

# SELKIRK HIGH SCHOOL

## Senior Phase Pathways

2026-2027



ACHIEVEMENT JOURNEY

**QUALIFICATIONS SKILLS VALUES**





### S3 into S4 COURSE CHOICE 2026-27

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Instructions: circle one option in each column A-G** (you must select a subject in every column). **Circle 1 Curricular Enhancement course.**

	A	B	C	D	E	F	G
SCQF LEVEL 4 and 5	Art	Barista	Chemistry	Biology	Art	N4 English	N4 Maths/Apps
	Business Management	Business & Marketing	Creative Industries	College	Biology	N5 English	N5 Maths
	Chemistry	Cyber Security	Modern Studies	Health and Food	Customer Service		N5 Application of Maths
	ESports	History	Music	Photography	Employability and Enterprise		<b>OR SELECT 2 CURRICULAR ENHANCEMENT COURSES.</b>
	Geography	PE	Practical Cookery	Physics	Fashion and Textiles		
	Visual Communication	Physics	Rural Skills - Horticulture	Spanish	Geography		
	N4 Biology	Travel and Tourism	Creative Thinking	Health Sector	N4 Science		
		French (Gala)		Practical Woodworking (Gala)			
	Practical Woodworking (Gala)						

**Curricular Enhancement – 2 period Course (Select 1)**

Level	Course	Level	Course
L5/6	Film and Media		Music Tech
L4/5/6	PC Passport	L4/5/6	Work Placement
L5	Community Sports Leaders Award	L4/5	Personal Finance
L5	Criminology	Saltire	Volunteering
L5	Animation	L4/5	Religion, Belief and Values Award

## S4/5 into S5/6 Course Choice 2026-27

Name:
Class:

	A	B	C	D	E
<b>SCQF LEVEL 4 and 5</b>	Art	Barista	Chemistry	Biology	Art
	Business Management	Business & Marketing	Creative Industries	College	Biology
	Chemistry	Cyber Security	Modern Studies	Health and Food	Customer Service
	ESports	History	Music	Photography	Employability and Enterprise
	Geography	PE	Practical Cookery	Physics	Fashion and Textiles
	Visual Communication	Physics	Rural Skills - Horticulture	Spanish	Geography
	N4 Biology	Travel and Tourism	Creative Thinking	Health Sector	N4 Science
		N5 Applications of Maths (S5/6 only)		Practical Woodworking (Gala)	
		French (Gala)			
		Practical Woodworking (Gala)			
<b>SCQF LEVEL 6</b>	Art	Applications of Maths	Business Management	College	Chemistry
	Criminology	Cyber Security	Communications and Literature	Health and Food	Customer Service
	Human Biology	Modern Studies	English	History	English
	PE	Maths	Geography	Music	Exercise and Fitness Leadership
	Physics	French (Gala)	Creative Thinking	Photography	POSS MOVE CRIMINOLOGY TO HERE OR HISTORY
	ESports	Admin and IT (Gala)	Economics (Gala – S6 only)	Spanish	
	Politics (Gala – S6 only)				

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
	Mechanics of Maths (Digital)	French (Digital)	Maths (Poss Digital GA)	Refereeing (Gala)	English
	Biology (Gala)	Physics (Digital SHS)	Business	Chemistry (poss Digital SHS)	
		Geography (Gala)	History (Gala)	Modern Studies (Gala)	

### **Curricular Enhancement – 2 period Course**

<b>Level</b>	<b>Course</b>	<b>Level</b>	<b>Course</b>
L5/6	Film and Media		Music Tech
L4/5/6	PC Passport	L4/5/6	Work Placement
L5	Community Sports Leaders Award	L4/5	Personal Finance
L5	Criminology	Saltire	Volunteering
L5	Animation	L4/5	Religion, Belief and Values Award
L6	Young Enterprise	Saltire	School Service
L4/5/6	Digital Literacies	L6	FOLA (Forest Outdoor Learning Award)
L5/6	Effective Skills		Leisure Games
Various	YASS (S6 only)		Survival Cookery
L7	LEAPS (S6 only)		

#### Instructions

You must pick a subject in every column.

You must choose 2 x Curricular Enhancement options

If you select a N5/L5 course you must also select an additional Curricular Enhancement

## 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 2026** - 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 at <https://www.borderscollege.ac.uk/courses>

Course	Level	Location	Course	Level	Location
Skills for Learning and Work	3	BC	Introduction to Sports Coaching and Fitness Leadership	5	BC
Scottish Racing Academy: NPA Horse Care	4	Yard/BC	Forestry – NPA	5	NSB
Land-based: Rural Skills for Work	4	NSB	Scottish Racing Academy: Racing Yard Routine – NPA	5	Yard/BC
Animal Care (an introduction)	4	NSB	Foundation Apprenticeship: Hospitality	5	BC
Engineering	4	BC	Step into Healthcare – NPA	5	BC
Foundation Apprenticeship: Automotive Skills	4	BC	Skills for Work: Early Education and Childcare	5	BC
Skills for Work: Early Education and Childcare	4	BC	Early Education and Childcare - NPA	6	BC
Foundation Apprenticeship: Construction Craft & Technician	4	Gala	Computing Technology – NPA	6	BC
Beauty and Hairstyling – NPA	4	BC	Active IQ Fitness Instruction (S6 Only)	6	BC
E-Sports – NPA	5	BC	Psychology – NPA	6	BC
Cyber Security – NPA	5/6	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 Skills course and S1 and S2 students have had an enriched opportunity to put their 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 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 S3, 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 Progression Award; Foundation Apprenticeship
Level 6	Higher; Awards; Skills for Work Higher; Professional Development Award; National Progression Award: Foundation Apprenticeship
Level 7	Advanced Higher; Awards; 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

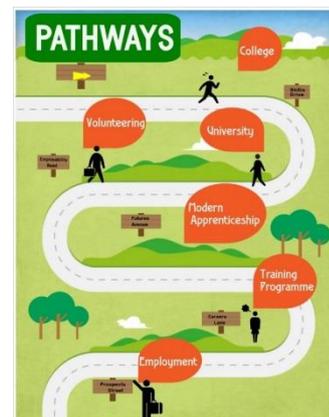
If you are currently in S3 then you will return to school and make around 7 choices in S4. In S4 pupils will study Maths and English and select 5 other subjects plus one short course (Curricular Enhancement) allowing you to select 8 courses. The short courses are available at Levels 4, 5 and 6. There are also a wide variety of Borders College courses available as an timetabled option (these will take place on a Friday) including National Progression Awards, Skills for Work Qualifications, Foundation Apprenticeships – Levels 4, 5 and 6.

## Current S4/S5 going into S5/S6

### What Are The Options?

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

In general, **new S5** pupils will choose 5 subjects plus at least 2 short courses (Curricular Enhancement) – these are available at Levels 4, 5 and 6 allowing for progression from S4. 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.



In general, **new S6** pupils will fill their timetable with academic/employability/skills related work and study choosing 4 qualifications plus at least 2 short courses (Curricular Enhancement) – these are available at Levels 4, 5 and 6. S6 students will also work towards achieving their 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. 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 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
<b>S3</b>	Specialisms in S3 <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Plus 7 other subjects</li> </ul>
<b>S4</b>	<ul style="list-style-type: none"> <li>• SCQF Level 3/4/5 Qualifications</li> <li>• English</li> <li>• Maths (or 2 x Curricular Enhancement courses)</li> <li>• Plus 5 other subjects</li> <li>• Plus 1 Curricular Enhancement (L4,5) course</li> <li>• Progression from S3</li> </ul>
<b>S5</b>	<ul style="list-style-type: none"> <li>• 5 Subjects</li> <li>• At least 2 Curricular Enhancement (L4,5,6) courses</li> <li>• Progression from S4</li> </ul>
<b>S6</b>	<ul style="list-style-type: none"> <li>• A minimum of 4 courses</li> </ul>

	<ul style="list-style-type: none"> <li>• At least 2 Curricular Enhancement (L4,5,6) courses</li> <li>• SQA SCQF Level 6 Leadership Award</li> <li>• Progression from S5</li> </ul>
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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 several tools to help you research subject choices and the possible progression pathways.

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

### **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 –

<b>ParentZone</b>	<a href="https://education.gov.scot/parentzone">https://education.gov.scot/parentzone</a>
<b>My World of Work</b>	<a href="http://www.myworldofwork.co.uk/">http://www.myworldofwork.co.uk/</a>
<b>Plan IT Plus</b>	<a href="https://www.planitplus.net">https://www.planitplus.net</a> – lots of info on school/college courses and future pathways.
<b>UCAS</b>	<a href="http://www.ucas.com/">http://www.ucas.com/</a>
<b>Borders College</b>	<a href="http://www.borderscollege.ac.uk/">http://www.borderscollege.ac.uk/</a>
<b>YASS</b>	<a href="http://www.open.ac.uk/scotland/study/young-applicants-schools">www.open.ac.uk/scotland/study/young-applicants-schools</a>
<b>DYW Borders</b>	<a href="https://www.dywborders.co.uk/">https://www.dywborders.co.uk/</a>

# Higher Admin and IT

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<p>The key areas of study are:</p> <p>IT Solutions for Administrators develops:</p> <ul style="list-style-type: none"> <li>• Microsoft Office advanced skills, in organising and managing information in administration- related contexts</li> <li>• use of Microsoft Office to analyse, process and manage information in order to create and edit relatively complex business documents</li> <li>• use of Microsoft Office to improve events administration skills.</li> </ul> <p>Communication in Administration develops:</p> <ul style="list-style-type: none"> <li>• Microsoft Office advanced skills, for research and communicating complex information to others</li> <li>• an understanding of barriers to communication and ways of overcoming them</li> <li>• knowledge and understanding of how to maintain the security and confidentiality of information.</li> </ul> <p>Administrative Theory and Practice develops knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• administration in, and the impact of IT on, the workplace</li> <li>• the strategies for effective time and task management</li> <li>• complying with workplace legislation</li> <li>• what makes effective teams</li> <li>• customer care</li> </ul>
<b>Assessment</b>	<p>2 hour exam on Microsoft Office skills. This is externally marked but completed in class and is worth 70 marks.</p> <p>1 hour 30 minute exam on theory during exam diet. This is externally marked and is worth 50 marks.</p>
<b>Progression Pathway</b>	<p>Higher Business Management or Further/Higher Education course  Employment</p>

# Level 5 ANIMATION NPA

<b>Skills</b>	<p><b>Literacy: Communication, Active Listening and Confidence in Talking, Evaluating</b></p> <p><b>Numeracy:</b> Time management</p> <p><b>Employability:</b> Creativity, Communication, Team work, Digital Skills</p> <p><b>Health and Wellbeing:</b> Confidence, Resilience, Respect</p>
<b>Course Information</b>	<p>The <b>NPA Animation</b> course provides pupils with opportunities to develop practical animation skills through a range of guided activities and project-based work. Pupils will explore how animation is planned, created, and reviewed, using both traditional and digital techniques.</p> <p>Throughout the course, pupils will investigate a range of animation styles, such as 2D and stop-motion animation, and learn how these are used within the creative industries. Pupils will develop skills in generating ideas, designing characters and backgrounds, planning animations using storyboards, and creating short animated sequences using appropriate software and equipment. They will also learn how to add basic sound and make simple edits to improve the overall quality of their work.</p>
<b>Assessment</b>	<p>There is no formal exam. Pupils will be required to undertake continual assessments throughout the year. Assessments will focus on pupils' ability to:</p> <ul style="list-style-type: none"> <li>• Plan animation projects</li> <li>• Create completed animated work</li> <li>• Review and reflect on their work</li> </ul>
<b>Progression Pathway</b>	NPA or National qualifications in Art and Design, NPA/Higher Photography

# NATIONAL 4 APPLICATION OF MATHS

<b>Skills</b>	<p><b>Literacy:</b> Confidence in Talk; Active Listening  <b>Numeracy:</b> Information Handling  <b>Employability:</b> Communication; Team Work; Positive Attitude  <b>Health and Wellbeing:</b> Confidence; Leadership; Relationships; Being Healthy; Managing Learning; Resilience</p>
<b>Course Information</b>	<ol style="list-style-type: none"> <li>1. <b>Numeracy</b> 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.</li> <li>2. <b>Statistics and Geometry</b> This outcome covers aspects of Graphs, Charts, Statistical Analysis, Probability, Pythagoras, Gradient, Areas and Volumes.</li> <li>3. <b>Finance and Measure</b> This outcome covers aspects of currencies, best deals, scale drawing, wages, time management, incomes, budgeting, borrowing and saving.</li> </ol> <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"> <li>• Work hard and keep up to date even when absent.</li> <li>• Ask for help or discuss with others if encounter difficulties.</li> <li>• Hand in homework on time completed to a high standard.</li> <li>• Revise thoroughly for assessments and exams.</li> </ul>
<b>Assessment</b>	<p>There are formal assessments which assess <b>minimum competency</b> 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;"><b><i>Exam Paper 1: Non-Calculator</i></b></p> <p><b>Students must answer all questions worth 15 marks.</b>  <b>A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• <b>No</b> calculator may be used during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> <li>• There are operational and reasoning questions.</li> </ul> <p style="text-align: center;"><b><i>Exam Paper 2: Calculator</i></b></p> <p><b>Students must answer all questions worth 31 marks.</b>  <b>A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• Calculators may be used at any time during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> <li>• These are operational and reasoning questions.</li> </ul> <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;"><b><i>AVU – added value unit</i></b></p> <p><b><i>Students need to complete both papers and get 60% or more. Formula sheet provided. AVU consists of:</i></b></p> <ul style="list-style-type: none"> <li>• A non calculator paper</li> <li>• A calculator paper</li> </ul>
<b>Progression Pathway</b>	<p>This course leads on to N5 Applications of Maths/Level 5 Personal Finance</p>

