length: 1 hr 50 mins <p style="text-align: center;">Exam Paper 2 – 60 marks</p> <p><i>Students must answer 2 sections:</i></p> <ul style="list-style-type: none"> Section 1: Global Issues – 40 marks Section 2: Application of Geographical Skills – 20 marks Exam Length: 1 hr 10 mins <p><i>Prelim Exam: January 2024</i> <i>Final Exam: During SQA exam diet (April-June 2024)</i></p> <p style="text-align: center;">Assignment – 30 marks</p> <p><i>Students must undertake independent research/fieldwork on a geographical issue. They then process and analyse their findings to draw to conclusions on their chosen issue. Write up – 1 hr 30 mins.</i></p>
Progression Pathway	Advanced Higher Geography OR Higher in another Humanities subject (History, Geography or Modern Studies)

NATIONAL 4 GRAPHIC COMMUNICATION

Skills	<p>Literacy: Critical Literacy; Reading for Information, Research</p> <p>Numeracy: Data Analysis; Information Handling; Fractions and Percentages</p> <p>Employability: Communication; Creativity; Problem Solving</p> <p>Health and Wellbeing: Confidence; Managing my Learning; Resilience</p>
Course Information	<p><i>The course is delivered in 2 units of work:</i></p> <p>2D Graphic Communication This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Learners develop 2D graphic spatial awareness.</p> <p>3D and Pictorial Graphic Communication This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D graphic spatial awareness.</p> <p>Added Value Unit: Graphic Communication Assignment Learners will be able to extend and apply their knowledge and skills through the assignment. They will draw on their range of graphic communication experiences from the Units in order to produce an effective overall response to the assignment.</p>
Assessment	<p>To achieve the National 4 Graphic Communication Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.</p> <p>There is no external exam for National 4 Graphic Communication.</p>
Progression Pathway	<p>This Course or its Units may provide progression to:</p> <ul style="list-style-type: none"> • other qualifications in Graphic Communication or related areas • further study, employment or training

NATIONAL 5 GRAPHIC COMMUNICATION

Skills

Literacy: Critical Literacy; Reading for Information, Research
Numeracy: Data Analysis; Information Handling; Fractions and Percentages
Employability: Communication; Creativity; Problem Solving
Health and Wellbeing: Confidence; Managing my Learning; Resilience

The course provides opportunities for candidates to gain skills in reading, interpreting and creating graphic communications. They also learn to apply knowledge and understanding of graphic communication standards, protocols and conventions. The course is practical, exploratory and experiential in nature and combines elements of recognised professional standards for graphic communication, partnered with graphic design creativity and visual impact.

Candidates develop:

- skills in graphic communication techniques, including the use of equipment, graphics materials and software & the ability to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions
- an understanding of the impact of graphic communication technologies on our environment and society

Course Information

The course develops skills in two main areas.

Candidates are able to apply these skills to produce graphics that provide relevant visual impact and graphics that transmit information.

2D graphic communication Candidates develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts.

Candidates also develop 2D graphic spatial awareness.

3D and pictorial graphic communication

Candidates develop creativity and skills within a 3D and pictorial graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 3D graphic spatial awareness.

Skills, knowledge and understanding Skills,

knowledge and understanding for the course The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and promotional graphics in straightforward, familiar and some new contexts
- initiating and producing simple informational graphics in straightforward, familiar and some new contexts
- visual literacy by interpreting simple but unfamiliar graphic communications
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features
- knowledge of graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- the ability to take initiative in evaluating work in progress and completed graphics and applying suggestions for improvement in presentation

	<ul style="list-style-type: none"> • knowledge of a range of computer-aided graphics techniques and practices • knowledge of colour, illustration and presentation techniques in straightforward, familiar and some unfamiliar contexts • knowledge and understanding of the impact of graphic communication technologies on our environment and society
Assessment	<p><i>Assignment - worth 40 marks (33 % of their overall mark)</i></p> <p>The assignment assesses the ability to apply graphic communication skills and knowledge developed and acquired during the course in the context of a defined task set by the SQA, which requires pupils to respond to a problem or situation. It has three areas covering Preliminary, Production and Promotional graphics.</p> <p>Exam Paper- worth 80 Marks (67% of their overall mark)</p> <p>The 2 hour question paper has one section and gives pupils the opportunity to demonstrate knowledge and understanding relating to topics such as CAD techniques, manual and electronic methods, drawing standards, use of colour, layout and presentation techniques.</p>
Progression Pathway	other qualifications in Graphic Communication or related areas; further study, employment and/or training

HIGHER GRAPHIC COMMUNICATION

Skills	<p>Literacy: Critical Literacy; Reading for Information, Research</p> <p>Numeracy: Data Analysis; Information Handling; Fractions and Percentages</p> <p>Employability: Communication; Creativity; Problem Solving</p> <p>Health and Wellbeing: Confidence; Managing my Learning; Resilience</p> <p>Candidates develop:</p> <ul style="list-style-type: none"> • skills in graphic communication techniques, including the use of equipment, graphic materials and software • creativity in the production of graphic communications to produce visual impact in meeting a specified purpose • skills in evaluating the effectiveness of graphics in communicating and meeting their purpose • an understanding of graphic communication standards, protocols and conventions, where these apply • an understanding of the impact of graphic communication technologies on our environment and society
Course Information	<p>The Course is practical yet exploratory and experiential in nature. On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require visual impact and graphics that transmit information. There are 2 units:</p> <p>2D Graphic Communication – This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.</p> <p>3D and Pictorial Graphic Communication – This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.</p>
Assessment	<p>Assignment - worth 50marks (36% of their overall mark) A coursework portfolio to showcase 2D and 3D skills, set by the SQA worth 50 marks.</p> <p>Exam Paper- worth 90 Marks (64% of their overall mark) 2 hour 30 min exam paper.</p>
Progression Pathway	<p>other SQA qualifications in graphic communication or related areas; further study, employment and/or training</p>

ADVANCED HIGHER GRAPHIC COMMUNICATION

Skills	<p>Literacy: Confidence in Talk; Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Teamwork; Positive Attitude</p> <p>Health and Wellbeing: Confidence; Leadership; Relationships; Health; Managing my Learning; Resilience</p>
Course Information	<p>Purpose and aims</p> <p>The course develops candidates' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. The course enables candidates to:</p> <ul style="list-style-type: none"> investigate, research and evaluate the commercial contexts of graphic communication understand the impact of advanced graphic communication technologies and activities on our environment and society apply graphic communication design principles and techniques in various commercial contexts use software applications to produce creative, meaningful and effective graphic items and solutions to contextualised problems and challenges Creatively apply graphic presentation work and animation techniques in commercial activities learn and think independently <p>Who is this course for?</p> <p>The course is sufficiently flexible to meet the needs of all candidates with an interest in this area. However, it is particularly designed for those considering further study or a career in graphic design, computer-aided design and draughting, publishing, marketing and electronic and moving graphic media-related disciplines.</p> <p>The course has two areas of study — technical graphics, and commercial and visual media graphics.</p> <p>Technical graphics</p> <p>Candidates develop creativity and evaluation skills in technical graphics through manual and electronic-based communication activities. They explore the purpose, application and audience requirements of technical graphics and apply graphic communication skills, knowledge and understanding to plan, produce and evaluate technical graphic techniques and technologies. They also explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation.</p> <p>Commercial and visual media graphics</p> <p>Candidates develop skills and techniques to create effective commercial and visual media graphic communications and explore their application in publishing and promotion. Graphic design work is iterative. Candidates review, evaluate, amend and present their work, and develop a deep understanding of the needs of the intended audience.</p>
Assessment	<p>Assignment - worth 50marks (36% of their overall mark)</p> <p>A coursework portfolio to showcase 2D and 3D skills, set by the SQA worth 50 marks.</p> <p>Exam Paper- worth 90 Marks (64% of their overall mark)</p> <p>2 hour 30 min exam paper.</p>
Progression Pathway	<p>a range of graphic-related Higher National Diplomas (HNDs); degrees in graphic design and related disciplines; careers in graphic design, engineering, architecture, digital media, creative arts, interior design, marketing, landscape architecture and design further study, employment and/or training</p>

NATIONAL 5 HEALTH & FOOD TECHNOLOGY

Skills	<p>Literacy: Critical Literacy; Reading for Information</p> <p>Numeracy: Data Analysis</p> <p>Employability: Teamwork; Problem Solving</p> <p>Health and Wellbeing: Confidence; Being Healthy</p>
Course Information	<p>The National 5 Health and Food Technology Course focuses on health and the nutritional properties of food as well as safe, hygienic and informed practices in food preparation. It develops students understanding of the importance of a balanced diet and healthy lifestyle. It also allows students to develop the knowledge, understanding and skills to become informed food consumers.</p> <p>The knowledge and skills developed in the course prepare students for decisions required in learning, life and work. Students undertaking the course will focus on health, food and consumer issues and develop practical skills that are transferable to a range of contexts, including employment.</p> <p>The course is delivered as 3 units:-</p> <ol style="list-style-type: none"> 1. Food For Health – balanced diets, current dietary advice, nutrition, diet related diseases and dietary needs of individuals. 2. Food Product Development – functional properties of ingredients, stages of product development, sensory tasting and food safety. 3. Contemporary Food Issues- factors which affect consumer food choice, contemporary food issues e.g. Fair Trade or organic foods, technological developments e.g. food additives, Organisations which protect consumers and food labelling. <p>Please note that this is a theory-based course with occasional practical cookery sessions to support learning.</p> <p>Homework is an integral part of this course and students should expect to spend a minimum of an hour a week on homework tasks.</p>
Assessment	<p>Assignment - 50 % of their overall mark</p> <p>Students choose a brief set each year by SQA as the basis for their assignment.</p> <ul style="list-style-type: none"> • Planning- identify issues from the brief, and then carry out 3 investigations. • The product – as a result of the investigations; pupils develop, and make a food product to meet the brief. • Product testing – pupils carry out testing on the food product. • Evaluation – based on their product testing, pupils evaluate the success of the product and suggest possible amendments they could make to the product. <p>Deadline: March 2025</p> <p>Exam Paper- 50% of their overall mark</p> <p>The exam is 1 hour and 50 min</p> <p>There are six questions, each worth 10 marks. Questions are broken down into parts. Course content and skills are sampled across questions. This question paper gives candidates an opportunity to demonstrate the following knowledge, understanding and skills:</p> <ul style="list-style-type: none"> • explaining and evaluating the relationship between health, food and nutrition • explaining the food product development process • understanding current consumer issues and how to make informed consumer decisions
Progression Pathway	Higher Health and Food Technology

HIGHER HEALTH & FOOD TECHNOLOGY

Skills	<p>Literacy: Critical Literacy; Reading for Information</p> <p>Numeracy: Data Analysis</p> <p>Employability: Teamwork; Problem Solving</p> <p>Health and Wellbeing: Confidence; Being Healthy</p>
Course Information	<p>This course focuses on health, the influence of food and its nutritional properties, the dietary needs of individuals, and applying safe, hygienic and informed practices in food preparation. The course also addresses contemporary issues affecting food and nutrition, including ethical and moral considerations; sustainability of sources; food production and development; and their effects on consumer choices</p> <p>The course allows students to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. Students develop their understanding of the properties of food in relation to food production, processing and the development of food products.</p> <p>The course is delivered as 3 units of work</p> <ol style="list-style-type: none"> 1. Food For Health – balanced diets, current dietary advice, nutrition, diet related diseases and dietary needs of individuals. 2. Food Product Development – functional properties of ingredients, stages of product development, sensory tasting and food safety. 3. Contemporary Food Issues- factors which affect consumer food choice, contemporary food issues e.g. Fair Trade or organic foods, technological developments e.g. food additives, Organisations which protect consumers and food labelling. <p>Please note that this is a theory-based course with occasional practical cookery sessions to support learning.</p> <p>Homework is an integral part of this course and students should expect to spend a minimum of an hour a week on homework tasks.</p>
Assessment	<p>Assignment - 50 % of their overall mark</p> <p>Students choose one of 2 briefs set each year by SQA as the basis for their assignment.</p> <ul style="list-style-type: none"> • Planning- identify issues from the brief, and then carry out 3 investigations. • The product – as a result of the investigations; pupils develop, and make a food product to meet the brief. • Product testing – pupils carry out testing on the food product. • Evaluation – based on their product testing, pupils evaluate the success of the product and suggest possible amendments they could make to the product. <p>Deadline: March 2025</p> <p>Exam Paper- 50% of their overall mark</p> <p>It is a 2 hour paper and students will have to answer 5 questions (<i>Q1 – 20 marks and Q 2-5 10 marks</i>)</p> <p>Students must demonstrate their subject knowledge and ability to answer a variety of different question types: - explain, describe, evaluate and analyse.</p>
Progression Pathway	Further/Higher Education; Employment; Apprenticeship; Training

NATIONAL 5 HEALTH SECTOR Skills for Work

Skills	Literacy: Analysing/Evaluating Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	<p>Designed to give an insight into the many different job roles and the broad range of occupations available in the UK Health Sector. Health Sector is a major employer locally in the Borders and Nationally.</p> <p>This course provides opportunities for learners to develop:</p> <ul style="list-style-type: none"> • Practical skills • Skills, Knowledge and an Understanding of the Health Sector Workplace • Skills for Life and Employability Skills for Work including interview practice <p>Course Units</p> <ul style="list-style-type: none"> • Working in Health Sector • Life Sciences Industry • Improving Health and Wellbeing • Physiology of Cardiovascular System • Working in Non-Clinical Roles
Assessment	<p>No Exam : School-Based Assessment</p> <p>A variety of assessment approaches that covers several Assessment Outcomes. These include:</p> <ul style="list-style-type: none"> - Investigation - Practical Activities - Learner Review - Teamwork Exercise - Structured Questions - Job interviews
Progression Pathway	Another N5 Discrete Science or College Based course

NATIONAL 4/5 HISTORY

Skills

Literacy: Critical Literacy
Numeracy: Information Handling
Employability: Communication
Health and Wellbeing: Confidence

Course Information

1. Scottish; The Era of the Great War, 1900-1928

A study of the impact of the Great War on Scottish society

- Scots on the Western Front
- The impact of the war on society
- The impact of the war on industry and the economy
- The impact of the war on the political life of Scotland

2. British; The Making of Modern Britain, 1880-1951

A study of the origins of the Welfare State and modern British society

- Divided Society; poverty, housing and politics
- The Liberal Reforms, 1906-1914
- The social impact of WWII
- Labour Reforms: The Welfare State, 1945-51

3. European and World; Free at Last? Civil Rights in the USA, 1918-68

A study of the Civil Rights movement in America after WWII

- The Open Door Policy and immigration, to 1928
- 'Separate but Equal' - obstacles to black civil rights, to 1945
- Civil Rights Campaigns, 1945-1968
- The ghettos and black American radicalism

Homework

Homework will be given on a regular basis and will consist of:

- Practice exam paper questions (KU + Source Handling)
- Independent learning e.g. reading, note taking, research
- Completion of unfinished class work

Skills

This course will develop many important and transferable skills for further study and the world of work;

- an understanding of the impact of conflict on society, economy and politics
- an understanding of the origins of the modern British state
- an understanding of rights and democracy in action
- communication skills; both oral and in writing
- critical literacy; handling information, evaluation and analysis of evidence
- research and presentation skills
- Extended writing skills; using evidence to develop an argument, reaching conclusions

Assessment

National 4 candidates will be internally assessed through portfolios and unit assessments

National 5 candidates will sit an external examination and complete an assignment

Exam Paper – 80%,

- 80 marks, 2hrs 20mins
- Three sections – Scottish, British, European & World
- Questions will be a selection of six specific types
- Three types of knowledge questions (describing, explaining & analysing)
- Three types of source questions (comparing, evaluating usefulness & assessing in context)

Assignment – 20%

	<ul style="list-style-type: none"> • Extended essay worth 20 marks • Independent research will be carried out into a chosen topic • Production of evidence – write-up of essay in exam conditions in class
Progression Pathway	Higher History

HIGHER HISTORY

Skills

Literacy: Critical Literacy
Numeracy: Information Handling
Employability: Communication
Health and Wellbeing: Confidence

Course Information

1. Scottish; Migration and Empire, 1830-1939

A study of population movement and social and economic change in Scotland and abroad between 1830 and 1939. This unit develops the skills of source handling, the evaluation and analysis of historical sources.

- The Migration of Scots
- The Experience of Immigrants in Scotland
- The Impact of Scots Emigrants on the Empire
- The Effects of Migration and Empire on Scotland, to 1939

2. British; Britain, 1851-1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens. This unit develops the skills of research and essay writing.

- The reasons why some women were given the vote in 1918
- The reasons why the Liberals introduced social reforms, 1906–14
- The effectiveness of the Liberal social reforms
- The effectiveness of the Labour reforms, 1945–51

3. European and World; Russia, 1881-1921

A study of the opposition to autocracy in a large, multi-national state, the collapse of the Tsarist regime and the rise of the Bolsheviks. This unit develops the skills of research and essay writing.

- The causes of the 1905 revolution
- The reasons for the February Revolution of 1917
- The reasons for the success of the October (Bolshevik) Revolution of 1917
- The reasons for the victory of the Reds in the Russian Civil War

Skills

This course will develop many important and transferable skills for further study and the world of work;

- an understanding of the impact of emigration & immigration on Scottish society
- an understanding of the significance of democracy and social welfare in modern Britain
- an understanding of the forces which caused revolution in Russia
- communication skills; both oral and in writing
- critical literacy; handling information, evaluation and analysis of evidence
- research and presentation skills
- essay writing skills; using evidence to develop an argument, reaching conclusions

Assessment

Final Exam – 80 marks (73%)

The final exam is made up of two papers;

Paper 1 – 1hr 30 mins

2 essays (2x 22 marks) - 1 British, 1 European and World

Paper 2 – 1hr 30 mins

Source analysis questions; evaluation, comparison, explanation and context questions (36 marks)

Assignment – 30 marks (27%)

	<ul style="list-style-type: none">• Extended essay worth 30 marks• Independent research will be carried out into a chosen topic• Production of evidence – write-up of essay in exam conditions in class
Progression Pathway	Advanced Higher History


ADVANCED HIGHER HISTORY

Skills	<p>Literacy: Critical Literacy Numeracy: Information Handling Employability: Communication Health and Wellbeing: Confidence</p>
Course Information	<p>Advanced Higher History consists of an in-depth study of the following topic;</p> <p>Russia; from Tsarism to Stalinism, 1914-45 Building on the Russia topic at Higher History, this field of study will examine political ideology as found in the Communist state, the changing nature of authority, and the policy outcomes of that authority.</p> <p>Summary</p> <ul style="list-style-type: none"> • Bolshevik Rise to Power - the background to the February Revolution; the Provisional Government; the events and immediate consequences of the October Revolution • Lenin & the Consolidation of Power – the withdrawal from the First World War; the Civil War and the reasons for Bolshevik victory; changing economic policies under Lenin • Making of the Stalinist System – Stalin’s struggle for power and victory over his rivals; policies of industrialisation and collectivisation; Stalin’s Purges • Spread of Stalinist Authority – political, social and cultural aspects of the Stalinist state; the Great Patriotic War <p>Students will be required to read extensively to develop, not only a detailed understanding of events, but also an awareness of current historiographical debate. They should be able to analyse a wide variety of historical sources and be knowledgeable about trends in historical research. Throughout the course, students will be expected to work with greater independence, managing their own workload and meeting all deadlines.</p> <p>Skills This course will develop many important and transferable skills for further study and the world of work;</p> <ul style="list-style-type: none"> • an understanding of the field of study researched and an awareness of recent historical research around this issue. • communication skills; both oral and in writing • critical literacy; handling information, evaluation and analysis of evidence and historical sources • advanced research skills • advanced essay writing skills; using evidence to develop an argument, awareness of research and debate, supporting analytical conclusions.
Assessment	<p><u>Project-Dissertation – 50 marks (36%)</u> Students will complete a 4,000wd project-dissertation on a chosen issue/question. This piece of work requires extensive independent research, handling a variety of primary and secondary sources, and producing an analytical dissertation which is externally assessed by the SQA.</p> <p><u>Final Exam – 90 marks (64%)</u> The final SQA exam is made up of one 3hr paper, with two sections.</p> <p>Part A: Historical issues — a range of essay questions of which two must be completed (50 marks)</p> <p>Part B: Historical sources — source-based questions drawn from the key issues, evaluating, comparing & contextualising the sources (40 marks)</p>
Progression Pathway	Further/Higher Education, Employment, Apprenticeship, Training

LEVEL 5 Skills for Work HOSPITALITY

Skills	<p>Literacy: Active listening, Reading for research, Talking with confidence, Public Speaking.</p> <p>Numeracy: Weighing and Measuring, Calculating, Costing, Analysing results, Fractions and Decimals, Time Management.</p> <p>Employability: Problem solving, Teamwork, Creativity, Positive Attitude, Communication.</p> <p>Health and Wellbeing: Working safely and hygienically, showing empathy, respectful relationships, resilience.</p>
Course Information	<p>Skills for Work Hospitality at National 5 (SCQF level 5) provides an introduction to the different commercial and non-commercial sectors of the hospitality industry and the types of provision they offer. Candidates will also learn about the organisational aims of hospitality establishments and the products and services they provide.</p> <p>Candidates will develop vocational skills and knowledge and gain practical experience in: menu planning; preparing, cooking and presenting a range of foods in a professional kitchen; serving food and drinks; undertaking reception duties and customer care; and planning, organising and running a small hospitality event.</p> <p>All Units in the Course place emphasis on the employability skills and attitudes which will help to prepare candidates for the workplace. Candidates will have the opportunity to prepare for, and take part in, a job interview.</p> <p>The course contact time is 3 periods per week. Students will be expected to plan, attend, and run events outside of school time to gain their qualification.</p> <p>The specific aims of this course are to:</p> <ul style="list-style-type: none"> - prepare learners for work in the hospitality industry - develop team-working skills - develop customer care skills - develop food preparation, cooking and presentation skills - develop food and drink service skills - apply relevant health and safety and food hygiene procedures - develop personal presentation skills - develop a positive and responsible attitude to work - develop communication skills - develop aspects of the Core Skill of Working with Others - encourage skills in setting personal goals, reviewing and evaluating
Assessment	<p>Assessment of this Course is based on a range of practical activities. Performance evidence will be supported by assessor observation checklists. For the Employability Skills, candidates will be required to carry out self-evaluation on a range of skills, review progress and identify action points.</p> <p>To achieve the award of National 5 Skills for Work Hospitality course, learners must achieve all the required units below on a pass or fail basis:</p> <ul style="list-style-type: none"> - Developing skills for working in Hospitality - Developing skills for working in a Professional Kitchen - Front of House Operations - Planning Hospitality Events
Progression Pathway	<p>The Award may provide progression to:</p> <ul style="list-style-type: none"> • National 5 Practical Cookery • Employment in the hospitality industry • Other units in food and beverage service at SCQF level 5/6 at Borders College