# NATIONAL 5 APPLICATION OF MATHS

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Everything  <b>Employability:</b> Problem Solving  <b>Health and Wellbeing:</b> Confidence; Resilience</p>
<b>Course Information</b>	<ol style="list-style-type: none"> <li>1. <b>Numeracy</b>  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.</li> <li>2. <b>Statistics and Geometry</b>  This outcome covers aspects of Graphs, Charts, Statistical Analysis, Probability, Pythagoras, Gradient, Areas and Volumes.</li> <li>3. <b>Finance and Measure</b>  This outcome covers aspects of currencies, best deals, scale drawing, time management, incomes, budgeting, borrowing and saving, precedence tables, tolerance and container packing.</li> </ol> <p>All practice/revision materials are on teams.  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"> <li>• Work hard and keep up to date even when absent.</li> <li>• Ask for help or discuss with others if encounter difficulties.</li> <li>• Hand in homework on time completed to a high standard.</li> <li>• Revise thoroughly for assessments and exams.</li> </ul>
<b>Assessment</b>	<p>These are formal assessments which assess <b>minimum competency</b> 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.</p> <p>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 style="text-align: center;"><b><i>Exam Paper 1: Non Calculator</i></b></p> <p style="text-align: center;"><b>Students must answer all questions worth 35 marks in 50 minutes. A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• <b>No</b> calculator may be used during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> </ul> <p>These are shorter type questions.</p> <p style="text-align: center;"><b><i>Exam Paper 2: Calculator</i></b></p> <p style="text-align: center;"><b>Students must answer all questions worth 55 marks in 1 hour and 40 mins. A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• Calculators may be used at any time during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> </ul> <p>These are longer type questions.</p>
<b>Progression Pathway</b>	<p>This course leads on to Higher Applications of Maths/Level 6 Personal Finance</p>

# HIGHER APPLICATION OF MATHS

<b>Skills</b>	<p><b>Literacy:</b> Confidence in Talk; Active Listening  <b>Numeracy:</b> Information Handling  <b>Employability:</b> Communication; Team Work; Positive Attitude  <b>Health and Wellbeing:</b> Confidence; Leadership; Relationships; Being Healthy; Managing Learning; Resilience</p>
<b>Course Information</b>	<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"> <li>1. <b>Mathematical Modelling</b></li> <li>2. <b>Statistics and Probability</b></li> <li>3. <b>Finance</b></li> <li>4. <b>Planning and Decision Making</b></li> </ol> <p>Candidates should have achieved the National 5 Mathematics or the National 5 Applications of Mathematics prior to starting this course. All practice/revision materials are on Teams. 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"> <li>• Work hard and keep up to date, even when absent.</li> <li>• Ask for help or discuss with others if encounter difficulties.</li> <li>• Hand in homework on time completed to a high standard.</li> <li>• Revise thoroughly for assessments and exams.</li> </ul>
<b>Assessment</b>	<p style="text-align: center;"><b><i>COMPONENT 1: Question Paper</i></b></p> <p><b>Students must answer all questions worth 80 marks in 2 hours and 5 minutes. A formula sheet is provided.</b></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"> <li>• a computer, without internet access</li> <li>• electronic files supplied by SQA</li> <li>• spreadsheet software and statistical software</li> </ul> <p style="text-align: center;"><b><i>COMPONENT 2: Project</i></b></p> <p><b>Students must complete a project that is worth 30 marks - they have 8 hours to complete this.</b></p> <p>The following candidate evidence is required for submission to SQA:</p> <ul style="list-style-type: none"> <li>• an electronic or handwritten report incorporating output from statistical software, for example tables of descriptive statistics, appropriate graphs, or charts</li> <li>• analysis and summary of their research question</li> </ul> <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>
<b>Progression Pathway</b>	<p>Level 6 Personal Finance</p>

# NATIONAL 3/4/5 ART & DESIGN

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b>  <b>Employability:</b> Creativity  <b>Health and Wellbeing:</b> Confidence; Respect; Resilience</p>
<b>Course Information</b>	<p><b>Expressive Activity:</b> Students will develop their personal thoughts and ideas in visual form. They will develop <b>critical understanding of artists' working practices</b> 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)</p> <p><b>Design Activity:</b> Students will plan, research and develop <b>creative</b> design work in response to a design brief. They will develop their <b>creativity</b>, problem solving and <b>critical thinking</b> skills as they consider design opportunities and work to resolve design issues and constraints. <b>Students will develop critical understanding of designers' working practices</b> 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><a href="#">View our Senior Phase Art and Design booklet here</a></p>
<b>Assessment</b>	<p><b>National 3 &amp; 4</b>  Students will complete both internal units and also produce an Added Value unit. These courses are pass /fail.</p> <p><b>National 5</b>  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><b>National 5 Exam</b>  Students will be assessed on their knowledge and understanding of Art and Design practice and issues.  They will be asked to:</p> <ul style="list-style-type: none"> <li>• Comment on Art and Design work and <b>critically respond to unseen prompts and images.</b></li> <li>• Demonstrate their knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice.</li> <li>• Give justified opinions on identified aspects of art and design practice and issues.</li> </ul>
<b>Progression Pathway</b>	<p>Higher Art and Design ---&gt; Advanced Higher Art and Design</p>

# HIGHER ART & Design

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b>  <b>Employability:</b> Creativity  <b>Health and Wellbeing:</b> Confidence; Respect; Resilience</p>
<b>Course Information</b>	<p>The aims of the Course are to enable students to:</p> <ul style="list-style-type: none"> <li>• Communicate personal thoughts, feelings and ideas through the <b>creative</b> use of Art and Design materials, techniques and/or technology.</li> <li>• Analyse a range of Art and Design practice and <b>critically reflect</b> on the impact of external factors on artists and designers and their work.</li> <li>• Plan, develop, produce and present <b>creative</b> work in response to a theme.</li> <li>• Develop personal <b>creativity</b>, using transferable skills such as: problem solving, <b>critical thinking and reflective practice</b>.</li> </ul> <p><b>Expressive Activity:</b> Students will develop their personal thoughts and ideas in visual form. They will develop <b>critical understanding</b> 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)</p> <p><b>Design Activity:</b> Students will plan, research and develop <b>creative</b> design work in response to a design brief. They will develop their <b>creativity</b>, problem solving and <b>critical thinking skills</b> as they consider design opportunities and work to resolve design issues and constraints.  They will develop <b>critical understanding</b> 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><a href="#">View our Senior Phase Art and Design booklet here</a></p>
<b>Assessment</b>	<p><b>Exam:</b> Students will be assessed on their knowledge and understanding of Art and Design practice and issues. (60 marks)</p> <p>The questions are designed to test candidates' ability to:</p> <ul style="list-style-type: none"> <li>• comment on Art and Design work and <b>critically respond</b> to unseen prompts and images</li> <li>• Demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice</li> <li>• Give justified opinions on identified aspects of Art and Design practice and issues.</li> </ul>
<b>Progression Pathway</b>	<p>Advanced Higher Art and Design</p>

# LEVEL 5 Barista Skills Award

<p><b>Skills</b></p>	<p><b>Literacy:</b> Active listening, Reading for research, Talking with confidence, Public Speaking.</p> <p><b>Numeracy:</b> Weighing and Measuring, Calculating, Costing, Analysing results, Fractions and Decimals, Time Management.</p> <p><b>Employability:</b> Problem solving, Teamwork, Creativity, Positive Attitude, Communication.</p> <p><b>Health and Wellbeing:</b> Working safely and hygienically, showing empathy, respectful relationships, resilience.</p>
<p><b>Course Information</b></p>	<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><b>Outcomes</b> On successful completion of the unit the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of coffee and other beverages served by a barista.</li> <li>2. Prepare and serve a range of coffees and other hot beverages using specialist equipment.</li> <li>3. Prepare and serve a range of cold beverages using specialist equipment.</li> </ol> <p><b>Credit points and level 1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)</b></p>
<p><b>Assessment</b></p>	<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><b>Outcome 1 is assessed by written exam paper.</b> <b>Outcome 2 and 3 are assessed by practical exam.</b></p>
<p><b>Progression Pathway</b></p>	<p>The Award may provide progression to:</p> <ul style="list-style-type: none"> <li>• National 5 Practical Cookery</li> <li>• Level 5 Hospitality Skills for Work</li> <li>• Employment in the hospitality industry</li> <li>• Other units in food and beverage service at SCQF level 5/6 at Borders College</li> </ul>

# NATIONAL 4 BIOLOGY

<b>Skills</b>	<p><b>Literacy:</b> Analysing/Evaluating  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<p>N4 Biology designed to develop an understanding of biological science through practical, inquiry-based learning.</p> <p>The course comprises of three units:</p> <ul style="list-style-type: none"> <li>• <b>Cell Biology:</b> Covers the key areas of cell structure, transport, and function, including enzymes, DNA, and respiration.</li> <li>• <b>Multicellular Organisms:</b> Focuses on sexual and asexual reproduction, propagation of plants, genetic information, growth, and development, as well as biological actions (e.g., maintaining stable internal body conditions).</li> <li>• <b>Life on Earth:</b> Explores ecosystems, biodiversity, animal/plant species dependence, and environmental impact</li> </ul> <p>Throughout the course, practical experiments offer opportunities to develop scientific, literacy and numeracy skills</p>
<b>Assessment</b>	<p>All assessments are marked internally by class teachers and SQA verified. There is no SQA external exam.</p> <p>Assessments structure:  Units: all 3 unit tests  Outcome 1 which is a scientific write up must be completed  AVU – Added Value Unit assignment involving research and a report</p>
<b>Progression Pathway</b>	N5 Biology

# NATIONAL 5 BIOLOGY

<b>Skills</b>	<p><b>Literacy:</b> Analysing/Evaluating  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<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. 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"> <li>• Cell Biology</li> <li>• Multicellular Organisms</li> <li>• Life on earth</li> </ul>
<b>Assessment</b>	<p style="text-align: center;"><b>100 marks questions paper – worth 80%.</b></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"> <li>• Section 1 (Multiple Choice) will have 25 marks.</li> <li>• Section 2 will contain structured and extended response questions and will have 75 marks.</li> </ul> <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;"><b>Assignment - worth 20%</b></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>
<b>Progression Pathway</b>	<p>Higher Human Biology and Advanced Higher Biology</p>

# HIGHER HUMAN BIOLOGY

<b>Skills</b>	<b>Literacy:</b> Analysing/Evaluating <b>Numeracy:</b> Data Analysis <b>Employability:</b> Communication <b>Health and Wellbeing:</b> Confidence
<b>Course Information</b>	<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"><li>• Human Cells</li><li>• Physiology and Health</li><li>• Neurobiology and Immunology</li></ul>
<b>Assessment</b>	<p style="text-align: center;"><b>120 marks questions paper – 80%</b></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"><li>• <b>Objective Test (Multiple Choice) 25 marks - 40 mins</b></li><li>• <b>Extended Response 95 marks – 2 hours and 20 mins</b></li></ul> <p style="text-align: center;"><b>Assignment - 20%</b></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>
<b>Progression Pathway</b>	Advanced Higher Biology

# ADVANCED HIGHER BIOLOGY

<b>Skills</b>	<p><b>Literacy:</b> Analysing/Evaluating  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<p>An inspiring and exciting Advanced Higher that captures the enthusiasm and interest of our students at SHS. Progression of the following skills:</p> <ul style="list-style-type: none"> <li>• scientific experimentation, investigation and scientific enquiry</li> <li>• develop scientific critical literacy skills and able to communicate in an evidence-based manner</li> <li>• critical thinking skills –understanding and applying, analysing and evaluating data</li> </ul> <p>There are three mandatory units:</p> <ul style="list-style-type: none"> <li>• Cells and Proteins</li> <li>• Organisms and Evolution</li> <li>• Investigative Biology</li> </ul>
<b>Assessment</b>	<p style="text-align: center;"><b>Question Paper - 75%</b></p> <p>Marked by SQA Exam is 3 hours</p> <p>The question paper will have two sections.</p> <ul style="list-style-type: none"> <li>• Section 1 (Multiple Choice) - 20 marks.</li> <li>• Section 2 is restricted and extended response questions - 80 marks.</li> </ul> <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;"><b>AH Project - 25%</b></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>
<b>Progression Pathway</b>	<p>University or College Degree</p>

# NATIONAL 5 BUSINESS MANAGEMENT

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Information Handling  <b>Employability:</b> Communication; Teamwork  <b>Health and Wellbeing:</b> Confidence; Leadership</p>
<b>Course Information</b>	<p>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.</p> <p>Students will undertake three units of work:</p> <ul style="list-style-type: none"> <li>• <b>Understanding Business</b></li> <li>• <b>Management of People and Finance</b></li> <li>• <b>Management of Marketing and Operations</b></li> </ul> <p><b>Skills, Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the impact of business activities on society, in contexts which have some complex features</li> <li>• decision-making — by applying the ideas of ethical and effective business decisions to solve straightforward business-related problems</li> <li>• communicating straightforward business ideas, opinions and information relating to the effects of internal and external factors on business activity</li> <li>• knowledge and understanding of how enterprising skills can help in business development</li> <li>• understanding how to enhance employability skills</li> <li>• knowledge and understanding of the contribution of staff to business success, interpreting and evaluating straightforward business financial data to ensure effective financial management</li> <li>• analysing the effectiveness of a limited range of marketing activities, and understanding how they can be used to enhance customer satisfaction</li> <li>• evaluating a range of production techniques used to maximise the quality of goods/services</li> <li>• basic knowledge of using existing and emerging technologies in current business practice</li> </ul>
<b>Assessment</b>	<p style="text-align: center;"><b><i>Assignment Assessment Task</i></b></p> <p>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.</p> <p style="text-align: center;"><b><i>Exam Paper</i></b></p> <p>Students must answer all questions worth 90 marks, out of the total of 120 marks available, in 2 hours.</p>
<b>Progression Pathway</b>	<p>Higher Business Management --&gt; Advanced Higher Business Management</p>

# HIGHER BUSINESS MANAGEMENT

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Information Handling  <b>Employability:</b> Communication; Teamwork  <b>Health and Wellbeing:</b> Confidence; Leadership</p>
<b>Course Information</b>	<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"> <li>• <b>Understanding Business</b></li> <li>• <b>Management of People and Finance</b></li> <li>• <b>Management of Marketing and Operations</b></li> </ul> <p>The course consists of two components, an exam and an assignment.</p> <p><b>Skills, Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the ways in which society relies on businesses and other organisations to satisfy its needs</li> <li>• an understanding of a range of methods businesses and other organisations use to ensure customers’ needs are met</li> <li>• understanding of enterprising skills and attributes by providing opportunities to study relatively complex business issues</li> <li>• understanding of business-related financial matters</li> <li>• an understanding of the ways businesses and other organisations can use resources to achieve maximum efficiency</li> <li>• an understanding of the steps taken by businesses and other organisations to improve overall performance and effectiveness</li> <li>• knowledge and understanding of the main effects that external influences, such as economic impact and sustainability, have on large organisations</li> </ul>
<b>Assessment</b>	<p style="text-align: center;"><b><i>Assignment Assessment Task</i></b></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"> <li>• collect information/evidence relating to the context of the assignment</li> <li>• analyse and evaluate the business data/information to reach conclusions</li> <li>• Produce a report relating to the context of the assignment</li> </ul> <p style="text-align: center;"><b><i>Exam Paper</i></b></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>
<b>Progression Pathway</b>	<p>Advanced Higher Business Management</p>

# ADVANCED HIGHER BUSINESS MANAGEMENT

<b>Skills</b>	<b>Literacy:</b> Critical Literacy <b>Numeracy:</b> Information Handling <b>Employability:</b> Communication; Teamwork <b>Health and Wellbeing:</b> Confidence; Leadership
<b>Course Information</b>	<p>The Advanced Higher course looks in-depth at 3 areas of business and the economy.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• UNIT 2 – Unit 2 looks at the internal business environment including management theories, leadership, time and task management, team work and equality and diversity.</li><li>• UNIT 3 – This unit looks at evaluating business information such as financial information and analytical techniques.</li></ul> <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"><li>• Along with your existing skills you will develop new skills such as:</li><li>• Evaluating business strategies</li><li>• Analysing business information and reports</li><li>• Researching businesses out with the UK</li><li>• Independent research</li></ul>
<b>Assessment</b>	<p>The exam paper is 80 marks over 2hours and 45minutes. 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>
<b>Progression Pathway</b>	College or university.