MENTORS IN VIOLENCE PREVENTION

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy: Information handling</p> <p>Employability: Communication, Leadership, Teamwork</p> <p>Health and Wellbeing: Confidence; Being Healthy</p>
Course Information	<p>The Mentors in Violence Prevention programme uses a peer education model, to discuss important issues faced by young people in Scotland. Topics include bullying behaviour, gender-based violence, social media use.</p> <p>MVP was established in Scotland in 2011, by the Scottish Violence Reduction Unit (VRU) of the police and is now operated by Education Scotland in partnership with the SVRU and the Scottish Government.</p> <p>The programme involves senior phase pupils mentoring younger pupils through the delivery of interactive workshops in school.</p> <p>Mentors receive training in 5 key areas:</p> <p>Leadership skills</p> <ul style="list-style-type: none"> • Using a bystander approach • Exploring violence through a gendered lens • Recognising violent behaviour • Challenging victim blaming  <p><i>'Older students will teach younger students about gender violence... young people who are feeling left out and marginalized will get support from older students who are going to take them under their wing and look after them. That type of grassroots intervention is how we change a culture'</i> Dr Kaitlyn Regehr (The Times)</p>
Assessment	Silver Youth Achievement Award, Volunteer section of Duke of Edinburgh or SQA Leadership award
Progression Pathway	

NATIONAL 4/5 PRACTICAL COOKERY

Skills	<p>Literacy: Critical Literacy, reading for Information, reading for understanding, Evaluating,</p> <p>Numeracy: Information Handling, weighing and measuring, costing, scaling up/down recipes,</p> <p>Employability: Teamwork, creativity,</p> <p>Health and Wellbeing: Confidence; Being Healthy</p>	
Course Information	<p><i>The course has 3 units of work that are delivered through a combined approach</i></p> <p>Students will learn in a variety of ways; however, practical work will underpin all aspects of learning throughout the course.</p> <p>1. Cookery Skills and Techniques:- Food preparation techniques and cookery processes Safe food storage and hygiene</p> <p>2. Understanding and Using Ingredients :- Adapting recipes to follow current dietary advice Sustainability and seasonality Categories of ingredients, and their uses (functions of ingredients)</p> <p>3. Organisation of Practical Skills:- Developing, planning, and organising work flow when cooking Time-management, to be able to cook different recipes simultaneously Presenting dishes using specialist garnishing and decorating techniques Evaluating dishes related to appearance, texture and taste Carrying out costing of recipes and individual ingredients</p> <p><i>There is no fee for the practical cookery course. Students will cook twice a week and are expected to collect their food at the end of the day or at lunch time. Students will have one theory lesson per week where they will cover the topics required by the two theory exams.</i></p>	
Assessment	<p>National 4</p> <p>1 Combined unit assessment consisting of a coursework booklet and 2 course meal practical assessment.</p> <p>Assessment takes place throughout the year. All theory course work must be completed before the final 2 course practical assessment can be undertaken.</p>	<p>National 5</p> <p>Written Exam</p> <p>1 hour written exam paper worth 30 marks (25 % of overall mark)</p> <p>Assessed on the following:</p> <ul style="list-style-type: none"> • Cookery techniques and processes • Safe food storage/ hygiene • Adapting recipes to follow current dietary advice • Sustainability and seasonality • Use/function of ingredients • Evaluating dishes –taste, texture and appearance • Creative presentation-garnishes and decorating • Costing of recipes <p>Dec/Jan Prelim (3 separate exams)</p> <p>Final Time plan and Practical exam before Easter 2025</p> <p>Final Written exam- May/June 2025</p>
	<p>National 4</p> <p>Nat 4 Added Value Unit Assessment</p> <p>Produce a 2 course meal, following a time-plan in 1½ hours.</p> <p>Planning booklet- ingredients listed in correct categories, equipment list and service details.</p>	<p>National 5</p> <p>Written Time plan exam</p> <p>1.45 hour written exam paper to plan the practical assignment, producing a detailed timeplan.</p> <p>Planning of practical task</p> <p>worth 18 marks (13% of overall mark) produce a detailed time-plan,</p>

	<p>Practical task- Working in a safe, hygienic manner, make and serve each dish in an appropriate manner.</p> <p>Students must pass the Added Value Unit and the 3 units to gain the Nat 4 award.</p>	<p>requisition of equipment and service suggestions (externally marked by SQA)</p> <p>Practical Task worth 82 marks (62% of overall mark) Make and serve a 3 course meal for 4 in 2 ½ hours (recipes are set by SQA and internally marked)</p>
Progression Pathway	Catering course at Borders College	

NATIONAL 4 MATHEMATICS

Skills	Literacy: Critical Literacy Numeracy: Everything Employability: Problem Solving Health and Wellbeing: Confidence
Course Information	<ol style="list-style-type: none"> Expressions and Functions This outcome covers aspects of Surds, Indices, Algebra (expanding brackets, factorising, completing square & fractions), Sectors of circles and Volume Relationships This outcome covers aspects of Straight line, simultaneous equations, Quadratics, Pythagoras, Similarity, and Trigonometric graphs and equations Applications This outcome covers aspects of Trig rules, Vectors, Percentages and Statistics <p><i>These are formal assessments which assess minimum competency to make sure pupils are on the right course as well as some extension questions of exam level. These are no longer mandatory; however a student should be able to pass these convincingly. We would like students to pass all three Units in order to be presented for the National 5 final exam. The pass mark for each Unit is 60%.</i></p> <p>All practice/revision materials are on teams. Homework is issued after each topic and generally given one week to complete. There is an expectation that pupils will:</p> <ul style="list-style-type: none"> • Work hard and keep up to date even when absent. • Ask for help or discuss with others if encounter difficulties. • Hand in homework on time completed to a high standard. • Revise thoroughly for assessments and exams.
Assessment	<p style="text-align: center;">Exam Paper 1: Non-Calculator</p> <p>Students must answer all questions worth 15 marks. A formula sheet is provided.</p> <ul style="list-style-type: none"> • No calculator may be used during this paper. • Adequate working must be shown to gain full marks. • These are shorter type questions. <p style="text-align: center;">Exam Paper 2: Calculator</p> <p>Students must answer all questions worth 30 marks. A formula sheet is provided.</p> <ul style="list-style-type: none"> • Calculators may be used at any time during this paper. • Adequate working must be shown to gain full marks. • These are longer type questions. <p style="text-align: center;">AVU – added value unit</p> <p>Students need to complete both papers and get 60% or more. Formula sheet provided. AVU consists of:</p> <ul style="list-style-type: none"> • A non calculator paper • A calculator paper
Progression Pathway	This course leads to N5 Maths or N5 Applications of Maths (you should consult your teacher for advice)

NATIONAL 5 MATHEMATICS

Skills	Literacy: Critical Literacy Numeracy: Everything Employability: Problem Solving Health and Wellbeing: Confidence; Resilience
Course Information	<p>1. Expressions and Functions This outcome covers aspects of Surds, Indices, Algebra (expanding brackets, factorising, completing square & fractions), Sectors of circles and Volume</p> <p>2. Relationships This outcome covers aspects of Straight line, simultaneous equations, Quadratics, Pythagoras, Similarity, and Trigonometric graphs and equations</p> <p>3. Applications This outcome covers aspects of Trig rules, Vectors, Percentages and Statistics</p> <p><i>These are formal assessments which assess minimum competency to make sure pupils are on the right course.</i> <i>Students must pass all three Units in order to be presented for the final exam. The pass mark for each Unit is 60%. (Only one resit is allowed)</i></p> <p>All practice/revision materials are on teams. Homework is issued after each topic and generally given one week to complete. There is an expectation that pupils will:</p> <ul style="list-style-type: none"> • Work hard and keep up to date even when absent. • Ask for help or discuss with others if encounter difficulties. • Hand in homework on time completed to a high standard. • Revise thoroughly for assessments and exams. • Make summaries for each topic noting the basic concepts.
Assessment	<p><i>Exam Paper 1: Non-Calculator</i> Students must answer all questions worth 40 marks in 1 hour. A formula sheet is provided.</p> <ul style="list-style-type: none"> - No calculator may be used during this paper. - Adequate working must be shown to gain full marks. <p>These are shorter type questions.</p> <p><i>Exam Paper 2: Calculator</i> Students must answer all questions worth 50 marks in 1 hour and 30 mins. A formula sheet is provided.</p> <ul style="list-style-type: none"> - Calculators may be used at any time during this paper. - Adequate working must be shown to gain full marks. <p>These are longer type questions.</p>
Progression Pathway	This course leads to Higher Maths or Higher Applications of Maths

HIGHER MATHEMATICS

Skills	Literacy: Critical Literacy Numeracy: Everything Employability: Health and Wellbeing: Confidence; Resilience
Course Information	<ol style="list-style-type: none"> Expressions and Functions This outcome covers aspects of Logs and Exponentials, Compound angle, Wave Function, Functions & Graphs and Vectors. Relationships and Calculus This outcome covers aspects of Calculus, Polynomials, Quadratics and Trig Equations. Applications This outcome covers aspects of Straight line, The Circle, Recurrence relationships and Calculus. <p><i>These are formal assessments which assess minimum competency to make sure pupils are on the right course. These are no longer mandatory, however a student should be able to pass these convincingly.</i></p> <p><i>We would like students to pass all three Units in order to be presented for the Higher final exam. The pass mark for each Unit is 60%).</i></p> <p>All practice/revision materials are on teams.</p> <p>Homework is issued after each topic and generally given one week to complete. There is an expectation that pupils will:</p> <ul style="list-style-type: none"> - Work hard and keep up to date even when absent. - Ask for help or discuss with others if encounter difficulties. - Hand in homework on time completed to a high standard. - Revise thoroughly for assessments and exams. <p>Make summaries for each topic noting the basic concepts.</p>
Assessment	<p style="text-align: center;"><i>Exam Paper 1: Non Calculator</i></p> <p>Students must answer all questions worth 55 marks in 1 hour and 15 minutes. A formula sheet is provided.</p> <ul style="list-style-type: none"> • No calculator may be used during this paper. • Adequate working must be shown to gain full marks. • These are shorter type questions. <p style="text-align: center;"><i>Exam Paper 2: Calculator</i></p> <p>Students must answer all questions worth 65 marks in 1 hour 30 minutes. A formula sheet is provided.</p> <ul style="list-style-type: none"> • Calculators may be used at any time during this paper. • Adequate working must be shown to gain full marks. • These are longer type questions.
Progression Pathway	This course leads on to Advanced Higher Maths