# LEVEL 5 BUSINESS AND MARKETING

<b>Skills</b>	<b>Literacy:</b> Critical Literacy <b>Numeracy:</b> Information Handling <b>Employability:</b> Communication; Teamwork, organisation and planning <b>Health and Wellbeing:</b> Confidence; Leadership, Teamwork
<b>Course Information</b>	<p>This course is designed to be used as a stepping stone from level 4 to level 5 before undertaking a national qualification in Business Management.</p> <p>This course provides learners with the skills and knowledge relevant to business and marketing.</p> <p>Learners will be able to broaden their knowledge on specific areas of business and event organisation. For example, market research, promotions, event planning and customer service skills.</p> <p>This course allows pupils to prepare for employment and will equip them with the desired skills and knowledge required by businesses.</p>
<b>Assessment</b>	<p>On going unit assessments that are carried out in class.</p> <p>There is a mix of open and closed book assessments.</p> <p>An event planning unit means the pupils are required to work together to plan a small school-based event.</p>
<b>Progression Pathway</b>	<p>National 5 Business Management</p> <p>Level 5 or 6 Customer Service</p>

# NATIONAL 5 CHEMISTRY

<b>Skills</b>	Focusing, Communicating, Curiosity, Sense-making, Critical thinking
<b>Course Information</b>	<p>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.</p> <p>An experimental and investigative approach is used to develop knowledge and understanding of chemical concepts.</p> <p>There are three units:</p> <ul style="list-style-type: none"><li>• Chemical Changes and Structure - Controlling the Rate of Reaction, Atoms &amp; Bonding, Acids &amp; Bases and Formulae &amp; Calculations</li><li>• Nature's Chemistry - Homologous Series, Consumer Products and Energy from fuels</li><li>• Chemistry in Society - Metals, Plastics, Fertilisers, Nuclear Chemistry and Chemical Analysis</li></ul>
<b>Assessment</b>	<p style="text-align: center;"><b>100 marks questions paper, 80%.</b></p> <p>The question paper will have two Sections. Section 1 (Objective Test) will have 25 marks. Section 2 will contain restricted and extended response questions and will have 75 marks. Marks will be distributed approximately 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;"><b>Assignment, 20%</b></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 assessor.</p> <p>The assignment will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding.</p>
<b>Progression Pathway</b>	Higher Chemistry --> Advanced Higher Chemistry

# HIGHER CHEMISTRY

## Skills

Focusing, Communicating, Curiosity, Sense-making, Critical thinking

## 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 & 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

### 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.

### 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

<b>Skills</b>	Focusing, Communicating, Curiosity, Sense-making, Critical thinking
<b>Course Information</b>	<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"><li>• Develop skills of independent study and thought that are essential in a wide range of occupations.</li><li>• Reflect critically on scientific publications and media reports.</li><li>• Become scientifically literate citizens and be able to communicate in an evidence-based manner.</li><li>• Make reasoned decisions on many issues within a modern society increasingly dependent on chemistry, science and technology.</li></ul> <p>The course is organised into 4 units:</p> <ul style="list-style-type: none"><li>• <b>Inorganic Chemistry</b> - Electromagnetic Spectrum, Atomic Orbitals and Transition Metals</li><li>• <b>Physical Chemistry</b> - Equilibrium, Reaction Feasibility and Kinetics</li><li>• <b>Organic Chemistry and Instrumental Analysis</b> - Molecular orbitals, Skeletal formula, Stereochemistry, Synthesis, Structural Analysis and Pharmaceuticals</li><li>• <b>Researching Chemistry</b> - Calculations and Practical Skills</li></ul>
<b>Assessment</b>	<p style="text-align: center;"><b>Question Paper (75%)</b></p> <p>The question paper will have two Sections.</p> <ul style="list-style-type: none"><li>• Section 1 contains objective questions (25 marks).</li><li>• Section 2 contains restricted and extended response questions (85 marks).</li></ul> <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;"><b>Project (25%)</b></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>
<b>Progression Pathway</b>	Any Science related college course or University degree. There are also other routes into industry where your skills would be used.

# LEVEL 5 Community Sports Leader Award

## Skills

**Literacy:** Confidence in talk, Active Listening

**Numeracy:** Information Handling

**Employability:** Communication, Teamwork, Positive Attitude

**Health and Wellbeing:** Confidence/Leadership, Respectful Relationships, Being Health, Resilience

## Course Information

Welcome to specification for the SCQF Level 5 Qualification in Community Sports Leadership.

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.

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.

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.

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.

Pupils must be 16+ by the end of March 2025 to complete this course.

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

## Assessment

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

- Plan, lead and evaluate a sporting activity
- Develop leadership skills
- Lead a fitness session
- Organise and deliver a sports event or competition
- Complete a Learner Evidence Record

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

## Progression Pathway

Successful candidates may progress to work towards their Level 6 award or work with community groups or future employment opportunities within the sports industry.

# L6 COMMUNICATION AND LITERATURE

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy; Accuracy in Writing; Confidence in Talk; Active Listening</p> <p><b>Numeracy:</b> Information Handling</p> <p><b>Employability:</b> Communication; Teamwork; Positive Attitude</p> <p><b>Health and Wellbeing:</b> Resilience; Confidence; Leadership; Relationships</p>
<b>Course Information</b>	<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><b>Skills, Knowledge and Understanding</b></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>
<b>Assessment</b>	<p><b>Level 6 Communication</b></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"> <li>• Using two written non-fiction texts, answer analysis and evaluation questions.</li> <li>• Produce two pieces of non-fiction writing of different forms of at least 650 words.</li> <li>• Using two spoken texts, answer analysis and evaluation questions.</li> <li>• Take part in an in-depth group discussion and deliver an individual presentation of at least 5 minutes.</li> </ul> <p><b>Level 6 Literature</b></p> <ul style="list-style-type: none"> <li>• Demonstrate your analysis and evaluation skills by producing two responses (one written and one spoken) to different genres of literature.</li> <li>• A textual analysis of an unseen literary text.</li> </ul>
<b>Progression Pathway</b>	<p>Higher English</p>

# NATIONAL 5 CREATIVE INDUSTRIES Skills for Work

<b>Skills</b>	Creativity, Critical thinking, Focusing, Initiative, Collaborating.
<b>Course Information</b>	<p>Creative Industries is an introductory qualification which develops the knowledge and skills required for employment or further study in the creative industries.</p> <p>The Course covers: an Introduction to the Creative Industries, Creative Industries Skills Development, the Creative Process, and a Creative Project.</p> <p>As they work through the Course, learners will gain an awareness of the opportunities and jobs in the different sectors — and they will develop transferable employability skills, including:</p> <ul style="list-style-type: none"><li>• an understanding of the workplace and the employee's responsibilities (eg time-keeping, appearance, customer care)</li><li>• self-evaluation skills</li><li>• positive attitude to learning</li><li>• flexible approaches to solving problems</li><li>• adaptability and positive attitude to change</li><li>• confidence to set goals, reflect and learn from experience</li><li>• skills to become effective job-seekers and employees</li></ul> <p>A key focus of the course is to provide learners with the opportunity to work with others to plan, develop, implement and evaluate a creative project in response to a given brief. This course is ideally suited to a wide range of creative contexts, for example: a Musical show or an Art exhibition/display.</p>
<b>Assessment</b>	Assessment of the course is through a range of methods including a learner folio and practical activities. Evidence collected will include written and performance-based evidence.
<b>Progression Pathway</b>	<p>This course or its components may provide progression to:</p> <ul style="list-style-type: none"><li>• National Courses in a range of subject areas – including Art or Music</li><li>• National Qualification Group Awards in the creative industries in a range of sectors</li><li>• Training/employment in the creative industries</li><li>• Further/higher education</li></ul>

# L5/6 CREATIVE THINKING

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy; Active Listening; Confidence in Talk  <b>Numeracy:</b> Data Analysis; Information Handling; Research  <b>Employability:</b> Communication; Teamwork; Positive Attitude; Problem Solving; Creativity  <b>Health and Wellbeing:</b> Confidence; Leadership; Relationships; Health; Managing Learning; Resilience</p>
<b>Course Information</b>	<p>This new course celebrates the importance of creativity, problem-solving and critical thinking; Meta-skills that will be required of a future workforce.</p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• LO1. Use secondary research to explore a problem.</li> <li>• LO2. Propose creative ideas based upon the research conducted.</li> <li>• LO3. Test and improve initial ideas.</li> <li>• LO4. Clearly and creatively communicate ideas and expected outcomes.</li> <li>• LO5. Demonstrate creative bravery in the evaluation of independent work.</li> </ul> <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"> <li>• <b>Thoughts become things</b> – Create a Hospital, School, Music Venue or Workplace. An experiential project about the built environment from multi-disciplinary creative studio Acrylicize.</li> <li>• <b>Campaign for Kindness</b> - Studio LR asks students to create an advertising campaign using empathy</li> <li>• <b>Van of Dreams</b> - 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.</li> <li>• <b>Circular Brand</b> - Ellen MacArthur Foundation and Teemill challenge students to create a fashion brand and sell their own products in the circular economy.</li> </ul> <p><b>Skills, Knowledge and Understanding</b></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>
<b>Assessment</b>	<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>
<b>Progression Pathway</b>	<p>All Further and Higher Education institutions, employment, apprenticeships, further training are looking for candidates with the skills developed through this course.</p>

# LEVEL 5 CRIMINOLOGY NPA

<b>Skills</b>	<p><b>Literacy:</b> Confidence in Talk; Structured Writing; Analysis/Evaluation; Factual Writing</p> <p><b>Numeracy:</b> Data Analysis; Information Handling</p> <p><b>Employability:</b> Communication; Teamwork; Positive Attitude</p> <p><b>Health and Wellbeing:</b> Confidence; Leadership; Relationships; Managing Learning; Resilience</p>
<b>Course Information</b>	<p>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.</p> <p>There will be 3 units to complete in order to achieve the full NPA Course Award.</p> <ul style="list-style-type: none"> <li>• <b>Crime in the Community</b> – 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.</li> <li>• <b>The History and Development of Criminology</b> – Gain an understanding of the scientific development of theories and concepts about crime and criminals over time.</li> <li>• <b>Criminology: Crime Scenes</b> – 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.</li> </ul> <p><b>Skills, Knowledge and Understanding</b></p> <p>This course will help students gain an understanding of one of the fastest growing academic disciplines in the world – Criminology.</p> <p>There are significant parts of the course where students will be expected to learn independently. The aim is to encourage the following transferable skills:</p> <ul style="list-style-type: none"> <li>• Time management, goal setting, punctuality and meeting deadlines</li> <li>• Referencing, citation and bibliography skills</li> <li>• Develop skills in information communication technology</li> <li>• Organising and planning</li> <li>• Working as an individual and with others</li> <li>• Problem solving</li> <li>• Developing personal effectiveness</li> <li>• Developing the ability to take responsibility for one’s own learning</li> <li>• Making links with DYW to expand understanding of career opportunities related to Criminology.</li> </ul>
<b>Assessment</b>	<p>Each unit will be assessed by outcome. Assessments will be completed continuously throughout the course and will include a variety of methods such as:</p> <ul style="list-style-type: none"> <li>• written reports,</li> <li>• oral presentations,</li> <li>• Video presentations</li> <li>• Closed book assessments</li> <li>• Open book assessments</li> <li>• Portfolio of work</li> </ul>
<b>Progression Pathway</b>	<p>National 5 in another Humanities subject (Travel &amp; Tourism, Modern Studies, History, Geography)</p> <p>Level 6 NPA in Criminology</p>

# LEVEL 6 CRIMINOLOGY NPA

<b>Skills</b>	<p><b>Literacy:</b> Confidence in Talk; Structured Writing; Analysis/Evaluation; Factual Writing; Critical Thinking and Evaluation</p> <p><b>Numeracy:</b> Data Analysis; Information Handling</p> <p><b>Employability:</b> Communication; Teamwork; Positive Attitude</p> <p><b>Health and Wellbeing:</b> Confidence; Leadership; Relationships; Managing Learning; Resilience</p>
<b>Course Information</b>	<p>Students will complete 3 mandatory units which contribute to the overall NPA. These are:</p> <ul style="list-style-type: none"> <li>• <b>Nature and Extent of Crime:</b> This unit is designed to introduce learners to the variety of approaches and methods of research which characterise the discipline of criminology. The learner will develop an understanding of the complex nature of crime including differences between legal and social science definitions as well as the problems with measuring crime.</li> <li>• <b>Forensic Psychology:</b> An introduction to the work of forensic psychologists in the police, courts and the prison estate. The aim is to explore different psychological theories of criminal behaviour and their application through case studies of extraordinary criminal behaviour such as high-profile serial killers and well-known serial offenders.</li> <li>• <b>Crime Control Strategies:</b> This unit examines the role, structure and power of the Scottish criminal justice system. Learners will be able to explain and evaluate custodial and non-custodial sentencing strategies in different countries as well as the structure of the Scottish Court System.</li> </ul>
<b>Assessment</b>	<p>Each unit will be assessed by outcome. Assessments will be completed continuously throughout the course and will include a variety of methods such as:</p> <ul style="list-style-type: none"> <li>• written reports,</li> <li>• oral presentations,</li> <li>• Video presentations</li> <li>• Closed book assessments</li> <li>• Open book assessments</li> <li>• Portfolio of work</li> </ul>
<b>Progression Pathway</b>	<p>Higher in another Humanities subject (History, Geography or Modern Studies).</p> <p>Further study at college or University in a Social Science discipline.</p>

# LEVEL 4/5/6 CUSTOMER SERVICE

<b>Skills</b>	<p><b>Literacy:</b> Accuracy in Writing; Critical Literacy  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<p><b>Customer Service</b></p> <p>This course looks at the skills and qualities needed to successfully work in a customer service environment.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>Unit 1 – customer service and communication</b>  <b>Unit 2 – customer service and social media</b>  <b>Unit 3 – customer service relating to product features and benefits</b></p>
<b>Assessment</b>	<p><u>Assessment – Customer Service</u></p> <p>On going unit assessments are carried out at the end of each unit. These assessments are open book.</p> <p>There is also a research assignment to complete.</p> <p>Students must complete all 4 mandatory units to achieve a National 5 course award.</p>
<b>Progression Pathway</b>	<p>Level 6 Customer service; Further Education; Employment; Apprenticeships; Training</p>

# LEVEL 5/6 NPA in CYBER SECURITY

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<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"> <li>1. Data Security</li> <li>2. Digital Forensics</li> <li>3. Ethical Hacking</li> </ol> <p><b>Unit 1: Data Security</b>  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><b>Unit 2: Digital Forensics</b>  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><b>Unit 3: Ethical Hacking</b>  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>
<b>Assessment</b>	<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>
<b>Progression Pathway</b>	<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>

# LEVEL 4/5/6 DIGITAL LITERACIES

<b>Skills</b>	Sense making, Critical thinking Communicating, Collaborating Initiative, Focusing
<b>Course Information</b>	<p>The NPA introduces learners to important digital literacy skills and techniques including accessing, processing and analysing online information, social media and networks. They develop:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of digital literacies</li> <li>• practical, technical and transferable skills such as setting up networks</li> <li>• online safety and netiquette</li> <li>• opportunities to collaborate with others to create and evaluate digital resources for a range of purposes</li> </ul> <p>They cover digital literacy theories as well as the practical abilities that will allow learners to become confident users of digital technologies. Learners will develop skills and capacities of digital citizenship as safe, legal, and ethical users of a range of online communication and productivity tools.</p>
<b>Assessment</b>	Assessment will be the production of an e-portfolio containing robust samples of evidence generated as learners progress through the units. The evidence of both cognitive and practical competences may take a variety of digital forms including text, graphics, video, audio and other suitable media over time.
<b>Progression Pathway</b>	The NPA is available at 3 levels which learners can progress through. They can also move through the PC Passport NPA at L4/5/6. Cyber Security is also an option for progression.

# effectiveskills development programme

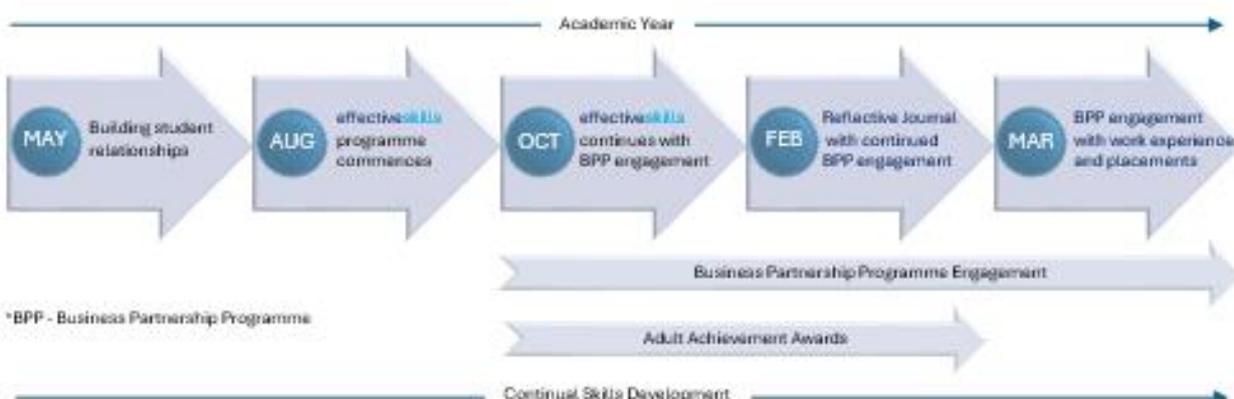
developing skills for brighter futures.

"Tell me and I forget.  
Teach me and I remember.  
Involve me and I learn."

**effectivenow** want to work in partnership with schools, councils, government bodies and local/national businesses to support the acquisition and development of meta skills in young people. Employers seek individuals who are confident and can adapt, learn, and communicate in a variety of situations to give their business the edge in innovation, creativity and growth, and provide the best possible service to their customers. **effectivenow** create meaningful relationships to deliver a programme to teach young people these vital employability skills alongside their academic studies.

The **effectiveskills** development programme is aimed at senior phase students (S4 –6) delivering meta skills to enhance job and career opportunities.

- ✓ Weekly double period engagement in schools (maximum 24 students)
- ✓ 12 modules, each focusing on a specific skill(s) and repeated for applied learning.
- ✓ Adult Achievement Award - Newbattle Abbey College is the awarding body (SCQF Level 2 - 6), allowing young people to gain nationally recognised certification for their learning.
- ✓ Business Partnership visits, engaging with the students in the set tasks (hands-on engagement).
- ✓ Work placement and mentoring opportunities for students with business partners.
- ✓ Access to **effectivenow** networking and career events for students, staff, parents and businesses.



In collaboration with our Business Partners, we have selected the meta skills they have highlighted as the most important for our **effectiveskills** programme.

- Communication Skills
- Collaboration & Teamwork
- Innovation & Creativity
- Strategic Thinking & Problem Solving
- Negotiation & Conflict Resolution
- Leadership & Delegation
- Time & Workload Management
- Planning & Decision Making
- Confidence Building & Resilience
- Goal Setting & Improving Performance
- Peer Mediation & Building Trust
- Listening & Applied Learning



# Higher Economics

<b>Skills</b>	<p><b>Literacy:</b></p> <p><b>Numeracy:</b></p> <p><b>Employability:</b></p> <p><b>Health and Wellbeing:</b></p>
<b>Course Information</b>	<p>The course consists of three areas of study:</p> <p><b>Economics of the market</b></p> <ul style="list-style-type: none"> <li>• Pupils develop their understanding of how to analyse the basic economic problem. They examine and analyse how demand and supply drives resource allocation and economic production.</li> </ul> <p><b>UK economic activity</b></p> <ul style="list-style-type: none"> <li>• Pupils develop their understanding of how to analyse government income and expenditure. They evaluate the role of the public and private sectors in the economy. Pupils develop the ability to assess the policies and other methods used by the UK government to achieve its economic aims.</li> </ul> <p><b>Global economic activity</b></p> <ul style="list-style-type: none"> <li>• Pupils develop their understanding of how to analyse the global nature of economics. They explore global trade and its importance to the UK economy. Candidates examine economic features and impacts of developing, emerging and developed economies, and global institutions.</li> </ul>
<b>Assessment</b>	<p><b>Question Paper – 90 marks</b></p> <p>The question paper has two sections:</p> <p>Section 1 is worth 30 marks and contains two questions worth 15 marks each. The questions are based on two different pieces of stimulus material and sample course content from all three areas of study. In general, they assess data handling and the application of skills, knowledge and understanding. The stimulus material can include graphs, diagrams and/or text.</p> <p>Section 2 is worth 60 marks and contains three questions worth 20 marks each. Each question is based on a different area of study. In general, they assess breadth of knowledge and understanding from across the course.</p> <p><b>Assignment – 30 marks</b></p> <p>Pupils research and analyse information and produce an economics report using given headings. The report is based on an analysis of the research findings and details appropriate conclusions and/or recommendations. Pupils choose a topic or issue to research. The topic chosen by the pupils should be current e.g.</p> <ul style="list-style-type: none"> <li>• To what extent will rising cost of energy impact the UK economy?</li> <li>• What could the impact be of introducing a tourist tax on an economy?</li> <li>• What is the economic impact of an ageing population in the UK?</li> </ul>
<b>Progression Pathway</b>	<p>Further/Higher Education</p> <p>Modern Apprenticeships</p> <p>Employment</p>

# NATIONAL 4 ENGLISH AND SCOTS LANGUAGE

<b>Skills</b>	<p><b>Literacy:</b> Confidence in Talk; Critical Literacy; Accuracy in Writing</p> <p><b>Numeracy:</b> Information Handling</p> <p><b>Employability:</b> Communication; Teamwork; Positive Attitude</p> <p><b>Health and Wellbeing:</b> Confidence; Leadership; Relationships; Resilience</p>
<b>Course Information</b>	<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><b>N4 English</b> 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><b>Scots Language Award</b> 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><b>Skills, Knowledge and Understanding</b> 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>
<b>Assessment</b>	<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"> <li>• Listening Assessment (clip and questions)</li> <li>• Reading Assessment (passage and questions)</li> <li>• Writing (300 technically accurate words)</li> </ul> <p>Scots Language:</p> <ul style="list-style-type: none"> <li>• Creation of Scots dictionary which shows links to other European languages</li> <li>• Reading assessment (passage in Scots with questions)</li> <li>• Writing (at least 100 words in Scots)</li> <li>• Timeline of the History and Development of Scots</li> </ul>
<b>Progression Pathway</b>	<p>National 5 Literacy and National 5 English</p>

# NATIONAL 5 ENGLISH

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

# HIGHER ENGLISH

## Skills

**Literacy:** Critical Literacy; Accuracy in Writing  
**Numeracy:** Data Handling  
**Employability:** Communication  
**Health and Wellbeing:** Resilience

## Course Information

### ***The Writing Folio- 30%***

Students must produce one piece of writing from each of the following categories:

#### **1. Creative**

- 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.

#### **2. Persuasive Essay**

- 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.

Both essays will be worked on throughout August to February. Final deadline for Submission is March.

### ***Reading for Understanding, Analysis and Evaluation – 30%***

Students must demonstrate their ability to answer...

- **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.

Question types are taught throughout the year. Regular RUAЕ homework is issued to consolidate skills

### ***Critical Reading – 40%***

1. Students study a Scottish Text and answer several questions relating to the text.
2. Critical Essay – students write an essay on a text they've studied demonstrating effective:
  - 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.

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

## Assessment

### ***Exam Paper 1: Reading for Understanding, Analysis and Evaluation – 30%***

Students must answer questions on Two Passages in 1 hour 30 mins.

### ***Exam Paper 2: Critical Reading - 40%***

3. Students must complete a Textual Analysis of a Scottish Text in 45 minutes (20%)
4. Students must write a critical essay in 45 minutes (20%).

## Progression Pathway

Advanced Higher English

# ADVANCED HIGHER ENGLISH

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy; Accuracy in Writing  <b>Numeracy:</b> Data Handling  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Resilience</p>
<b>Course Information</b>	<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>
<b>Assessment</b>	<p style="text-align: center;"><b><i>The Writing Folio- 30%</i></b></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"> <li>• Persuasive, informative, argumentative, reflective, poetry, prose fiction, drama.</li> </ul> <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 style="text-align: center;"><b><i>Dissertation – 30%</i></b></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"> <li>• Independent planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature.</li> </ul> <p>The dissertation will be redrafted throughout the year and is submitted by the end of March.</p> <p style="text-align: center;"><b><i>Exam Paper 1: Literary Study (20%)</i></b></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"> <li>• Candidates will chose one question from a range of Drama questions and write a critical essay in response to it.</li> </ul> <p style="text-align: center;"><b><i>Exam Paper 2: Textual Analysis (20%)</i></b></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"> <li>• Candidates will choose one question from any genre on an unseen literary text and write an extended critical analysis of it.</li> </ul>
<b>Progression Pathway</b>	<p>Higher Education courses</p>

# LEVEL 5 NPA in EMPLOYABILITY and ENTERPRISE

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<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>
<b>Assessment</b>	<p><b>Unit 1: Personal Development: Self and Work</b>          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><b>Unit 2: Enterprise Activity</b>          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><b>Unit 3: Working with Others</b>          Students gain experience working with others <b>outside their friendship group</b>. 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>
<b>Progression Pathway</b>	<p>Candidates who undertake an NPA in Enterprise and Employability could expect:</p> <ul style="list-style-type: none"> <li>• Increased employment opportunities, following on from improved work-related skills and qualities.</li> <li>• An understanding of the key aspects of starting a business</li> <li>• Progression to an SCQF 5 or 6 Personal Development award</li> <li>• Further vocational courses such as Skills for Work</li> <li>• Progression onto Business related awards at SCQF level 5 and 6</li> </ul>

# LEVEL 5/6 NPA in ESPORTS

<b>Skills</b>	<p><b>Literacy:</b> Confidence in Talk, Active Listening  <b>Numeracy:</b> Information Handling  <b>Employability:</b> Communication; Teamwork; Positive Attitude  <b>Health and Wellbeing:</b> Confidence; Leadership; Relationships; Health; Managing Learning; Resilience</p>
<b>Course Information</b>	<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><b>Unit 1: The Esports Industry</b>  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><b>Unit 2: Game performance</b>  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><b>Unit 3: Organising and Promoting Events</b>  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>
<b>Assessment</b>	<p>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.</p>
<b>Progression Pathway</b>	<p>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</p>

# NPA

## EXERCISE AND FITNESS LEADERSHIP LEVEL 6

<b>Skills</b>	<b>Literacy:</b> Critical Literacy <b>Numeracy:</b> Information Handling; Data Analysis <b>Employability:</b> Positive Attitude; Problem Solving <b>Health and Wellbeing:</b> Confidence; Respect; Resilience; Being Healthy; Relationships; Managing my Learning
<b>Course Information</b>	<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"><li>- Cardiovascular Training</li><li>- Fixed Weight Training</li><li>- Free Weight Training</li><li>- Circuit Training</li><li>- Exercise to Music</li></ul> <p>Each unit has both a theoretical element as well as a practical element with assessments in both.</p>
<b>Assessment</b>	<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 – Cardiovascular Training</p> <p>Unit 1 – Describe exercises to improve Cardiovascular Fitness</p> <ul style="list-style-type: none"><li>- Explain the impact of training on the Cardiovascular System</li><li>- Demonstrate Cardiovascular Training Exercises</li><li>- Plan and Complete a Training Session</li></ul>
<b>Progression Pathway</b>	<p>It is designed to allow progression to programmes in:</p> <ul style="list-style-type: none"><li>• Sport Coaching with Sport Development.</li><li>• Fitness Health and Exercise.</li><li>• Sport and Recreation Management</li><li>• Sports Therapy</li><li>• Applied Sports Science</li><li>• Other SQA awards</li><li>• Teacher of Physical Education</li><li>• Teacher</li><li>• College and University Courses</li></ul>