ADVANCED HIGHER MATHEMATICS

Skills	Literacy: Critical Literacy Numeracy: Everything Employability: Problem Solving Health and Wellbeing: Confidence; Resilience
Course Information	<ol style="list-style-type: none"> 1. Methods in Algebra and Calculus This outcome covers aspects of Partial fractions, Calculus techniques and Differential equations. 2. Applications of Algebra and Calculus This outcome covers aspects of Binomial theorem, Complex numbers, Sequences and Series, Calculus and Functions. 3. Geometry, Proof and Systems of Equations This outcome covers aspects of Complex numbers, Number theory, Proofs, Matrices and Vectors. <p><i>These are formal assessments which assess minimum competency to make sure pupils are on the right course. Students must pass all three Units in order to be presented for the Higher final exam. The pass mark for each Unit is 60%. (Only one resit is allowed)</i></p> <p>All practice/revision materials are on teams. Homework is issued after each topic and generally given one week to complete. There is an expectation that pupils will:</p> <ul style="list-style-type: none"> • Work hard and keep up to date even when absent • Ask for help or discuss with others if encounter difficulties. • Hand in homework on time completed to a high standard. • Revise thoroughly for assessments and exams. • Make summaries for each topic noting the basic concepts.
Assessment	<p style="text-align: center;"><i>Exam Paper 1: Non Calculator</i></p> <p>Students must answer all questions worth 35 marks in 1 hour. A formula sheet is provided.</p> <ul style="list-style-type: none"> • No calculator may be used during this paper. • Adequate working must be shown to gain full marks. • These are shorter type questions. <p style="text-align: center;"><i>Exam Paper 2: Calculator</i></p> <p>Students must answer all questions worth 65 marks in 2 hours. A formula sheet is provided.</p> <ul style="list-style-type: none"> • Calculators may be used at any time during this paper. • Adequate working must be shown to gain full marks. • These are longer type questions.
Progression Pathway	Further/Higher Education; Employment; Apprenticeships; Training

NATIONAL 4 MODERN STUDIES

Skills	Literacy: Critical Literacy Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	<ol style="list-style-type: none"> <u>Crime & Law</u> Areas of study: <ul style="list-style-type: none"> Causes of crime Consequences of crime The Scottish Court system How the police try to prevent crime Prisons <u>Democracy in Scotland</u> Areas of study: <ul style="list-style-type: none"> Participation (pressure groups) Representation (work of MSP's) Voting Systems <u>World Power: China</u> Areas of study: <ul style="list-style-type: none"> The Chinese Political System (Participation, representation) Education Housing & Migration Poverty <u>Source Handling/Skills</u> <ul style="list-style-type: none"> Critical Literacy/Data Handling Drawing Conclusions Justifying decisions Detecting selective use of facts, exaggeration and bias <p style="text-align: center;">Homework</p> <p>Homework will be given on a regular basis. This will consist of:</p> <ul style="list-style-type: none"> Independent learning Creating summary notes <p>Completion of unfinished class work</p>
Assessment	<p>This course has no final exam, however, learners must achieve minimum competence in each of the three, internally assessed, end of unit assessments and complete an Added Value Unit.</p> <p><u>Added Value Unit</u></p> <p>Learners will also have to complete a small scale research project of a political, social or economic issue. This can be presented in various formats including (but not limited to):</p> <ul style="list-style-type: none"> Presentation Wall Display Report Short film
Progression Pathway	National 5 Modern Studies, NPA Level 5 Criminology, National 5 Travel & Tourism/Customer Service

NATIONAL 5 MODERN STUDIES

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy: Data Analysis</p> <p>Employability: Communication; Problem Solving</p> <p>Health and Wellbeing: Confidence</p>
Course Information	<p><u>Crime & Law</u></p> <ul style="list-style-type: none"> • Causes of crime • Consequences of crime • The Scottish Court system • The effectiveness of Government & Police policies to tackle crime <p>Prisons</p> <p><u>Democracy in Scotland</u></p> <ul style="list-style-type: none"> • Features of a democratic political society • Participation (campaigning, pressure groups etc.) • Media Influence • Representation (work of MSP's, committees) • Voting Systems <p><u>World Issue: Terrorism</u></p> <ul style="list-style-type: none"> • Causes of Terrorism (political, social, economic) • Consequences and impact of Terrorism • Attempts to tackle Terrorism (bi-lateral, international organisations) • Evaluating the effectiveness of tackling terrorism <p><u>Source Handling/Skills</u></p> <ul style="list-style-type: none"> • Critical Literacy/Data Handling/Problem Solving <ul style="list-style-type: none"> ○ Drawing Conclusions ○ Justifying decisions ○ Using evidence to support and oppose a viewpoint <p>Homework</p> <p>Homework will be given on a regular basis. This will consist of:</p> <ul style="list-style-type: none"> • practice exam paper questions (source handling & knowledge) • Independent learning • Creating summary notes • Completion of unfinished class work
Assessment	<p><i>Exam Paper – 80%</i></p> <p>Students must demonstrate clear understanding and detailed knowledge of the course content as well as answer source handling questions. Worth a total of 80 marks</p> <p><i>Assignment – 20%</i></p> <p>Students must undertake a piece of independent research into a Modern Studies topic of their choice. They will research during class time and write their findings up under exam conditions during their timetabled class</p>
Progression Pathway	Higher Modern Studies, NPA Criminology, Higher in another Humanities subject

HIGHER MODERN STUDIES

Skills

Literacy: Critical Literacy
Numeracy: Data Analysis
Employability: Communication
Health and Wellbeing: Confidence

Course Information

1. World Powers – South Africa

Areas of study:

- Political decision making in South Africa including structure of government, political parties, ways in which citizens can participate and issues around corruption and ANC dominance
- Socio-economic inequality in South Africa including racial inequality, unemployment, education, health and effectiveness of government policies to tackle these issues.
- International Influence including South Africa's membership of international organisations (The UN, African Union, G20, BRICS) and their trade with other countries.

2. Social Inequality in the UK

Areas of study:

- Inequality in relation to wealth and health (evidence of inequality, reasons for inequality)
 - Gender
 - Child Poverty
 - Unemployment and Low Pay
 - Geographical Location
 - Social Class
- Effectiveness of government policies to address inequality
- Ideological theories of inequality

3. Politics in the UK

Areas of study

- Constitutional Arrangements (Devolution, Brexit, Scottish Independence)
- Voting Systems and their effectiveness (AMS, FPTP, STV)
- Factors which impact voting behaviour (Media, Social Class, Gender, Age)
- The study of representative democracy (Work of an MP, the work of committees)
- The ways in which citizens are informed about, participate in, and influence the political process (pressure groups, protests etc.)

Source Handling/ Skills

Learners will develop a wide range of important and transferable skills, including:

- researching, understanding and using a wide range of evidence on contemporary issues;
- evaluating, analysing and synthesising evidence in order to: detect and explain the degree of objectivity; making and justifying decisions and drawing conclusions with evidence;
- Essay Writing:
Constructing complex arguments in a balanced and structured way; and communicating views, opinions, decisions and conclusions based on evidence.

In preparation for final exams, students will be assessed at the end of each unit of work on knowledge, analysis, evaluation and source handling.

There will also be regular assessment through retrieval practice and timed exam-style questions.

Assessment

Exam Paper 1 – 47% (52 Marks)

Students must answer:

- 1 x 12 mark extended response questions (analyse or evaluate);
- 2 x 20 mark essay (Discuss or 'To what extent'?)

Exam Length: 1 hr 45 mins

Exam Paper 2 – 26% (28 marks)

Students must answer:

- 1x 10 mark 'conclusion' question

	<ul style="list-style-type: none"> • 1x 10 mark 'objectivity' question • 1x 8 mark 'reliability' question <p>Exam Length: 1 hr 15 mins</p> <p><i>Assignment Report – 27% (30 marks)</i></p> <p>Students will undertake a piece of academic research into a political or social topic of their choice. They must analyse three policies to help tackle the issue and recommend one of these. The report findings will be written up under exam conditions.</p> <p>Length: 1hr 30mins</p>
Progression Pathway	Advanced Higher Modern Studies, Higher in another Humanities discipline

ADVANCED HIGHER MODERN STUDIES

Skills	Literacy: Critical Literacy, Independent Research and Reading for Information Numeracy: Data Analysis Employability: Communication Health and Wellbeing: Confidence
Course Information	<p>The course aims to enable candidates to:</p> <ul style="list-style-type: none"> analyse the complex political and social processes that lead to an understanding of contemporary society understand and analyse complex political or social issues in the UK and adopt a comparative international approach develop a range of independent practical research skills that allow them to carry out research into a contemporary issue present complex ideas in a range of ways analyse, evaluate, and synthesise a range of sources relating to complex issues develop a knowledge and understanding of social science research methods apply a multidisciplinary approach drawing on analysis from a range of social sciences <p>Course Content</p> <p>Students will take an in-depth look at the Criminal Justice System in the UK and Internationally through the study of 4 sub-topics.</p> <p>Topic A <u>Understanding the criminal justice system</u></p> <ul style="list-style-type: none"> judicial frameworks human rights, civil liberties and the criminal justice system criminal justice issues <p>Topic B <u>Understanding criminal behaviour</u></p> <ul style="list-style-type: none"> definitions, measurements and perceptions of crime contemporary relevance of theories of criminal behaviour including physiological, psychological and sociological theories social and economic impact of criminal behaviour on victims, perpetrators, families and wider society <p>Topic C <u>Responses by society to crime</u></p> <ul style="list-style-type: none"> contemporary relevance of theories of punishment, including deterrence, rehabilitation, incapacitation, retributivism and denunciation preventative responses to crime, including policing strategies, multi-agency approaches and early interventions criminal justice responses to crime, including custodial and non-custodial sentences <p>Topic D: social science research methods and issues</p> <ul style="list-style-type: none"> Research methodology analysis, evaluation and comparison of research methods, including: official statistics surveys — postal, telephone and online interviews — structured, semi-structured and unstructured focus groups observation — covert and overt case studies longitudinal studies Source evaluation critical evaluation of sources of information, including: other researchers' data official statistics and reports private and personal document
Assessment	<p>Exam – 3 hours (90 marks)</p> <p>2 x 30 mark essays</p> <p>2 x 15 mark source questions</p> <p>Project - Dissertation</p>
Progression Pathway	Further/Higher Education; Employment; Apprenticeships; Training