# NATIONAL 5 Fashion and Textiles Technology

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy, Reading for information, Reading for research</p> <p><b>Numeracy:</b> Information handling, Measuring, Calculating, Costing, Fractions and decimals,</p> <p><b>Employability:</b> Problem Solving, Creativity</p> <p><b>Health and Wellbeing:</b> Working Safely, Resilience, Confidence,</p>
<b>Course Information</b>	<p>The <b>National 5 Fashion &amp; Textile Technology</b> course helps students develop an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion/textile choice.</p> <p>Particular emphasis is placed on the development of practical skills and textile construction techniques to make detailed fashion/textile items, to an appropriate standard of quality.</p> <p>Students will demonstrate relevant knowledge and understanding, and apply this to planning, making and evaluating fashion/textile items.</p> <p>Students will develop:</p> <ul style="list-style-type: none"> <li>• detailed knowledge of textile properties and characteristics</li> <li>• detailed textile construction techniques</li> <li>• detailed understanding of factors that influence fashion/textile choices</li> <li>• detailed understanding of fashion/textile trends</li> <li>• the ability to plan and make detailed fashion/textile items to meet given design briefs</li> <li>• the ability to select, set up, adjust and use relevant tools and equipment safely and correctly</li> <li>• detailed investigation, analytical and presentation skills</li> </ul> <p><b>Homework</b></p> <p>Homework is an essential part of the course. Homework will include research, development of design solutions, practice questions and regular revision of all the material covered in the course.</p> <p><b>Who is the course for?</b></p> <p>Students will ideally have completed the S3 Fashion &amp; Textile course or have experience of completing practical textile projects to a suitable standard of quality.</p> <p>Students should have a keen interest in fashion, be able to work independently and possess good organisational skills.</p>
<b>Assessment</b>	<p><b>Assessment is split in to 3 parts:</b></p> <p>Component 1 – Question paper (30% of total mark) The exam is 1 hour long and consists of 3 questions where candidates have to state, give, name, identify, describe, explain and evaluate.</p> <p>Component 2 – Assignment (35% of total mark) Candidates have to research a given design brief to develop a fashion/textile item. This is a written exercise, where candidates must <b>design</b> an item and then <b>test and evaluate</b> the solution.</p> <p>Completed in class January – March</p> <p>Component 3 – Practical Activity (35% of total mark) Candidates apply their skills, knowledge and understanding acquired on the course to produce a detailed fashion/textile item. They make one item which will have eight different construction techniques.</p> <p>Completed in class January - March</p> <p>The Practical Activity is marked in school in line with marking instructions given by the SQA.</p>
<b>Progression Pathway</b>	<p>Higher Fashion and Textiles</p>

# LEVEL 5 FILM AND MEDIA NPA

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy; Accuracy in Writing; Confidence in Talk; Active Listening</p> <p><b>Numeracy:</b> Information Handling</p> <p><b>Employability:</b> Communication; Teamwork; Positive Attitude</p> <p><b>Health and Wellbeing:</b> Resilience; Confidence; Leadership; Relationships</p>
<b>Course Information</b>	<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><b>Skills, Knowledge and Understanding</b></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>
<b>Assessment</b>	<p style="text-align: center;"><b>Assessment</b></p> <p>There are four units which all candidates must pass:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• An introduction to the Media – learners will learn about different media sectors, platforms and products and analyse media consumption.</li> <li>• Pre-Production – learners must plan a project, identify production concerns such as health and safety guidance and work as a team.</li> <li>• Creative Project – learners must plan, implement and evaluate a media-based project in response to a given brief</li> </ul> <p>Candidate evidence will be gathered in a variety of ways, depending on the unit.</p>
<b>Progression Pathway</b>	<p>Further Education courses; training; employment</p>

# LEVEL 6 FOREST OUTDOOR LEARNING AWARD

## Skills

**Literacy: Critical Literacy, Confidence in public speaking, Active Listening**  
**Numeracy: Scientific data analysis, Data Handling**  
**Employability: Communication, Teamwork, Positive attitude**  
**Health and Wellbeing: Resilience, Confidence, Leadership, Relationships**

## Course Information

The Level 6 Forest and Outdoor Learning Award is designed for learners who wish to develop the knowledge, skills, and confidence to plan, deliver, and evaluate high-quality forest and outdoor learning experiences. The course explores child-centred, nature-based learning approaches and supports learners to embed outdoor learning within educational, community, or care settings.

This qualification is suitable for those working, or aspiring to work, in forest school, outdoor education, childcare, youth work, or community learning contexts.

The course aims to:

- Develop a strong understanding of forest and outdoor learning principles and pedagogy
- Build practical skills for planning and leading safe, inclusive outdoor learning sessions
- Promote reflective practice and professional development
- Encourage environmental awareness, sustainability, and connection to nature

### Learning Outcomes

On successful completion, learners will be able to:

- Explain key principles and theories underpinning forest and outdoor learning
- Plan and deliver engaging outdoor learning sessions appropriate to learner needs
- Apply effective risk–benefit assessment and health and safety procedures
- Use natural environments and resources to support holistic learning and development
- Reflect on practice to improve session quality and learner outcomes

### Course Content

Typical areas of study include:

- Principles and ethos of forest and outdoor learning
- Child-led and experiential learning approaches
- Observation, reflection, and evaluation of practice
- Planning progressive outdoor learning sessions
- Risk management and safeguarding in outdoor settings
- Sustainability, environmental awareness, and woodland ecology
- Inclusive practice and supporting diverse learners

## Assessment

Assessment for the Level 6 Forest and Outdoor Learning Award is designed to be practical, reflective, and work-based, allowing learners to demonstrate both theoretical understanding and professional practice.

There are no written examinations. Instead, learners compile a portfolio of evidence that shows achievement of all learning outcomes.

Portfolio of Evidence

Learners will produce a structured portfolio that may include the following:

### 1. Written Assignments

Learners complete written pieces that explore key concepts and underpinning theory related to forest and outdoor learning. These may include:

- Principles and ethos of forest and outdoor learning

	<ul style="list-style-type: none"> <li>• Relevant learning theories and pedagogical approaches</li> <li>• The benefits of outdoor learning for holistic development</li> <li>• Links between practice, policy, and professional standards</li> </ul> <p>Assignments are expected to show critical thinking, appropriate academic referencing (where required), and reflection at Level 6 standard.</p> <p><b>2. Session Planning and Delivery</b></p> <p>Learners must plan and deliver a series of forest or outdoor learning sessions in a real or simulated setting. Evidence may include:</p> <ul style="list-style-type: none"> <li>• Detailed session plans with clear aims and learning intentions</li> <li>• Adaptations to meet the needs of different learners</li> <li>• Use of natural resources and outdoor environments</li> <li>• Demonstration of inclusive, learner-centred practice</li> </ul> <p>Sessions should show progression over time and alignment with forest and outdoor learning principles.</p> <p><b>3. Risk–Benefit Assessment and Safeguarding</b></p> <p>Learners are required to demonstrate competence in managing safety while supporting positive risk-taking. Evidence may include:</p> <ul style="list-style-type: none"> <li>• Written risk–benefit assessments for outdoor activities</li> <li>• Health and safety procedures relevant to outdoor settings</li> <li>• Safeguarding policies and procedures</li> <li>• Reflections on how risk is managed without limiting learning opportunities</li> </ul> <p><b>4. Observation of Practice</b></p> <p>Where applicable, learners will be observed delivering outdoor learning sessions. Observation will be carried out by a qualified assessor. Observation records will assess:</p> <ul style="list-style-type: none"> <li>• Professional conduct and communication</li> <li>• Application of theory to practice</li> <li>• Group management and facilitation skills</li> <li>• Ability to respond to learners and the outdoor environment</li> </ul> <p><b>5. Reflective Practice</b></p> <p>Reflection is a key component of assessment. Learners will provide reflective accounts that:</p> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of sessions delivered</li> <li>• Identify strengths and areas for development</li> <li>• Demonstrate learning from experience and feedback</li> <li>• Support ongoing professional development</li> </ul> <p>Reflective writing should show depth of insight and a commitment to improving practice.</p> <p><b>6. Professional Discussion (where applicable)</b></p> <p>This may include a professional discussion with an assessor to:</p> <ul style="list-style-type: none"> <li>• Clarify learner understanding</li> <li>• Explore decision-making in practice</li> <li>• Confirm authenticity of portfolio evidence</li> </ul> <p>Assessment Criteria and Standards</p> <p>All assessments are internally assessed and quality assured in line with awarding body requirements. Learners must meet all learning outcomes and assessment criteria to achieve the qualification.</p> <p>Support and feedback are provided throughout the course to guide learners in meeting Level 6 expectations.</p>
<p><b>Progression Pathway</b></p>	<p>Advanced forest school or outdoor learning qualifications</p> <p>Employment in outdoor education, childcare, or community learning roles</p> <p>Further study in education, youth work, or environmental studies</p>

# NATIONAL 5 FRENCH

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

# HIGHER FRENCH

<b>Skills</b>	<p><b>Literacy:</b> Listening and Reading for Information; Accuracy in Writing  <b>Numeracy:</b> statistics, comparisons  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Resilience</p>
<b>Course Information</b>	<p>Contexts: Society, Employability, Culture, Learning</p> <p>Topics studied include: Healthy Lifestyle, Relationships, Media, Gap Year, Education, Holidays, and Festivals.</p>
<b>Assessment</b>	<p style="text-align: center;"><b>Performance: Talking- 30 marks</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• It should last approximately 10 minutes.</li> <li>• It is internally assessed and externally verified by SQA.</li> <li>• Final performances will be assessed in February/March.</li> </ul> <p style="text-align: center;"><b>Exam Paper 1: Reading and Directed Writing – 50 marks</b></p> <p>This paper has two sections.</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Students will read one text in French. They will answer question in English which focus on identifying main points, supporting detail and justifying the overall purpose.</li> <li>• Students will also have to translate part of the text into English, using a dictionary</li> </ul> <p><u>Directed Writing</u></p> <ul style="list-style-type: none"> <li>• Students will produce one piece of writing in French of 150 – 180 words.</li> <li>• This will be in response to a choice of stimulus supported by six bullet points which they must address.</li> <li>• They may use a dictionary.</li> </ul> <p style="text-align: center;"><b>Exam Paper 2: Listening – 20 marks</b></p> <p>This paper also has two sections.</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Students will listen to one monologue which uses detailed French and respond to questions in English</li> <li>• Students will also listen to one conversation in French and respond to questions in English.</li> </ul>
<b>Progression Pathway</b>	<p>Advanced Higher French; Foreign Language Leadership award</p>

# ADVANCED HIGHER FRENCH

<b>Skills</b>	<b>Literacy:</b> Listening and Reading for Information; Accuracy in Writing <b>Numeracy:</b> statistics, comparisons <b>Employability:</b> Communication <b>Health and Wellbeing:</b> Resilience
<b>Course Information</b>	This course will provide you with the opportunity to develop and extend your reading, listening, writing and talking skills in French through the contexts of society, learning, employability and culture. You will develop a deeper understanding of complex and sophisticated language in practical and relevant contexts, improve your communication skills and explore the life, culture, traditions and customs in some French speaking countries.
<b>Assessment</b>	Course Assessments: <ul style="list-style-type: none"><li>• Reading and Translation 50 marks</li><li>• Listening and Discursive Writing 70 marks</li><li>• Portfolio - Analytical Writing 30 marks</li><li>• Talking 50 marks</li></ul> <p>The reading and translation exam and the listening and discursive writing exam take place at the end of the year during the main SQA exams.</p> <p>The portfolio, which demonstrates your analytical writing skills, is completed in English and will be produced independently throughout the year.</p> <p>The talking assessment is completed with a visiting assessor from the SQA in February/March.</p>
<b>Progression Pathway</b>	First Year University Level or Equivalent

# NATIONAL 4/5 GEOGRAPHY

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<ol style="list-style-type: none"> <li>1. <b>Physical Environments</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Glaciation: The identification and formation of glaciated features such as corries, u-shaped valleys and truncated spurs.</li> <li>• Coasts: The identification and formation of coastal features such as headlands and bays and stacks.</li> </ul> </li> <li>2. <b>Human Environments</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Population: Use of social and economic indicators, physical and human factors influencing global population distribution, factors affecting birth and death rates</li> <li>• 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</li> </ul> </li> <li>3. <b>Global Issues</b> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Tourism: Mass tourism causes and impacts, ecotourism causes and impacts.</li> </ul> </li> </ol>
<b>Assessment</b>	<p style="text-align: center;"><b>National 4 candidates will be internally assessed through portfolios and unit assessments</b></p> <p style="text-align: center;"><b>National 5 candidates will sit an external examination</b></p> <p style="text-align: center;"><b>Exam Paper 1 – 80 Marks</b></p> <p><b>Students must answer 3 sections:</b></p> <ul style="list-style-type: none"> <li>• <b>Section 1:</b> Physical Environments – 30 marks</li> <li>• <b>Section 2:</b> Human Environments – 30 marks</li> <li>• <b>Section 3:</b> Global Issues – 20 marks</li> </ul> <p style="text-align: center;"><i>Final Exam: During SQA exam diet (April-June)</i></p> <p style="text-align: center;"><b>Assignment – 20 marks</b></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></p> <p><i>Write up – 1 hr</i></p>
<b>Progression Pathway</b>	Higher Geography