NATIONAL 3/4/5 MUSIC

Skills	Literacy: Active Listening Numeracy: Employability: Creativity Health and Wellbeing: Confidence
Course Information	<p style="text-align: center;">National 3</p> <p>Students will develop performing skills on two selected instruments. They will use their knowledge of music styles and concepts to create their own music. They will listen to a range of music and music styles and recognise simple music signs and symbols. This course is pass /fail.</p> <p style="text-align: center;">National 4</p> <p>Students will develop performing skills on two selected instruments. They must also pass the National 4 Added Value unit which requires a performance of Nat 4 music on 2 instruments, lasting 8 minutes, to a member of staff or chosen audience. They will use their knowledge of music styles and concepts to create their own music. They will listen to a range of music and music styles and recognise simple music signs and symbols. This course is pass/fail.</p> <p style="text-align: center;">National 5</p> <p>Students must perform Nat 5 music on 2 instruments, lasting 8 minutes, to a visiting assessor in February/March. Students are required to compose one piece of music lasting between a minimum of 1 minute and a maximum of 3 minutes. Students must also submit a composing review. They will listen to a range of music and music styles and recognise simple music signs and symbols. They will sit an Understanding Music Listening paper in May.</p> <p>Deadlines: Performing Prelim – December 2023 Understanding Music Prelim – January 2024 Final Performing Exam – Feb/March 2024 Composing submission – March 2024 Understanding Music Final Exam – May 2024</p>
Assessment	<p>Performing Skills 50% of overall mark for National 5</p> <p>Composing Skills 15% of overall mark for National 5</p> <p>Understanding Music 35% of overall mark for National 5</p>
Progression Pathway	The next Level in Music

HIGHER MUSIC

Skills	Literacy: Active Listening Numeracy: Employability: Creativity Health and Wellbeing: Confidence
Course Information	<p>Students must select and prepare a programme of Higher music (minimum Grade 4) on two instruments lasting 12 minutes.</p> <p>Deadlines: Prelim – December 2023 Final Exam – Feb/March 2024</p> <p>Students are required to compose one piece of music lasting between a minimum of 1 minute and a maximum of 3 minutes. Students are also required to write and submit a composing review.</p> <p>Deadlines: Final Submission date - March/April 2024</p> <p>Students are required to provide evidence of a breadth of knowledge of Nat 3 - Higher music concepts and music literacy. They will listen to music excerpts, identifying music concepts used in the music and analyse the impact of social and cultural factors on specific music styles. They will also identify and understand the meaning of music signs and symbols and terms. They will sit a 1 hour Understanding Music Listening Paper.</p> <p>Deadlines: Prelim – January 2024 Final Exam – May 2024</p>
Assessment	<p>Performing Skills 50% of overall mark</p> <p>Composing Skills 15% of overall mark</p> <p>Understanding Music 35% of overall mark</p>
Progression Pathway	Advanced Higher Music

ADVANCED HIGHER MUSIC

Skills	Literacy: Active Listening Numeracy: Employability: Creativity Health and Wellbeing: Confidence
Course Information	<p>Students must select and prepare a programme of Advanced Higher music (minimum Grade 5) on two instruments lasting 18 minutes.</p> <p>Deadlines: Prelim – March 2024 Final Exam – May 2024</p> <p>The assignment allows students to explore and develop musical ideas to create music. It has three parts: composing or arranging one piece of music; reviewing the creative process of their composition or arrangement; analysing a chosen piece of music</p> <p>Final Submission date - March/April 2024</p> <p>The question paper assesses students' knowledge and understanding of music concepts and music literacy. Students demonstrate their conceptual knowledge and understanding of music by responding to questions that relate to excerpts of music in different styles.</p> <p>Deadlines: Prelim – January 2024 Final Exam – May 2024</p>
Assessment	<p>Performing Skills 50% of overall mark</p> <p>Composing Skills 15% of overall mark</p> <p>Understanding Music 35% of overall mark</p>
Progression Pathway	Further/Higher Education, Employment, Apprenticeships, Training

L5 PHOTOGRAPHY NPA

Skills

Literacy: Critical Literacy
Numeracy: Measurement
Employability: Creativity
Health and Wellbeing: Confidence; Respect; Resilience

Course Information

The National Progression Awards in Photography will develop knowledge and understanding in practical photography. The Award is aimed at those who want to explore their interest in photography and perhaps take it to a more advanced level. The NPA will promote a progression route into the new NC Photography Group Award at SCQF Level 6 or other relevant skills for work and creative digital media programmes, e.g. the new NC Introduction to Creative Industries Group Award at SCQF Level and Higher Photography.

Content

The content and contexts will promote learner confidence in photography skills for everyday use — e.g. gathering and selecting images, identifying key components, labelling and storing, mounting and presenting final images, understanding categories of photography (still life, portraiture and landscape), and identifying a selection of diverse images taken indoors and outdoors. The learning content will increase the learner's ability to create a portfolio of work and develop individual confidence to evaluate and critique their own work.

Assessment

Assessment

Each Unit is individually assessed, and learners will be expected to use simple automatic functions of cameras to capture good images and to work with their peers to critique their work. Great emphasis will be placed on enhancing images to present and exhibit work.

The focus will be mainly on practical photography delivered in a flexible format with the use of practical activities, workshops, discussion, self/peer and tutor assessment, project work, practical visits and exhibition work.

Progression Pathway

Higher Photography

HIGHER PHOTOGRAPHY

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy: Measurement</p> <p>Employability: Creativity</p> <p>Health and Wellbeing: Confidence; Respect; Resilience</p>
Course Information	<p>The Course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. Using an integrated approach to learning, learners will plan, develop and produce imaginative photographs. They will also develop their appreciation of photographic work and practice.</p> <p>The aims of the Course are for learners to:</p> <ul style="list-style-type: none"> • communicate personal thoughts, feelings and ideas using photography • develop technical and creative skills in using photographic media, techniques and processes • develop knowledge and understanding of a range of photography practice • develop skills in problem solving, critical thinking and reflective practice • analyse the impact of social and cultural influences on photographers and their work • become critically self-reflective autonomous learners <p>Learners would normally be expected to have attained the skills, knowledge and understanding required by having successfully completed the National 5 Art and Design Course or relevant component Units.</p>
Assessment	<p>Project: 100 marks (77%) Question paper: 30 marks (23%)</p> <p>Project - The purpose of this project is to assess learners' ability to integrate and develop their creativity and technical skills within a negotiated photography project. This project will give learners an opportunity to demonstrate the following skills, knowledge and understanding:</p> <ul style="list-style-type: none"> ♦ project planning skills when researching and investigating their negotiated project ♦ applied technical and creative photography skills when developing their photographic ideas and producing their photographic images ♦ critical think <p>Question Paper –</p> <ul style="list-style-type: none"> • 1 hour • Worth 30 marks (23%) • 2 sections (Section 1: Multiple Choice – 10 marks; Section 2: Analysis – 20 marks) • Candidates will answer ten multiple choice questions in Section 1 and two extended response questions in Section 2
Progression Pathway	Further/Higher Education, Employment, Apprenticeships, Training

NATIONAL 4 PHYSICAL EDUCATION

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy: Information Handling; Data Analysis</p> <p>Employability: Positive Attitude; Problem Solving</p> <p>Health and Wellbeing: Confidence; Respect; Resilience; Being Healthy; Relationships; Managing my Learning</p>
Course Information	<p>The Course has two mandatory Units and an Added Value Unit:</p> <p>Performance Skills - The general aim of this Unit is to provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts. Learners will develop some consistency in their control, fluency of movement and body and spatial awareness. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities.</p> <p>Factors Impacting on Performance - The general aim of this Unit is to provide learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities. Learners will record, monitor and reflect on their own performance. There will be opportunities for personalisation and choice through the selection of physical activities used in learning and teaching.</p> <p>Added Value Unit: Performance - The general aim of this Unit is to enable learners to provide evidence of added value for the National 4 Physical Education Course. Learners will prepare for and carry out a performance, which will allow them to demonstrate challenge and application.</p>
Assessment	<p>Course assessment structure</p> <p>The assessment of the Units in this Course will be as follows with all units Pass or Fail:</p> <p>Performance Skills in two activities - The learner will be required to demonstrate movement and performance skills in straightforward contexts. They will demonstrate some consistency in control and fluency of movement and appropriate use of body and spatial awareness. They must also provide evidence of how to respond to and meet the physical demands of performance in a safe and effective way.</p> <p>Factors Impacting on Performance - The learner will be required to demonstrate knowledge of factors that impact on performance in physical activities. They will also be required to demonstrate that they can monitor, record and reflect on the development of personal performance.</p> <p>The Added Value Unit will focus on:</p> <ul style="list-style-type: none"> • application • challenge <p>Learners will integrate, extend and apply the skills and knowledge they have learned during the Course. This will be assessed through a performance, which must provide evidence of their ability to prepare for, carry out and reflect on a performance in a physical activity. Learners will also be required to identify future development needs. The task will be sufficiently open and flexible to allow for personalisation and choice.</p>
Progression Pathway	National 5 Physical Education

NATIONAL 5 PHYSICAL EDUCATION

Skills	Literacy: Critical Literacy Numeracy: Information Handling; Data Analysis Employability: Positive Attitude; Problem Solving Health and Wellbeing: Confidence; Respect; Resilience; Being Healthy; Relationships; Managing my Learning									
Course Information	<div><div>1. Performance- This aims to develop candidates’ ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.</div><div>2. Factors impacting on performance - This aims to develop candidates’ knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.</div></div>									
Assessment	<div><div>Course assessment structure</div><table><tr><td>Component 1 — Performance</td><td>60 marks</td><td>- 50%</td></tr><tr><td>Component 2 — Portfolio</td><td>60 marks</td><td>- 50%</td></tr><tr><td>Total marks</td><td>120 marks</td><td></td></tr></table><div>Component 1 — Performance 60 marks<p>The purpose of this component is to assess the candidate’s ability to effectively perform in two different physical activities. Each performance is a single event in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:</p><ul style="list-style-type: none">• a repertoire of skills — including complex skills• control and fluency• effective decision-making• using and applying straightforward composition, tactics or role safely and effectively• conforming to rules, regulations and etiquette• controlling emotions• working co-operatively with others<p>The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30</p>Component 2 — Portfolio 60 marks<p>The purpose of the portfolio is to assess the candidate’s knowledge and understanding of the performance development process. It assesses the candidate’s ability to integrate skills and apply knowledge and understanding from across the course. The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding in the following three sections:</p><ul style="list-style-type: none">• Section 1 Understanding factors that impact on performance• Section 2 Planning, developing and implementing approaches to enhance personal performance• Section 3 Monitoring, recording and evaluating performance development</div></div>	Component 1 — Performance	60 marks	- 50%	Component 2 — Portfolio	60 marks	- 50%	Total marks	120 marks	
Component 1 — Performance	60 marks	- 50%								
Component 2 — Portfolio	60 marks	- 50%								
Total marks	120 marks									
Progression Pathway	Higher Physical Education									

HIGHER PHYSICAL EDUCATION

Skills	Literacy: Critical Literacy Numeracy: Information Handling; Data Analysis Employability: Positive Attitude; Problem Solving Health and Wellbeing: Confidence; Respect; Resilience; Being Healthy; Relationships; Managing my Learning						
Course Information							
Assessment	<p style="text-align: center;">Course assessment structure</p> <table><tr><td>Component 1 — Performance</td><td>60 *marks(2 activities)</td><td>- 50%</td></tr><tr><td>Component 2 — Question paper</td><td>50 marks</td><td>- 50%</td></tr></table> <p>*The performance will be scaled from 60 marks to 50 marks</p> <p>Component 1 — Performance Candidates will perform two different physical activities, each worth 30 marks. Each activity must provide them with the opportunity to display a significantly different range of movement and performance skills. This will enable candidates to demonstrate the breadth and application of the skills they have learned in the course within different contexts. The context of the single performance must be challenging, competitive and/or demanding. Each performance(activity) is worth 30 marks</p> <p>Component 2 — Question Paper (Exam) The purpose of this question paper is to assess the learner’s ability to integrate and apply knowledge and understanding from the 4 Factors. It will give learners an opportunity to demonstrate the following skills, knowledge and understanding:</p> <ul style="list-style-type: none">• analysing factors that impact on performance• explaining a range of approaches for developing performance• analysing the recording, monitoring and evaluation of performance development question paper. This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. <p>The exam will be in 3 sections (Section 1 – 32 marks; Section 2 will range from 6–10 marks and Section 3 will range from 8–12 marks)</p> <ul style="list-style-type: none">• Section 1 will require candidates to respond to questions on all 4 factors.(Mental, Emotional, Social and Physical)• Section 2 will require candidates to apply the skills, knowledge and understanding gained from creating and implementing a Personal Development Plan(training programme)• Section 3 will continue to be based on a scenario.	Component 1 — Performance	60 *marks(2 activities)	- 50%	Component 2 — Question paper	50 marks	- 50%
Component 1 — Performance	60 *marks(2 activities)	- 50%					
Component 2 — Question paper	50 marks	- 50%					
Progression Pathway	Level 6 Exercise and Fitness						

NATIONAL 4/5 PHYSICS

Skills	Literacy: Critical Literacy Numeracy: Information Handling Employability: Problem Solving Health and Wellbeing: Managing my Learning	
Course Information	<p>You will gain an understanding of physics and develop this through practical activities, investigations and problem solving. You will research topics, apply scientific skills and communicate information related to their findings, which develops skills of scientific literacy.</p> <p>The course content includes the following areas of physics:</p> <p>Dynamics In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.</p> <p>Space In this area, the topics covered are: space exploration; cosmology.</p> <p>Electricity In this area, the topics covered are: electrical charge carriers; potential difference (voltage); Ohm’s law; practical electrical and electronic circuits; electrical power.</p> <p>Properties of matter In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.</p> <p>Waves In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.</p> <p>Radiation In this area, the topic covered is nuclear radiation.</p> <p>Homework will be given on a regular basis.</p> <p>This will consist of:</p> <ul style="list-style-type: none"> • Practice Questions • Skills Questions • Revision 	
Assessment	The assessment consists of two parts	
	<u>Assignment 20%</u> During the assignment you will carry out a practical investigation and some independent research. The information will be written up in exam conditions (1.5 hours).	<u>Exam 80%</u> An exam in May which is 2.5 hours.
Progression Pathway	Higher Physics and Advanced Higher Physics or Advanced Higher Mechanics	

HIGHER PHYSICS

Skills	Literacy: Critical Literacy Numeracy: Information Handling Employability: Problem Solving Health and Wellbeing: Managing my Learning	
Course Information	<p>The general aim of the course is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of our dynamic universe, particles and waves and electricity.</p> <p><u>Our Dynamic Universe</u> The Unit covers the key areas of kinematics, dynamics and space-time. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.</p> <p><u>Particles and Waves</u> The Unit covers the key areas of particles and waves. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.</p> <p><u>Electricity</u> The Unit covers the key areas of electricity, and electrical storage and transfer. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.</p> <p><u>Researching Physics</u> The general aim of this Unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate their findings in the assignment.</p> <p>Homework will be given on a regular basis.</p> <p>This will consist of:</p> <ul style="list-style-type: none"> • Practice Questions • Skills Questions • Revision 	
Assessment	The assessment consists of two parts <u>Assignment 20%</u> During the assignment you will carry out a practical investigation and some independent research. The information will probably be written up in exam conditions.	<u>Exam 80%</u> An exam in May which consists of two papers with a break in between. The total time for the papers is 3 hours.
Progression Pathway	Advanced Higher Physics or Advanced Higher Mechanics	

ADVANCED HIGHER PHYSICS

Skills	Literacy: Critical Literacy Numeracy: Information Handling Employability: Problem Solving Health and Wellbeing: Managing my Learning	
Course Information	<p>The general aim of this course is to develop knowledge and understanding and skills in physics related to rotational motion, astrophysics, quanta and waves and electromagnetism.</p> <p><u>Rotational Motion and Astrophysics</u></p> <p>This unit provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion.</p> <p>An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.</p> <p><u>Quanta and Waves</u></p> <p>This Unit provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves.</p> <p>The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.</p> <p><u>Electromagnetism</u></p> <p>This Unit provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism.</p> <p>The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.</p> <p><u>Investigating Physics</u></p> <p>In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.</p> <p>Homework will be given on a regular basis.</p> <p>This will consist of:</p> <ul style="list-style-type: none"> • Practice Questions • Skills Questions • Project • Revision 	
Assessment	Each unit is assessed individually and a pass at unit level is a condition of an award at Advanced Higher.	
	The external assessment consists of two parts	
	<u>Project 23%</u> During the Investigating Physics Unit you will carry out a practical investigation and some independent research. The information will be written up for external marking.	<u>Exam 77%</u> An exam in May which consists of one paper which lasts 2.5 hours.
Progression Pathway	University or College Degree	

ADVANCED HIGHER MECHANICS

Skills	<p>Literacy: Critical Literacy</p> <p>Numeracy: Information Handling</p> <p>Employability: Problem Solving</p> <p>Health and Wellbeing: Managing my Learning</p>
Course Information	<p>Mechanics uses mathematics to enable us to model real-life situations and to equip us with the skills we need to interpret and understand how things work, simplify and solve problems, identify limitations, and draw conclusions.</p> <p>This course is run in conjunction with Advanced Higher Physics and it is recommended that you also take Advanced Higher Mathematics.</p> <p><u>Forces, Energy and Momentum</u></p> <p>This unit provides opportunities to develop and apply concepts and principles in a wide variety of situations involving the effects of both constant and variable forces on a body and you will use mathematical models in problems where the acceleration is dependent on displacement or velocity, and where interpretation and solution of problems involving first order differential equations is required. The principles of momentum and impulse and those of work, power and energy are developed, and include the work-energy principle and the use of conservation of energy.</p> <p><u>Straight line, Periodic and Parabolic Motion</u></p> <p>In this unit you will interpret the effects of forces on a body and will use mathematical models in problems involving motion in a straight line under the influence of either constant force or variable force where acceleration is dependent on time. A vector approach is encouraged in the study of the relative motion of bodies, the effects of winds and currents, collision courses and closest approach. The motion of projectiles in a vertical plane is explored. Newton's Laws of Motion are used to develop an understanding of equilibrium, friction and resulting motion, with particular emphasis on Newton's Second Law to consider one-dimensional motion on horizontal and inclined planes.</p> <p><u>Mathematical techniques for mechanics</u></p> <p>In this unit you will be introduced to the modelling of practical problems using differential equations including those with separable variables and those with integrating factors. Partial fractions are introduced. Your skills in calculus are widened to include parametric and implicit differentiation as well as integration using substitution, using partial fractions and by parts.</p> <p>Homework will be given on a regular basis. This will consist of:</p> <ul style="list-style-type: none"> • Practice Questions • Revision
Assessment	<p>The external assessment consists of one exam.</p> <p>Students must answer all questions worth 100 marks in 3 hours. A formula sheet is provided.</p> <ul style="list-style-type: none"> • Calculators may be used at any time during this paper. • Adequate working must be shown to gain full marks. • These are longer type questions.
Progression Pathway	University or College Degree

L5 RURAL SKILLS: HORTICULTURE

Skills	<p>Literacy: Confidence in Talk; Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Problem Solving</p> <p>Health and Wellbeing: Managing my Learning; Health</p>
Course Information	<p>The Rural Skills National Progression Award (NPA) at SCQF level 5 is a credible starting place for candidates pursuing a future in one of the major land-based industries, for example Horticulture, Forestry, Gamekeeping and Agriculture.</p> <p>Candidates will study 3 units.</p> <p>Rural business enterprise, where they gain insight into one area of rural business.</p> <p>Gardening skills, which is a highly practical module, which involves planning, preparation, planting and maintenance of the school gardens.</p> <p>Horticultural Skills, where they will learn about plants and planting in a formal garden.</p> <p>There is also the possibility of several additional Level 5 units depending on the focus of the growing season.</p>
Assessment	<p>Continual portfolio based assessment comprising of 3 units.</p> <p>All work is internally assessed by the school on a pass/fail basis.</p>
Progression Pathway	<p>This qualification prepares candidates for further study or employment, although it does not completely prepare the candidate for the land-based workplace alone — candidates will require further training. However, successful candidates will have gained some of the occupational competences and employers may see the NPA as an appropriate way into a Modern Apprenticeship or other work-based learning qualification such as an SVQ.</p> <p>The NPA also provides the opportunity to progress to a full-time course in a chosen specialism such as a National Certificate.</p>

NATIONAL 3/4 SCIENCE

Skills

Literacy: Critical Literacy; Reading for Information

Numeracy: Information Handling; Data Analysis

Employability: Teamwork; Communication

Health and Wellbeing: Managing my Learning; Building Respectful Relationships

Course Information

The courses are delivered as 3 units of work

1. Human Health

- What is health
- Threats to health and health claims

2. Fragile Earth

- Energy
- Food
- Metals/Alloys

3. Applications

- Home safety
- Electromagnetic spectrum
- Fibre Optics
- Plastics
- Cosmetics

Assessment

National 3

All course work is internally assessed and is continuous throughout the year.

A pass must be achieved in all three units and a practical report.

National 4

All course work is internally assessed throughout the year.

A pass must be achieved in all three units. In addition, students must pass a practical report and an Added Value Unit.