# HIGHER GEOGRAPHY

<b>Skills</b>	<b>Literacy:</b> Critical Literacy <b>Numeracy:</b> Data Analysis <b>Employability:</b> Communication <b>Health and Wellbeing:</b> Confidence
<b>Course Information</b>	<ol style="list-style-type: none"> <li>1. <b>Physical Environments</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Biosphere: Properties and formation processes of podzol, brown earth and gley soils.</li> <li>• Hydrosphere: Hydrological cycle within a drainage basin, interpretation of hydrographs.</li> <li>• Atmosphere: Global heat budget, redistribution of energy by atmospheric and oceanic circulation and the cause, characteristics and impact of the Intertropical Convergence Zone.</li> </ul> </li> <li>2. <b>Human Environments</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Population: Methods and problems of data collection, consequences of population structure and causes and impacts of forced and voluntary migration.</li> <li>• Rural: The impact and management of rural land degradation related to a rainforest or semi-arid area</li> </ul> </li> <li>3. <b>Global Issues</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Climate Change: Human and physical causes of climate change, impacts of climate change and possible solutions to climate change.</li> </ul> </li> </ol>
<b>Assessment</b>	<p style="text-align: center;"><b>Exam Paper 1 – 100 Marks</b></p> <p><i>Students must answer 2 sections:</i></p> <ul style="list-style-type: none"> <li>• <b>Section 1:</b> Physical Environments – 50 marks</li> <li>• <b>Section 2:</b> Human Environments – 50 marks</li> <li>• <b>Exam Length: 1 hr 50 mins</b></li> </ul> <p style="text-align: center;"><b>Exam Paper 2 – 60 marks</b></p> <p><i>Students must answer 2 sections:</i></p> <ul style="list-style-type: none"> <li>• <b>Section 1:</b> Global Issues – 40 marks</li> <li>• <b>Section 2:</b> Application of Geographical Skills – 20 marks</li> <li>• <b>Exam Length: 1 hr 10 mins</b></li> </ul> <p><i>Final Exam: During SQA exam diet (April-June)</i></p> <p style="text-align: center;"><b>Assignment – 30 marks</b></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></p> <p><i>Write up – 1 hr 30 mins.</i></p>
<b>Progression Pathway</b>	Advanced Higher Geography OR Higher in another Humanities subject (History, Geography or Modern Studies)

# ADVANCED HIGHER GEOGRAPHY

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Data Analysis, Statistics  <b>Employability:</b> Communication, critical thinking and collaboration  <b>Health and Wellbeing:</b> Confidence, resilience</p>
<b>Course Information</b>	<ol style="list-style-type: none"> <li>1. <b>Data Collecting &amp; Processing</b> <ul style="list-style-type: none"> <li>• Human fieldwork: interviews, questionnaires, perception studies, land use mapping</li> <li>• Physical fieldwork: stream analysis, soil analysis, beach profile analysis, pebble analysis, micro-climate analysis</li> <li>• Processing data: graphical presentations and map/map-based diagram presentation</li> </ul> </li> <li>2. <b>Data Handling</b> <ul style="list-style-type: none"> <li>• Standard deviation, chi-squared, pearsons product correlation, spearman's rank correlation</li> </ul> </li> <li>3. <b>Map Skills</b> <ul style="list-style-type: none"> <li>• Identifying appropriate sites for developments</li> <li>• Justifying appropriate sites</li> <li>• Drawing to scale</li> </ul> </li> </ol>
<b>Assessment</b>	<p style="text-align: center;"><b>Exam Paper 1 – 50 Marks</b></p> <p><b>Students must answer 3 sections</b></p> <ul style="list-style-type: none"> <li>• <i>Map Interpretation</i></li> <li>• <i>Geographical Data Handling</i></li> <li>• <i>Gathering and Processing Data</i></li> </ul> <p><i>Final Exam: During SQA exam diet (April-June 2024)</i></p> <p style="text-align: center;"><b>Geographical Issue</b></p> <p><i>Students must undertake independent research/fieldwork on a geographical issue. They then analyse a range of sources and draw conclusions on the most convincing argument.</i></p> <p><i>Total marks – 40 marks</i></p> <p style="text-align: center;"><b>Geographical Study</b></p> <p><i>The geographical study enables candidates to demonstrate the application of their skills, knowledge and understanding through undertaking independent research. Candidates have the opportunity to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• <i>independent research and/or fieldwork</i></li> <li>• <i>applying a wide range of geographical methods and techniques</i></li> <li>• <i>integrating a wide range of geographical skills</i></li> </ul> <p><i>Total marks – 60 marks</i></p>

# NATIONAL 5 HEALTH & FOOD TECHNOLOGY

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy; Reading for Information  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Teamwork; Problem Solving  <b>Health and Wellbeing:</b> Confidence; Being Healthy</p>
<b>Course Information</b>	<p><b>The National 5 Health and Food Technology Course</b> 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><b>The course is delivered as 3 units:</b></p> <ol style="list-style-type: none"> <li>1. <b>Food For Health</b> – balanced diets, current dietary advice, nutrition, diet related diseases and dietary needs of individuals.</li> <li>2. <b>Food Product Development</b> – functional properties of ingredients, stages of product development, sensory tasting and food safety.</li> <li>3. <b>Contemporary Food Issues</b>- 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.</li> </ol> <p><b>Please note that this is a theory-based course with occasional practical cookery sessions to support learning.</b></p> <p><b>Homework is an integral part of this course, and students should expect to spend a minimum of an hour a week on homework tasks.</b></p>
<b>Assessment</b>	<p><b>Assignment - 50 % of their overall mark</b>  <b>Students choose a brief set each year by SQA as the basis for their assignment.</b></p> <ul style="list-style-type: none"> <li>• <b>Planning</b>- identify issues from the brief, and then carry out 3 investigations.</li> <li>• <b>The product</b> – as a result of the investigations; pupils develop, and make a food product to meet the brief.</li> <li>• <b>Product testing</b> – pupils carry out testing on the food product.</li> <li>• <b>Evaluation</b> – based on their product testing, pupils evaluate the success of the product and suggest possible amendments they could make to the product.</li> </ul> <p>Completed in class from January to March</p> <p><b>Exam Paper- 50% of their overall mark</b>  The exam is 1 hour and 50 min  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"> <li>• explaining and evaluating the relationship between health, food and nutrition</li> <li>• explaining the food product development process</li> <li>• understanding current consumer issues and how to make informed consumer decisions</li> </ul>
<b>Progression Pathway</b>	<p>Higher Health and Food Technology</p>

# HIGHER HEALTH & FOOD TECHNOLOGY

## Skills

**Literacy:** Critical Literacy; Reading for Information  
**Numeracy:** Data Analysis  
**Employability:** Teamwork; Problem Solving  
**Health and Wellbeing:** Confidence; Being Healthy

## Course Information

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

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.

### The course is delivered as 3 units of work

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.

**Please note that this is a theory-based course with occasional practical cookery sessions to support learning.**

**Homework is an integral part of this course and students should expect to spend a minimum of an hour a week on homework tasks.**

## Assessment

### Assignment - 50 % of their overall mark

**Students choose one of 2 briefs set each year by SQA as the basis for their assignment.**

- **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.

**Deadline: March 2026**

### Exam Paper- 50% of their overall mark

It is a **2 hour paper** and students will have to answer **5 questions** (Q1 – 20 marks and Q 2-5 10 marks)

Students must demonstrate their subject knowledge and ability to answer a variety of different question types: - explain, describe, evaluate and analyse.

## Progression Pathway

Further/Higher Education; Employment; Apprenticeship; Training

# NATIONAL 5 HEALTH SECTOR Skills for Work

<b>Skills</b>	<p><b>Literacy:</b> Analysing/Evaluating  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<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"> <li>• Practical skills – risk assessment/ use of medical devices</li> <li>• Skills, Knowledge and an Understanding of the Health Sector Workplace</li> <li>• Skills for Life and Employability Skills for Work including interview practice</li> </ul> <p><b>Course Units</b></p> <ul style="list-style-type: none"> <li>• Working in Health Sector</li> <li>• Employability Skills</li> <li>• Improving Health and Wellbeing</li> <li>• Physiology of Cardiovascular System</li> <li>• Medical Devices and Pharmaceutical</li> </ul>
<b>Assessment</b>	<p><b>No Exam : School-Based Assessment</b></p> <p>A variety of assessment approaches that covers several Assessment Outcomes.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>- Research Investigation</li> <li>- Practical Activities</li> <li>- Learner Review</li> <li>- Teamwork Exercise</li> <li>- Structured Questions</li> <li>- Job interviews</li> <li>- CPR</li> </ul>
<b>Progression Pathway</b>	<p>Another N5 Discrete Science or College Based course</p>

# NATIONAL 4/5 HISTORY

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Information Handling  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<p><b>1. Scottish; The Era of the Great War, 1900-1928</b>  A study of the impact of the Great War on Scottish society</p> <ul style="list-style-type: none"> <li>• Scots on the Western Front</li> <li>• The impact of the war on society</li> <li>• The impact of the war on industry and the economy</li> <li>• The impact of the war on the political life of Scotland</li> </ul> <p><b>2. British; The Making of Modern Britain, 1880-1951</b>  A study of the origins of the Welfare State and modern British society</p> <ul style="list-style-type: none"> <li>• Divided Society; poverty, housing and politics</li> <li>• The Liberal Reforms, 1906-1914</li> <li>• The social impact of WWII</li> <li>• Labour Reforms: The Welfare State, 1945-51</li> </ul> <p><b>3. European and World; Free at Last? Civil Rights in the USA, 1918-68</b>  A study of the Civil Rights movement in America after WWII</p> <ul style="list-style-type: none"> <li>• The Open Door Policy and immigration, to 1928</li> <li>• ‘Separate but Equal’ - obstacles to black civil rights, to 1945</li> <li>• Civil Rights Campaigns, 1945-1968</li> <li>• The ghettos and black American radicalism</li> </ul> <p><b>Homework</b>  Homework will be given on a regular basis and will consist of:</p> <ul style="list-style-type: none"> <li>• Practice exam paper questions (KU + Source Handling)</li> <li>• Independent learning e.g. reading, note taking, research</li> <li>• Completion of unfinished class work</li> </ul> <p><b>Skills</b>  <b>This course will develop many important and transferable skills for further study and the world of work;</b></p> <ul style="list-style-type: none"> <li>- an understanding of the impact of conflict on society, economy and politics</li> <li>- an understanding of the origins of the modern British state</li> <li>- an understanding of rights and democracy in action</li> <li>- communication skills; both oral and in writing</li> <li>- critical literacy; handling information, evaluation and analysis of evidence</li> <li>- research and presentation skills</li> <li>- Extended writing skills; using evidence to develop an argument, reaching conclusions</li> </ul>
<b>Assessment</b>	<p><b>National 4 candidates will be internally assessed through portfolios and unit assessments</b></p> <p><b>National 5 candidates will sit an external examination and complete an assignment</b></p> <p style="text-align: center;"><b><u>Exam Paper – 80%,</u></b></p> <ul style="list-style-type: none"> <li>• 80 marks, 2hrs 20mins</li> <li>• Three sections – Scottish, British, European &amp; World</li> <li>• Questions will be a selection of six specific types</li> <li>• Three types of knowledge questions (describing, explaining &amp; analysing)</li> <li>• Three types of source questions (comparing, evaluating usefulness &amp; assessing in context)</li> </ul> <p style="text-align: center;"><b><u>Assignment – 20%</u></b></p> <ul style="list-style-type: none"> <li>• Extended essay worth 20 marks</li> <li>• Independent research will be carried out into a chosen topic</li> <li>• Production of evidence – write-up of essay in exam conditions in class</li> </ul>
<b>Progression Pathway</b>	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 and Ireland, 1900-1985

A study of the growing divisions in Ireland after 1900 in terms of identity and the development of tension leading to conflict and civil war, attempts to resolve the conflict, and the continuation of strife during the Troubles. This unit develops the skills of research and essay writing.

- The obstacles to peace, up to the Anglo-Irish Treaty
- The reasons for the outbreak of the Irish Civil War
- The reasons for the developing crisis in Northern Ireland, by 1968
- The obstacles to peace, 1968-1985

### 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 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%)**

- 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

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Information Handling  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<p><b>Advanced Higher History</b> consists of an in-depth study of the following topic;</p> <p><b>Russia; from Tsarism to Stalinism, 1914-45</b>  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"> <li>• Bolshevik Rise to Power - the background to the February Revolution; the Provisional Government; the events and immediate consequences of the October Revolution</li> <li>• Lenin &amp; 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</li> <li>• Making of the Stalinist System – Stalin’s struggle for power and victory over his rivals; policies of industrialisation and collectivisation; Stalin’s Purges</li> <li>• Spread of Stalinist Authority – political, social and cultural aspects of the Stalinist state; the Great Patriotic War</li> </ul> <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><b>Skills</b>  <b>This course will develop many important and transferable skills for further study and the world of work;</b></p> <ul style="list-style-type: none"> <li>• an understanding of the field of study researched and an awareness of recent historical research around this issue.</li> <li>• communication skills; both oral and in writing</li> <li>• critical literacy; handling information, evaluation and analysis of evidence and historical sources</li> <li>• advanced research skills</li> <li>• advanced essay writing skills; using evidence to develop an argument, awareness of research and debate, supporting analytical conclusions.</li> </ul>
<b>Assessment</b>	<p><b><u>Project-Dissertation – 50 marks (36%)</u></b>  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><b><u>Final Exam – 90 marks (64%)</u></b>  The final SQA exam is made up of one 3hr paper, with two sections.</p> <p><b>Part A:</b> Historical issues — a range of essay questions of which two must be completed (50 marks)</p> <p><b>Part B:</b> Historical sources — source-based questions drawn from the key issues, evaluating, comparing &amp; contextualising the sources (40 marks)</p>
<b>Progression Pathway</b>	<p>Further/Higher Education, Employment, Apprenticeship, Training</p>

# LEISURE GAMES

## 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

### Course Overview

This course aims to further develop the four key capacities of physical education—**Physical Competencies, Physical Skills, Personal Qualities, and Cognitive Abilities**—through a broad and engaging programme of physical activities, games, and fitness experiences. Students will participate in a variety of environments both within school and across the wider community, helping them build confidence, independence, and a deeper understanding of the opportunities available to support an active lifestyle.

### Learning in School and the Community

Students will engage with both **school-based facilities** and **community venues**, allowing them to:

- Experience a wider range of sports and fitness opportunities
- Build confidence in new settings
- Understand how to access physical activity beyond school
- Connect with local clubs, facilities, and pathways

This approach encourages lifelong participation and broadens students' awareness of the physical activity landscape around them.

### Leadership Development

Leadership is embedded throughout the course. Students will have opportunities to:

- Plan and organise activities
- Lead warm-ups, drills, or small-group tasks
- Support peers during lessons
- Take responsibility for equipment, roles, and group organisation

These experiences help students grow as confident, capable leaders who can communicate effectively and take initiative.

### Social & Emotional Wellbeing

Team games, cooperative tasks, and competitive experiences are used to support students' social and emotional development. Through these activities, students will:

- Build positive relationships
- Develop empathy and emotional regulation
- Experience success and learn to manage challenge
- Strengthen their sense of belonging and self-worth

The course aims to create a supportive, inclusive environment where all students feel valued and motivated.

### Fitness Development

Physical fitness is woven throughout the programme, with dedicated sessions delivered in the school's fitness suite. Students will experience:

- **Cardiovascular training**
- **Free-weight and resistance training**
- **Circuit training**
- **Fitness to music sessions**
- **Goal-setting and personal fitness tracking**

These sessions help students understand training principles, improve their physical health, and develop confidence in using fitness equipment safely and effectively.

## Progression Pathway

Level 5 or Level 6 Performance Skills Unit

# NATIONAL 4 MATHEMATICS

<b>Skills</b>	<b>Literacy:</b> Critical Literacy <b>Numeracy:</b> Everything <b>Employability:</b> Problem Solving <b>Health and Wellbeing:</b> Confidence
<b>Course Information</b>	<ol style="list-style-type: none"> <li><b>1. Expressions and Functions</b> This outcome covers aspects of Surds, Indices, Algebra (expanding brackets, factorising, completing square &amp; fractions), Sectors of circles and Volume</li> <li><b>2. Relationships</b> This outcome covers aspects of Straight line, simultaneous equations, Quadratics, Pythagoras, Similarity, and Trigonometric graphs and equations</li> <li><b>3. Applications</b> This outcome covers aspects of Trig rules, Vectors, Percentages and Statistics</li> </ol> <p><i>These are formal assessments which assess <b>minimum competency</b> 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.</i></p> <p><i>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"> <li>• Work hard and keep up to date even when absent.</li> <li>• Ask for help or discuss with others if encounter difficulties.</li> <li>• Hand in homework on time completed to a high standard.</li> <li>• Revise thoroughly for assessments and exams.</li> </ul>
<b>Assessment</b>	<p style="text-align: center;"><b><i>Exam Paper 1: Non-Calculator</i></b></p> <p><b>Students must answer all questions worth 15 marks. A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• <b>No</b> calculator may be used during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> <li>• These are shorter type questions.</li> </ul> <p style="text-align: center;"><b><i>Exam Paper 2: Calculator</i></b></p> <p><b>Students must answer all questions worth 30 marks. A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• Calculators may be used at any time during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> <li>• These are longer type questions.</li> </ul> <p style="text-align: center;"><b><i>AVU – added value unit</i></b></p> <p><b><i>Students need to complete both papers and get 60% or more. Formula sheet provided. AVU consists of:</i></b></p> <ul style="list-style-type: none"> <li>• A non calculator paper</li> <li>• A calculator paper</li> </ul>
<b>Progression Pathway</b>	This courses leads to N5 Maths or N5 Applications of Maths (you should consult your teacher for advice)

# NATIONAL 5 MATHEMATICS

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

# HIGHER MATHEMATICS

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Everything  <b>Employability:</b>  <b>Health and Wellbeing:</b> Confidence; Resilience</p>
<b>Course Information</b>	<ol style="list-style-type: none"> <li><b>1. Expressions and Functions</b>  This outcome covers aspects of Logs and Exponentials, Compound angle, Wave Function, Functions &amp; Graphs and Vectors.</li> <li><b>2. Relationships and Calculus</b>  This outcome covers aspects of Calculus, Polynomials, Quadratics and Trig Equations.</li> <li><b>3. Applications</b>  This outcome covers aspects of Straight line, The Circle, Recurrence relationships and Calculus.</li> </ol> <p><i>These are formal assessments which assess <b>minimum competency</b> 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.  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"> <li>- Work hard and keep up to date even when absent.</li> <li>- Ask for help or discuss with others if encounter difficulties.</li> <li>- Hand in homework on time completed to a high standard.</li> <li>- Revise thoroughly for assessments and exams.</li> </ul> <p>Make summaries for each topic noting the basic concepts.</p>
<b>Assessment</b>	<p style="text-align: center;"><b><i>Exam Paper 1: Non Calculator</i></b></p> <p><b>Students must answer all questions worth 55 marks in 1 hour and 15 minutes. A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• No calculator may be used during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> <li>• These are shorter type questions.</li> </ul> <p style="text-align: center;"><b><i>Exam Paper 2: Calculator</i></b></p> <p><b>Students must answer all questions worth 65 marks in 1 hour 30 minutes. A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• Calculators may be used at any time during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> <li>• These are longer type questions.</li> </ul>
<b>Progression Pathway</b>	<p>This course leads on to Advanced Higher Maths</p>

# ADVANCED HIGHER MATHEMATICS

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Everything  <b>Employability:</b> Problem Solving  <b>Health and Wellbeing:</b> Confidence; Resilience</p>
<b>Course Information</b>	<ol style="list-style-type: none"> <li><b>1. Methods in Algebra and Calculus</b> This outcome covers aspects of Partial fractions, Calculus techniques and Differential equations.</li> <li><b>2. Applications of Algebra and Calculus</b> This outcome covers aspects of Binomial theorem, Complex numbers, Sequences and Series, Calculus and Functions.</li> <li><b>3. Geometry, Proof and Systems of Equations</b> This outcome covers aspects of Complex numbers, Number theory, Proofs, Matrices and Vectors.</li> </ol> <p><i>These are formal assessments which assess <b>minimum competency</b> to make sure pupils are on the right course. Students must pass all three Units in order to be presented for the Advanced 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"> <li>• Work hard and keep up to date even when absent</li> <li>• Ask for help or discuss with others if encounter difficulties.</li> <li>• Hand in homework on time completed to a high standard.</li> <li>• Revise thoroughly for assessments and exams.</li> <li>• Make summaries for each topic noting the basic concepts.</li> </ul>
<b>Assessment</b>	<p style="text-align: center;"><b><i>Exam Paper 1: Non Calculator</i></b></p> <p><b>Students must answer all questions worth 35 marks in 1 hour. A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• <b>No</b> calculator may be used during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> <li>• These are shorter type questions.</li> </ul> <p style="text-align: center;"><b><i>Exam Paper 2: Calculator</i></b></p> <p><b>Students must answer all questions worth 80 marks in 2 hours and 30 minutes. A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• Calculators may be used at any time during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> <li>• These are longer type questions.</li> </ul>
<b>Progression Pathway</b>	<p>Further/Higher Education; Employment; Apprenticeships; Training</p>

# ADVANCED HIGHER MECHANICS OF MATHS

<b>Skills</b>	Focusing, initiative, communicating, collaborating, sense-making, critical thinking
<b>Course Information</b>	<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><b><u>Forces, Energy and Momentum</u></b>            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><b><u>Straight line, Periodic and Parabolic Motion</u></b>            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><b><u>Mathematical techniques for mechanics</u></b>            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"> <li>• Practice Questions</li> <li>• Revision</li> </ul>
<b>Assessment</b>	<p>The external assessment consists of one exam.  <b>Students must answer all questions worth 100 marks in 3 hours. A formula sheet is provided.</b></p> <ul style="list-style-type: none"> <li>• Calculators may be used at any time during this paper.</li> <li>• Adequate working must be shown to gain full marks.</li> <li>• These are longer type questions.</li> </ul>
<b>Progression Pathway</b>	University or College Degree

# MENTORS IN VIOLENCE PREVENTION

<b>Skills</b>	<p><b>Literacy: Critical Literacy</b>  <b>Numeracy:</b> Information handling  <b>Employability: Communication, Leadership, Teamwork</b>  <b>Health and Wellbeing:</b> Confidence; Being Healthy</p>
<b>Course Information</b>	<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:  Leadership skills</p> <ul style="list-style-type: none"> <li>• Using a bystander approach</li> <li>• Exploring violence through a gendered lens</li> <li>• Recognising violent behaviour</li> <li>• Challenging victim blaming</li> </ul> <div style="text-align: center;">  </div> <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>
<b>Assessment</b>	<p>SQA Leadership award L5 /6</p>
<b>Progression Pathway</b>	

# NATIONAL 4 MODERN STUDIES

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<p><b>1. <u>Crime &amp; Law</u></b>  Areas of study:</p> <ul style="list-style-type: none"> <li>• Causes of crime</li> <li>• Consequences of crime</li> <li>• The Scottish Court system</li> <li>• How the police try to prevent crime</li> <li>• Prisons</li> </ul> <p><b>2. <u>Democracy in Scotland</u></b>  Areas of study:</p> <ul style="list-style-type: none"> <li>• Participation (pressure groups)</li> <li>• Representation (work of MSP's)</li> <li>• Voting Systems</li> </ul> <p><b>3. <u>World Power: China</u></b>  Areas of study:</p> <ul style="list-style-type: none"> <li>• The Chinese Political System (Participation, representation)</li> <li>• Education</li> <li>• Housing &amp; Migration</li> <li>• Poverty</li> </ul> <p><b>4. <u>Source Handling/Skills</u></b></p> <ul style="list-style-type: none"> <li>• Critical Literacy/Data Handling</li> <li>• Drawing Conclusions</li> <li>• Justifying decisions</li> </ul> <p>Detecting selective use of facts, exaggeration and bias  <p style="text-align: center;"><b>Homework</b></p> <p>Homework will be given on a regular basis. This will consist of:</p> <ul style="list-style-type: none"> <li>• Independent learning</li> <li>• Creating summary notes</li> </ul> <p>Completion of unfinished class work</p> </p>
<b>Assessment</b>	<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>  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"> <li>• Presentation</li> <li>• Wall Display</li> <li>• Report</li> <li>• Short film</li> </ul>
<b>Progression Pathway</b>	<p>National 5 Modern Studies, NPA Level 5 Criminology, National 5 Travel &amp; Tourism/ Customer Service</p>

# NATIONAL 5 MODERN STUDIES

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication; Problem Solving  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<p><u>Crime &amp; Law</u></p> <ul style="list-style-type: none"> <li>• Causes of crime</li> <li>• Consequences of crime</li> <li>• The Scottish Court system</li> <li>• The effectiveness of Government &amp; Police policies to tackle crime Prisons</li> </ul> <p><u>Democracy in Scotland</u></p> <ul style="list-style-type: none"> <li>• Features of a democratic political society</li> <li>• Participation (campaigning, pressure groups etc.)</li> <li>• Media Influence</li> <li>• Representation (work of MSP's, committees)</li> <li>• Voting Systems</li> </ul> <p><u>World Issue: Terrorism</u></p> <ul style="list-style-type: none"> <li>• Causes of Terrorism (political, social, economic)</li> <li>• Consequences and impact of Terrorism</li> <li>• Attempts to tackle Terrorism (bi-lateral, international organisations)</li> <li>• Evaluating the effectiveness of tackling terrorism</li> </ul> <p><u>Source Handling/Skills</u></p> <ul style="list-style-type: none"> <li>• Critical Literacy/Data Handling/Problem Solving <ul style="list-style-type: none"> <li>○ Drawing Conclusions</li> <li>○ Justifying decisions</li> <li>○ Using evidence to support and oppose a viewpoint</li> </ul> </li> </ul> <p><b>Homework</b></p> <p>Homework will be given on a regular basis. This will consist of:</p> <ul style="list-style-type: none"> <li>• practice exam paper questions (source handling &amp; knowledge)</li> <li>• Independent learning</li> <li>• Creating summary notes</li> <li>• Completion of unfinished class work</li> </ul>
<b>Assessment</b>	<p style="text-align: center;"><b><i>Exam Paper – 80%</i></b></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 style="text-align: center;"><b><i>Assignment – 20%</i></b></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>
<b>Progression Pathway</b>	<p>Higher Modern Studies, NPA Criminology, Higher in another Humanities subject</p>

# 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

	<p style="text-align: center;"><b>Exam Paper 2 – 26% (28 marks)</b></p> <p>Students must answer:</p> <ul style="list-style-type: none"> <li>• 1x 10 mark ‘conclusion’ question</li> <li>• 1x 10 mark ‘objectivity’ question</li> <li>• 1x 8 mark ‘reliability’ question</li> </ul> <p>Exam Length: 1 hr 15 mins</p> <p style="text-align: center;"><b><i>Assignment Report – 27% (30 marks)</i></b></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>
<p><b>Progression Pathway</b></p>	<p>Advanced Higher Modern Studies, Higher in another Humanities discipline</p>

# ADVANCED HIGHER MODERN STUDIES

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

# NATIONAL 3/4/5 MUSIC

<b>Skills</b>	<b>Literacy:</b> Active Listening <b>Numeracy:</b> <b>Employability:</b> Creativity <b>Health and Wellbeing:</b> Confidence
<b>Course Information</b>	<p style="text-align: center;"><b>National 3</b></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;"><b>National 4</b></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;"><b>National 5</b></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>
<b>Assessment</b>	<p><b>Performing Skills</b> 50% of overall mark for National 5</p> <p><b>Composing Skills</b> 15% of overall mark for National 5</p> <p><b>Understanding Music</b> 35% of overall mark for National 5</p>
<b>Progression Pathway</b>	The next Level in Music

# HIGHER MUSIC

<b>Skills</b>	<b>Literacy:</b> Active Listening <b>Numeracy:</b> <b>Employability:</b> Creativity <b>Health and Wellbeing:</b> Confidence
<b>Course Information</b>	<p>Students must select and prepare a programme of Higher music (minimum Grade 4) on two instruments lasting 12 minutes.</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>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><b>Deadlines:</b> <b>Prelim – January 2024</b> <b>Final Exam – May 2024</b></p>
<b>Assessment</b>	<p><b>Performing Skills</b> 50% of overall mark</p> <p><b>Composing Skills</b> 15% of overall mark</p> <p><b>Understanding Music</b> 35% of overall mark</p>
<b>Progression Pathway</b>	Advanced Higher Music

# ADVANCED HIGHER MUSIC

<b>Skills</b>	<b>Literacy:</b> Active Listening <b>Numeracy:</b> <b>Employability:</b> Creativity <b>Health and Wellbeing:</b> Confidence
<b>Course Information</b>	<p>Students must select and prepare a programme of Advanced Higher music (minimum Grade 5) on two instruments lasting 18 minutes.</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>
<b>Assessment</b>	<b>Performing Skills</b> 50% of overall mark  <b>Composing Skills</b> 15% of overall mark  <b>Understanding Music</b> 35% of overall mark
<b>Progression Pathway</b>	Further/Higher Education, Employment, Apprenticeships, Training

# MUSIC TECH

## Skills

**Literacy:**  
**Numeracy:**  
**Employability:**  
**Health and Wellbeing:**

## Course Information

This Music Technology course introduces pupils to the fundamentals of creating, recording and producing music and sound design. Pupils develop practical skills in equipment setup for live sound, audio recording, editing and mixing, while building an understanding of how technology is used in the industry across a range of styles.