Added Value Unit: Learners will also have to complete a small-scale research project of an issue in Science. This can be presented in various formats including (but not limited to): Presentation Wall Display Report

Progression Pathway

National 5 in a Discrete Science OR N5 Environmental Science OR Level 5 Skills for Work Health Sector

NATIONAL 5 PRACTICAL WOODWORKING

Skills	<p>Literacy: Critical Literacy; Reading for Information</p> <p>Numeracy: Information Handling; Data Analysis; Measurement</p> <p>Employability: Problem Solving; Creativity; Communication</p> <p>Health and Wellbeing: Managing my Learning; Resilience; Confidence</p>
Course Information	<p>This course covers woodworking techniques, measuring and marking out timber sections and sheet materials, safe working practices in workshop environments, practical creativity and problem-solving skills and sustainability issues in a practical woodworking context. The course is delivered in 3 areas of woodworking:</p> <p>Flat-frame Construction This helps learners develop skills in setting out and making basic woodworking joints commonly used in flat-frame joinery. Learners will use simple woodworking drawings or diagrams but will also be able to comprehend and use drawing and diagrams depicting some unfamiliar situations.</p> <p>Carcase Construction This Unit helps learners develop skills in setting out and making basic woodworking joints commonly used in carcass joinery. This may include working with manufactured board or with frame and panels. The Unit includes the use of working drawings or diagrams, including unfamiliar situations that require some interpretation on the part of the learner.</p> <p>Machining and Finishing This Unit helps learners develop skills in setting up and using common machines and power tools. It also helps learners develop skills in a variety of simple woodworking surface preparations and finishing techniques.</p>
Assessment	<p>Assignment - worth 70 marks 70 % of their overall mark Students complete the assignment set each year by SQA as the basis for their assignment. The assignment is a combination of work developed including wood turning and Mortise & Tenon jointing. The completion of a log book is compulsory.</p> <p>Exam Paper- worth 60 marks 30% of their overall mark 1 hour paper and students will have to answer questions on tools, materials, health & safety, bench work, etc.... Students must demonstrate their subject knowledge and ability to answer a variety of different question types: - explain, describe, evaluate and analyse.</p>
Progression Pathway	<p>Possible careers: - Useful in any design, construction and manufacturing vocation. Helpful in hobbies, maintenance and DIY areas.</p>

NATIONAL 5 SPANISH	
Skills	Literacy: Accuracy in Writing; Listening and Reading for Information Numeracy: statistics; comparisons Employability: Communication Health and Wellbeing: Resilience
Course Information	<p>Course topics include: Healthy lifestyle, Relationships, Media, Deciding for the future, Festivals, School, Holidays.</p> <p>Studied within the contexts of: Society, Employability, Culture, Learning</p>
Assessment	<p>Performance: Talking- 30 marks</p> <ul style="list-style-type: none"> Candidates will carry out a spoken presentation using detailed language on a topic chosen from at least one of the four contexts. Following this, candidates are required to take part in a conversation using detailed language on a different topic or context. They must respond to some questions and may also ask questions. It is internally assessed and externally verified by SQA. It should last approximately 6 minutes. Final performances will be assessed in February/March. <p>Exam Paper 1: Reading and Writing – 50 marks</p> <p>This paper has two sections:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Students will read three texts in Spanish, each focussing on a different context. They will answer question in English which focus on identifying main points and supporting detail. <p><u>Writing</u></p> <ul style="list-style-type: none"> Students will produce one piece of writing in Spanish of 120 – 150 words. This will be in response to a job advert stimulus supported by six bullet points which they must address. They may use a dictionary. <p>Exam Paper 2: Listening – 20 marks</p> <p>This paper also has two sections.</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> Students will listen to one monologue which uses detailed Spanish and respond to questions in English. Students will also listen to one short conversation in Spanish and respond to questions in English.
Progression Pathway	Higher Spanish; Foreign language leadership award

HIGHER SPANISH	
Skills	Literacy: Accuracy in Writing; Listening and Reading for Information Numeracy: Statistics, comparisons Employability: Communication Health and Wellbeing: Resilience
Course Information	<p>Course topics include: Healthy lifestyle, Relationships, Media, Deciding for the future, Gap year, Holidays, Festivals.</p> <p>Studied within the contexts of: Society, Employability, Culture, Learning.</p>
Assessment	<p style="text-align: center;">Performance: Talking- 30 marks</p> <ul style="list-style-type: none"> • Candidates will use detailed and complex spoken language to take part in a discussion on at least two contexts. • It should last approximately 10 minutes. • It is internally assessed and externally verified by SQA. • Final performances will be assessed in February/March. <p style="text-align: center;">Exam Paper 1: Reading and Directed Writing – 50 marks</p> <p>This paper has two sections:</p> <p><u>Reading & Translation</u></p> <ul style="list-style-type: none"> • Students will read one detailed and complex text in Spanish and then answer questions in English. The questions will focus on identifying main points, supporting detail and justify the overall purpose. • Students will also have to translate part of the text into English, using a dictionary <p><u>Directed Writing</u></p> <p>Students will produce one piece of writing in Spanish in response to a scenario of 150 – 180 words using complex and detailed language in response to 6 bullet points.</p> <p style="text-align: center;">Exam Paper 2: Listening – 20 marks</p> <p>This paper also has two sections:</p> <ul style="list-style-type: none"> • Students will listen to one monologue which uses detailed and complex Spanish and respond to questions in English • Students will also listen to one short conversation in Spanish and respond to questions in English
Progression Pathway	Advanced Higher Spanish; Foreign language leadership award

ADVANCED HIGHER SPANISH

Skills	Literacy: Accuracy in Writing; Listening and Reading for Information Numeracy: Employability: Communication Health and Wellbeing: Resilience
Course Information	<p>Course topics include: Healthy lifestyle, Relationships, Media, Tourism, Environment, volunteering, social issues.</p> <p>Studied within the contexts of: Society, Employability, Culture, Learning.</p> <p><i>Additionally, students will complete specialist study research on an area of interest (e.g. poetry, literature, film, business)</i></p>
Assessment	<p style="text-align: center;">Performance - 50 marks</p> <p>This assessment allows candidates to demonstrate their talking and listening skills in Spanish.</p> <ul style="list-style-type: none"> • Candidates will take part in a discussion with an external examiner. • They will talk about themes or topics related to two of the four contexts chosen in advance (Society, Employability, Culture, Learning) • The performance should last about 15 minutes • The performance will take place in February/March <p style="text-align: center;">Portfolio – 30 marks</p> <p>The portfolio gives learners an opportunity to demonstrate their ability to analyse literature/media/language in work.</p> <ul style="list-style-type: none"> • Candidates will produce one piece of writing in English of 1200 – 1500 words based on their chosen Specialist Study. <p style="text-align: center;">Exam Paper 1: Reading and Translation - 50 marks</p> <ul style="list-style-type: none"> • Candidates will read one written non-fiction text in Spanish from one of the four contexts. They will respond to questions in English. • They will also translate part of the text into English. • They may use a dictionary. <p style="text-align: center;">Exam Paper 2: Listening and Discursive Writing – 70 marks</p> <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Candidates will listen to one monologue in Spanish and respond to questions in English. • Candidates will listen to one conversation between two people in Spanish and respond to questions in English. <p><u>Discursive Writing:</u></p> <ul style="list-style-type: none"> • Candidates will write one essay using complex and sophisticated language in Spanish choosing a question from one of the four contexts. • They may use a dictionary in both parts of this exam paper.
Progression Pathway	University studies; Travel & tourism employment

National 5 TRAVEL & TOURISM

Skills	<p>Literacy: Accuracy in Writing; Critical Literacy</p> <p>Numeracy: Data Analysis</p> <p>Employability: Communication</p> <p>Health and Wellbeing: Confidence</p>
Course Information	<p>Travel and Tourism</p> <p>1. <u>Scotland</u></p> <p>This will allow students to develop their knowledge in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Researching a variety of holiday destinations • Understanding trends in the tourist industry • Planning a holiday based on customer specifications & producing a detailed itinerary • Researching visitor attractions and accommodations <p>2. <u>UK & Worldwide</u></p> <p>This will allow students to develop their knowledge in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Researching a variety of holiday destinations • Understanding trends in the tourist industry • Planning a holiday based on customer specifications & producing a detailed itinerary • Researching visitor attractions and accommodations <p>3. <u>Employability</u></p> <p>This will allow learners to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to employment opportunities across the industry.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Researching a variety of roles in the Travel & Tourism industry • Identifying employability skills • Improve communication skills • Understanding the importance of personal presentation <p>4. <u>Customer Service</u></p> <p>The general aim of this unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers. Learners will be able to develop communication skills and learn about promoting products and services and how to deal with customer issues.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Active role play activities • Solving customer issues • Site visits
Assessment	<p>Assessment – Travel and Tourism</p> <p>This course will be internally assessed through:</p> <ul style="list-style-type: none"> • Portfolio of work • Customer Evaluations • Open & closed book assessments. <p>Students must complete all 4 mandatory units to achieve a National 5 course award.</p>
Progression Pathway	Level 6 Customer service; Further Education; Employment; Apprenticeships; Training

LEVEL 5/6 YOUNG ENTERPRISE

Skills	<p>Literacy: Confidence in Talk; Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Positive Attitude; Problem Solving; Teamwork; Creativity</p> <p>Health and Wellbeing: Confidence/Leadership; Relationships; Resilience; Managing my Learning</p>
Course Information	<p>Young Enterprise Scotland's well-known Company Programme is the ultimate business and enterprise experience for S5/S6 pupils in schools across Scotland. The pupils set-up and run their own company through the academic year with support from local business volunteers and Young Enterprise Scotland staff. They develop a wide range of skills and receive an invaluable entrepreneurial experience. At the end of the academic year, the young companies compete on a local, regional, national and European level to be crowned Company of the Year.</p> <p>Learning Outcomes from Company Programme</p> <ul style="list-style-type: none"> • Develop confidence, an enterprising mindset and employability skills for successful transitions to the next stage of life • Gain first-hand experience of work, job roles and working as a team • Recognise the qualities and skills needed for employability and create positive accounts of these skills • Gain self-awareness to recognise personal strengths and areas for personal development • Understand self-employment/entrepreneurship as a career option • Develop interesting and relevant content for inclusion in applications to education/training providers and future employers • Develop a professional network
Assessment	<p>SCQF Credit Rating All students enrolled during 2019/20 onwards will have the opportunity to gain a formal SCQF qualification equivalent of a Higher. The programme offers accreditation at Level 6 worth up to 30 Credit Points.</p> <p>As a bolt on option, all Company Programme pupils are invited to sit the YES Exam. This "exam" is offered in partnership with the University of Strathclyde Business School and the Hunter Centre for Entrepreneurship - a reflective exam where young people share their experiences of running their business.</p>
Progression Pathway	Further/Higher Education; Employment; Apprenticeships; Training



LEAPS Transitions Course

Get the academic edge for university

LEAPS Transitions Course 2023-2024 – Course Choice Information

Keen to prepare for university study?

If you are a LEAPS-eligible student, the LEAPS Transitions Course could be an S6 timetable option for you!

"Since I was the first in my family to attend university, I was nervous and didn't know what to expect. The support from LEAPS to help me understand university courses and the level of work that would be expected was great. Even down to how to write an academic essay with citations was so helpful. I have used these skills more than once in my course at university now, and can even help my friends who may be struggling."

Hannah, Former LEAPS Transitions Course Student

Find out more about the course below, and visit www.leapsonline.org/transitions-course for further details.

Course Description

The LEAPS Transitions Course is designed to give you the skills and experience needed to make a positive **transition from school to university**. Throughout the course, you will work with academics and students from other schools on **developing first-year university-level academic skills**. You will gain confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to **get the 'uni' experience before starting for real**. During the course you will be enrolled at the University of Edinburgh, but the course itself will be helpful regardless of which university you hope to study at after school.

What will I learn?

The focus will be on developing successful academic practice – in other words, how to be successful at university – and you will have the chance to work with students and academics/lecturers from a broad range of subject areas. You will not study one subject. Instead, you will study lots of subjects, **focusing on developing key academic skills**.

- **University Level Academic Skills** (critical thinking, academic writing, academic resources, discussion and presentation skills, academic posters, evidence – including referencing and plagiarism, feedback, data skills, reflective practice)
- **Independent Learning** (self-directed study, time management, problem solving, self-evaluation)
- **Digital Literacy** (university virtual learning environments, online academic library collections, learning in an online setting)

How will I learn?

- Lectures (presentations to everyone on the course) and Tutorials (smaller group discussions led by a tutor)
- Workshops, Project Work, Library Research, Independent study
- Coursework (weekly preparation for tutorials)

How will I be assessed?

Assessments (two formal graded assessments and additional informal formative assessments)

- Individual Written Assessment on Academic Skills 60% (Formal)
- Academic Poster Presentations (group work) 40% (Formal)
- Reflective zine 'notes for my future self' drawing on all of the themes of the course (Informal)

The following courses will be delivered by Galashiels Academy. These will be in person lessons.

LEVEL 6 JOURNALISM	
Skills	<p>Literacy: Critical Literacy; Accuracy in Writing; Reading for Info; Confidence in Talk; Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Positive Attitude; Problem Solving; Teamwork; Creativity</p> <p>Health and Wellbeing: Confidence/Leadership; Resilience; Managing my Learning; Relationships</p>
Course Information	<p>The key focus of this NPA is to develop the journalistic skills of research, writing, interview skills, and sourcing original content. The students will be experimenting with multi-platform delivery and how to repurpose content for both print and online reporting. The students will have the chance to regularly practice their journalism skills by writing weekly for the school Press Group as part of their assessments and class work.</p> <p>Units:</p> <p>Research and Interview Skills for Journalism</p> <ul style="list-style-type: none"> This is a practical unit in which students will have the opportunity to carry out research and conduct interviews for news articles. <p>Feature Writing</p> <ul style="list-style-type: none"> Students will explore the key components of feature articles and use this to plan, draft, and write their own articles for publication (both online and in print). <p>Basic Website Development</p> <ul style="list-style-type: none"> This is a practical unit where students will have the opportunity to develop a school news website suitable for publishing articles. <p>Photography</p> <ul style="list-style-type: none"> This unit explores the ways that photography can be used in the media, and students will photograph a range of subjects for different media purposes.
Assessment	<p>Students will study a range of media artefacts and maintain a folio of the stages of their work (research, drafting, editing, and finalised copies of articles). They will practice their journalism skills by writing for the Press Group, which will also enable them to complete their research and production projects.</p> <p>There are 5 main assessments to complete across the 4 units:</p> <ol style="list-style-type: none"> Introduction to the Internet Describe the basic content of a website and evaluate a range of online sources. Introduction to Research Activity Describe the key elements for journalism research. Introduction to Print Journalism Explain technical features of a range of photos and investigate the key components of feature articles. Research and Writing for Print - project Plan and produce articles for a range of set briefs. Produce a Journalistic Blog incorporating text and photography - project Plan and produce articles for a range of set briefs.
Progression Pathway	Courses in Journalism, Media, Production, Creative Industries, and/or Communication at College or University.

HIGHER POLITICS

Skills	<p>Literacy: Critical Literacy; Accuracy in Writing; Reading for Info;</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Positive Attitude;</p> <p>Health and Wellbeing: Confidence/Leadership; Resilience; Managing my Learning;</p>
Course Information	<p>The Higher Politics Course allows students to engage with the ever-changing world of politics. You will analyse political ideas, events, issues and change. Learners gain knowledge and understanding of citizen's rights, political ideologies and compare political systems throughout the world.</p> <p>Topics:</p> <p>Political Theory: In this Unit, learners will use a range of sources of information to evaluate different political ideologies and political concepts. Looking at examples from history we will learn about the reasons behind past political decisions and how this might be applied to the problems of today. We will study Conservatism and Socialism which closely relates to UK Politics.</p> <p>Political Systems: In this Unit, learners will compare different political systems. You will study the way in which the UK Government is ran and the different roles within this system. You will grasp the differences between the Prime Minister and the back benchers, the individual citizen, and the King. Everyone has a part to play.</p> <p>Political Parties & Elections: Here pupils will examine the dominant ideas of a political party during an election alongside the impact of the political campaign and analysis of voting behaviour.</p> <p>Entry Requirements: This course is aimed at S6 pupils only Students would be expected to have a grade A-C pass at higher Modern Studies. OR An A-B pass in History, Geography or RMPS OR A-C Pass in Higher English.</p>
Assessment	<ul style="list-style-type: none"> • Assignment - Pupils will have open choice of Political issues to investigate – write up of findings conducted under exam conditions in class. (30 marks) • One Knowledge and Understanding Question Paper (52 marks) • One Skills Question Paper (28 marks)
Progression Pathway	Further Study at College or University level.

LEVEL 6 PLAY IN A SPORTS ENVIRONMENT

Skills	<p>Literacy: Confidence in Talk; Active Listening</p> <p>Numeracy: Information Handling</p> <p>Employability: Communication; Positive Attitude; Teamwork; Creativity</p> <p>Health and Wellbeing: Confidence/Leadership; Resilience; Managing my Learning; Relationships; Being Healthy</p>
Course Information	<p>The NPA Play in a Sport Environment was developed to support candidates wishing to pursue Playwork, or working with Nursery and Primary aged children as a possible career path. The competences achieved will allow candidates to make other career decisions and follow different pathways.</p> <p>The Award will provide:</p> <ul style="list-style-type: none"> • Opportunities to learn about current theories and best practice in play and playwork. • Opportunities to acquire and apply skills in planning, implementing and evaluating play. • Opportunities to take responsibility for managing resources, ensuring health and safety, undertaking risk assessment and following policy. • Development of skills of working with others, including children and young people and colleagues. • Develop skills of reflective practice, self-evaluation, and personal development. • A choice of vocational pathways to be followed. • Compatibility with feeder qualifications, in particular Skills for Work (SfW) Early Education and Childcare at SCQF level 4 and 5 together with the National Progression Award, Playwork and Childcare SCQF level 5.
Assessment	Evidence of attainment will be gathered as appropriate in a folio of work throughout the course
Progression Pathway	Further Study at College/University; Employment; Apprenticeships; Training

LEVEL 6 Earth Sciences and Sustainability

Skills	Literacy: Numeracy: Employability: Health and Wellbeing:
Course Information	•
Assessment	
Progression Pathway	

LEVEL 7 Geography

Skills	Literacy: Numeracy: Employability: Health and Wellbeing:
Course Information	•
Assessment	
Progression Pathway	

LEVEL 7 Sports Coaching Practitioner

Skills	Literacy: Numeracy: Employability: Health and Wellbeing:
Course Information	•
Assessment	
Progression Pathway	

BORDERS COLLEGE SCHOOLS ACADEMY

Pupils from Selkirk High School also have access to Borders College Schools Academy courses. These options are integrated into the school timetable and allow the pupils to access a much wider range of courses over and above what is available in school. Information on Schools Academy courses can be found using the following link –

<http://www.borderscollege.ac.uk/courses/schools-academy/>

Please note that pupils opting to study a College Course will attend the course on a Friday from 10am until 2.30pm Bus travel will be provided to and from school to college. Pupils need to ensure they have a way to get home once dropped off at Selkirk High School on the Friday afternoon.

Foundation Apprenticeships Information - [Foundation Apprenticeships from Borders College](#)

WIDER ACHIEVEMENT OPPORTUNITIES

Work Based Learning

You may wish to carry out regular work-based learning as part of your final year at school. This could be a few hours a week up to 2 days per week where you will go out to a work placement. The experience will help develop very important employability skills and prepare you for the world of work. The placement may also provide a valuable insight into your chosen career. In preparation for a work placement you will be supported in completing an application and a personal statement. Mock interviews will be organised so that the experience mirrors 'real life' and effectively prepares you for moving on to employment, training, or further and higher education. You will also work towards gaining an SQA Work Placement Award at the appropriate level.

If you are interested in Work Based Learning as part of your curriculum, please indicate this on your choice form.

Leadership Award SCQF Level 5 & 6

The development of leadership skills is an important part of your education. The ability to take responsibility, make decisions, show initiative, problem solve, co-operate with and inspire others is crucial to your future. Formal recognition of your abilities and achievements in this area will improve your chances of securing employment, training, or a place at college or university. Examples of activities that we offer that will contribute to your Leadership Award include: leading an activity as a member of a School Committee or the Student Council, organising an event, running and managing a social media site, setting up an enterprise company, participating/ leading a school service activity. All S6 Students will be entered for this Award as part of their timetable.

The course has two Mandatory Units:

1. Leadership: An Introduction (20 hours approx.)
In this Unit, you will carry out research to find out about leadership styles and the skills and qualities found in effective leaders. You will be required to produce a report on your findings and evaluate your own potential for leadership.
2. Leadership in Practice (40 hours approx.)
In this Unit, you take a leading role in an activity. You will prepare to carry out the activity by considering the factors involved, such as resources, people, time and potential risks. You will then carry out the activity, monitor the progress and making changes as needed. At the end, you must review your experience, drawing conclusions about yourself as a leader.

It is likely that you will not require the full academic year to compete this award. You will be required to work independently during this course, however you will be supported by staff over the duration.

Volunteering/School Service - Saltire Award

By volunteering your services to the school or community you demonstrate a willingness to help others, and to develop important life skills. In addition to being personally rewarding, your experiences and achievements will make a valuable contribution to applications and Personal Statement as you successfully move to employment, training or Further or Higher Education.

Your experiences and achievements will be formally recognised through the Saltire Award.

The Saltire Award is split in to four sections – The Challenge, The Approach, The Ascent and The Summit and achievement is recognised in the form of Saltire Award certificates and Young Scot reward points.

Saltire Awards are designed to encourage and enable youth volunteering and dovetail neatly into the four capacities of Curriculum for Excellence as participants will develop their abilities through volunteering to become successful learners, confident individuals, responsible citizens and effective contributors. You will be required to keep your Saltire Journal updated. This is the resource provided to facilitate recording of your skills and learning achieved, in addition you will be required to complete a self-evaluation (Footprints).

School Service – this is an option for those of you who wish to assist with the day-to-day activities in the school. Typically, students who opt for this approach staff/departments and arrange times when they can support the teacher or pupils in S1/2 classes. It may well suit those of you who opt for the Leadership award as it may provide a meaningful context in which to run a leadership activity.

Community Service – alternatively you may wish to offer your services to community groups or organisation, for example helping at local care homes, Primary Schools or Charities. We will advise and support you in securing a placement or you may use your own local contacts.

Both School Service and Community Service activities contribute to achieving Saltire Awards.

YASS

YASS is an opportunity for S6 students in Scottish schools to bridge the gap between school and full-time university. Run by The Open University in Scotland, YASS offers students a chance to study a range of first year university level modules in school alongside their other studies.

YASS Frequently Asked Questions:

What is YASS?

YASS is an opportunity for S6 students in Scotland to study an Open University (OU) module alongside their other studies. It encourages students to become independent learners, builds confidence and gives them a taste of university level study

What are the benefits of taking a YASS module?

Taking a YASS module can help the transition from school to further or higher education. It helps students develop important skills such as time management and the ability to think and work independently. Studying a YASS module can also make UCAS applications stand out by providing valuable content for personal statements and interviews.

What modules are available?

There are currently 38 modules available through YASS. Please check the website for the most up-to-date list:

<http://www.open.ac.uk/scotland/study/young-applicants-schools>

Are YASS modules SCQF rated?

Yes. YASS modules are rated SCQF Level 7 - the same as Advanced Highers and level one at a traditional university.

What type of student is suitable for the YASS programme?

There are no entry requirements for participating in YASS. Students selected for the programme must be capable of independent study and, importantly, understand the amount of study needed to undertake the module.

See Miss Blair (DHT) or your Pastoral Teacher for more details.