Projects will include:

- Foley & Sound Design
- DJ/Remix
- Multitrack Recording
- Live Sound

For the final project, pupils will propose and complete a project based on their individual interests and the skills developed throughout the course

## Assessment

Pupils will be assessed at the end of each topic. Assessments will be project based and a mix of group work and individual assignments.

## Progression Pathway

## L4/5/6 PC PASSPORT

<b>Skills</b>	Sense making, Critical thinking Communicating, Collaborating Initiative, Focusing
<b>Course Information</b>	<p>The NPA PC Passport at SCQF levels 4, 5 and 6 provides learners with up-to-date knowledge and skills in a range of popular IT software, such as Office 365. Learners will improve skills in key areas such as word processing, spreadsheets and presentation software, preparing them for employment and further study.</p> <p>The qualifications will enable learners to develop a range of fundamental IT based knowledge and skills. That knowledge and those skills are directly relevant to the world of business and employment and, as such, are important elements in the portfolio of skills and knowledge which a learner takes to the job market.</p>
<b>Assessment</b>	A mixture of closed book, multiple choice tests and practical assignments that generally involve creating a document to a given brief.
<b>Progression Pathway</b>	The NPA is available at 3 levels which learners can progress through. They can also move through the Digital Literacies NPA at L4/5/6. Cyber Security is also an option for progression.

# L4/5/6 Personal Finance

<b>Skills</b>	<b>Literacy:</b> <b>Numeracy:</b> <b>Employability:</b> <b>Health and Wellbeing:</b>
<b>Course Information</b>	<p>The Personal Finance Awards at SCQF level 4 &amp; 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.</p> <p>The Awards cover a range of topics, including: calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates.</p> <p><b>Personal Finance Award (SCQF level 4)</b>  The Personal Finance Award at SCQF level 4 consists of two mandatory Units:</p> <ul style="list-style-type: none"> <li>• Money Management</li> <li>• The Principles of Money</li> </ul> <p><b>Personal Finance Award (SCQF level 5)</b>  The Personal Finance Award at SCQF level 5 consists of two mandatory Units:</p> <ul style="list-style-type: none"> <li>• Money Management</li> <li>• Understanding Money</li> </ul> <p>Personal Finance Award (SCQF level 6)  The Personal Finance Award at SCQF level 6 consists of two mandatory Units:</p> <ul style="list-style-type: none"> <li>• Money Management</li> <li>• Personal Finance in Action</li> </ul>
<b>Assessment</b>	<p>Pupils will complete summative assessments on SOLAR (an online assessment tool).</p> <p>Pupils must achieve 50% in all tasks to gain a pass in the unit. If pupils fail a task or tasks on their first attempt, they only need to be re-assessed on those specific tasks. They do not need to complete the whole unit assessment again.</p>
<b>Progression Pathway</b>	Progress to Level 5/6 Personal Finance Award

# L5 PHOTOGRAPHY NPA

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Measurement  <b>Employability:</b> Creativity  <b>Health and Wellbeing:</b> Confidence; Respect; Resilience</p>
<b>Course Information</b>	<p>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.</p> <p><b>Content</b>  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.</p>
<b>Assessment</b>	<p><b>Assessment</b></p> <p>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.</p> <p>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.</p>
<b>Progression Pathway</b>	<p>Higher Photography</p>

# HIGHER PHOTOGRAPHY

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Measurement  <b>Employability:</b> Creativity  <b>Health and Wellbeing:</b> Confidence; Respect; Resilience</p>
<b>Course Information</b>	<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"> <li>• communicate personal thoughts, feelings and ideas using photography</li> <li>• develop technical and creative skills in using photographic media, techniques and processes</li> <li>• develop knowledge and understanding of a range of photography practice</li> <li>• develop skills in problem solving, critical thinking and reflective practice</li> <li>• analyse the impact of social and cultural influences on photographers and their work</li> <li>• become critically self-reflective autonomous learners</li> </ul> <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>
<b>Assessment</b>	<p><b>Project: 100 marks (77%) Question paper: 30 marks (23%)</b></p> <p><b>Project</b> - 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"> <li>☐ project planning skills when researching and investigating their negotiated project</li> <li>☐ applied technical and creative photography skills when developing their photographic ideas and producing their photographic images</li> <li>☐ critical think</li> </ul> <p><b>Question Paper –</b></p> <ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Worth 30 marks (23%)</li> <li>• 2 sections (Section 1: Multiple Choice – 10 marks; Section 2: Analysis – 20 marks)</li> <li>• Candidates will answer ten multiple choice questions in Section 1 and two extended response questions in Section 2</li> </ul>
<b>Progression Pathway</b>	<p>Further/Higher Education, Employment, Apprenticeships, Training</p>

# HIGHER POLITICS

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy; Accuracy in Writing; Reading for Info;  <b>Numeracy:</b> Information Handling  <b>Employability:</b> Communication; Positive Attitude;  <b>Health and Wellbeing:</b> Confidence/Leadership; Resilience; Managing my Learning;</p>
<b>Course Information</b>	<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><b>Topics:</b></p> <p><b>Political Theory:</b> 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><b>Political Systems:</b> 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 bencher, the individual citizen, and the King. Everyone has a part to play.</p> <p><b>Political Parties &amp; Elections:</b> 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 <b>S6 pupils only</b>  Students would be expected to have a grade A-C pass at higher Modern Studies.  <b>OR</b>  An A-B pass in History, Geography or RMPS  <b>OR</b>  A-C Pass in Higher English.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assignment - Pupils will have open choice of Political issues to investigate – write up of findings conducted under exam conditions in class. (30 marks)</li> <li>• One Knowledge and Understanding Question Paper (52 marks)</li> <li>• One Skills Question Paper (28 marks)</li> </ul>
<b>Progression Pathway</b>	<p>Further Study at College or University level.</p>

# NATIONAL 4 PHYSICAL EDUCATION

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Information Handling; Data Analysis  <b>Employability:</b> Positive Attitude; Problem Solving  <b>Health and Wellbeing:</b> Confidence; Respect; Resilience; Being Healthy; Relationships; Managing my Learning</p>
<b>Course Information</b>	<p>The Course has two mandatory Units and an Added Value Unit:</p> <p><b>Performance Skills</b> - 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><b>Factors Impacting on Performance</b> - 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><b>Added Value Unit: Performance</b> - 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>
<b>Assessment</b>	<p style="text-align: center;"><b>Course assessment structure</b></p> <p>The assessment of the Units in this Course will be as follows with all units Pass or Fail:</p> <p><b>Performance Skills in two activities</b> - 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><b>Factors Impacting on Performance</b> - 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"> <li>• application</li> <li>• challenge</li> </ul> <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>
<b>Progression Pathway</b>	<p>National 5 Physical Education</p>

# NATIONAL 5 PHYSICAL EDUCATION

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Information Handling; Data Analysis  <b>Employability:</b> Positive Attitude; Problem Solving  <b>Health and Wellbeing:</b> Confidence; Respect; Resilience; Being Healthy; Relationships; Managing my Learning</p>									
<b>Course Information</b>	<ol style="list-style-type: none"> <li><b>Performance-</b> 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.</li> <li><b>Factors impacting on performance</b> - 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.</li> </ol>									
<b>Assessment</b>	<p style="text-align: center;"><b>Course assessment structure</b></p> <table border="0" style="width: 100%;"> <tr> <td>Component 1 — Performance</td> <td style="text-align: center;">60 marks</td> <td style="text-align: right;">- 50%</td> </tr> <tr> <td>Component 2 — Portfolio</td> <td style="text-align: center;">60 marks</td> <td style="text-align: right;">- 50%</td> </tr> <tr> <td>Total marks</td> <td style="text-align: center;">120 marks</td> <td></td> </tr> </table> <p><b>Component 1 — Performance 60 marks</b>  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"> <li>• a repertoire of skills — including complex skills</li> <li>• control and fluency</li> <li>• effective decision-making</li> <li>• using and applying straightforward composition, tactics or role safely and effectively</li> <li>• conforming to rules, regulations and etiquette</li> <li>• controlling emotions</li> <li>• working co-operatively with others</li> </ul> <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> <p><b>Component 2 — Portfolio 60 marks</b>  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"> <li>• Section 1 Understanding factors that impact on performance</li> <li>• Section 2 Planning, developing and implementing approaches to enhance personal performance</li> <li>• Section 3 Monitoring, recording and evaluating performance development</li> </ul>	Component 1 — Performance	60 marks	- 50%	Component 2 — Portfolio	60 marks	- 50%	Total marks	120 marks	
Component 1 — Performance	60 marks	- 50%								
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Total marks	120 marks									
<b>Progression Pathway</b>	<p>Higher Physical Education</p>									

# HIGHER PHYSICAL EDUCATION

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy  <b>Numeracy:</b> Information Handling; Data Analysis  <b>Employability:</b> Positive Attitude; Problem Solving  <b>Health and Wellbeing:</b> Confidence; Respect; Resilience; Being Healthy; Relationships; Managing my Learning</p>
<b>Course Information</b>	<p><b>Factors impacting on performance</b>  Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance. Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.</p> <p><b>Performance</b>  Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way.</p>
<b>Assessment</b>	<p style="text-align: center;"><b>Course assessment structure</b></p> <p>Component 1 — Performance    60 *marks(2 activities)    - 50%  Component 2 — Question paper    50 marks    - 50%</p> <p>*The performance will be scaled from 60 marks to 50 marks</p> <p><b>Component 1 — Performance</b> Candidates will perform <b>two different physical activities</b>, 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.  <b>Each performance(activity) is worth 30 marks</b></p> <p><b>Component 2 — Question Paper (Exam)</b> 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"> <li>• analysing factors that impact on performance</li> <li>• explaining a range of approaches for developing performance</li> <li>• 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.</li> </ul> <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"> <li>• Section 1 will require candidates to respond to questions on all 4 factors.(Mental, Emotional, Social and Physical)</li> <li>• Section 2 will require candidates to apply the skills, knowledge and understanding gained from creating and implementing a Personal Development Plan(training programme)</li> <li>• Section 3 will continue to be based on a scenario.</li> </ul>
<b>Progression Pathway</b>	<p>Level 6 Exercise and Fitness</p>

# NATIONAL 4/5 PHYSICS

<b>Skills</b>	Focusing, initiative, communicating, collaborating, sense-making, critical thinking	
<b>Course Information</b>	<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><b>Dynamics</b> In this area, the topics covered are: vectors and scalars; velocity–time graphs; acceleration; Newton’s laws; energy; projectile motion.</p> <p><b>Space</b> In this area, the topics covered are: space exploration; cosmology.</p> <p><b>Electricity</b> 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><b>Properties of matter</b> In this area, the topics covered are: specific heat capacity; specific latent heat; gas laws and the kinetic model.</p> <p><b>Waves</b> In this area, the topics covered are: wave parameters and behaviours; electromagnetic spectrum; refraction of light.</p> <p><b>Radiation</b> In this area, the topic covered is nuclear radiation.</p> <p>Homework will be given on a regular basis. This will consist of:</p> <ul style="list-style-type: none"> <li>• Practice Questions</li> <li>• Skills Questions</li> <li>• Revision</li> </ul>	
<b>Assessment</b>	The assessment consists of two parts	
	<p><b>Assignment 20%</b> 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).</p>	<p><b>Exam 80%</b> An exam in May which is 2.5 hours.</p>
<b>Progression Pathway</b>	Higher Physics and Advanced Higher Physics or Advanced Higher Mechanics	

# HIGHER PHYSICS

<b>Skills</b>	Focusing, initiative, communicating, collaborating, sense-making, critical thinking			
<b>Course Information</b>	<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><b><u>Our Dynamic Universe</u></b> 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><b><u>Particles and Waves</u></b> 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><b><u>Electricity</u></b> 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><b><u>Researching Physics</u></b> 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"> <li>• Practice Questions</li> <li>• Skills Questions</li> <li>• Revision</li> </ul>			
<b>Assessment</b>	<p>The assessment consists of two parts</p> <table border="1" data-bbox="512 1283 1495 1480"> <tr> <td data-bbox="512 1283 1002 1480"> <p><b>Assignment 20%</b> During the assignment you will carry out a practical investigation and some independent research. The information will be written up in exam conditions.</p> </td> <td data-bbox="1002 1283 1495 1480"> <p><b>Exam 80%</b> An exam in May which consists of two papers with a break in between. Paper 1 is 25 marks and 45 mins. Paper 2 is 130 marks and 2 hr 15 mins.</p> </td> </tr> </table>		<p><b>Assignment 20%</b> During the assignment you will carry out a practical investigation and some independent research. The information will be written up in exam conditions.</p>	<p><b>Exam 80%</b> An exam in May which consists of two papers with a break in between. Paper 1 is 25 marks and 45 mins. Paper 2 is 130 marks and 2 hr 15 mins.</p>
<p><b>Assignment 20%</b> During the assignment you will carry out a practical investigation and some independent research. The information will be written up in exam conditions.</p>	<p><b>Exam 80%</b> An exam in May which consists of two papers with a break in between. Paper 1 is 25 marks and 45 mins. Paper 2 is 130 marks and 2 hr 15 mins.</p>			
<b>Progression Pathway</b>	Advanced Higher Physics or Advanced Higher Mechanics			

# ADVANCED HIGHER PHYSICS

<b>Skills</b>	Focusing, initiative, communicating, collaborating, sense-making, critical thinking	
<b>Course Information</b>	<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><b><u>Rotational Motion and Astrophysics</u></b>            This unit provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion.            An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.</p> <p><b><u>Quanta and Waves</u></b>            This Unit provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves.            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><b><u>Electromagnetism</u></b>            This Unit provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism.            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><b><u>Investigating Physics-Project</u></b>            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.            This will consist of:</p> <ul style="list-style-type: none"> <li>• Practice Questions</li> <li>• Skills Questions</li> <li>• Project</li> <li>• Revision</li> </ul>	
<b>Assessment</b>	The external assessment consists of two parts	
	<b>Project 25%</b>	<b>Exam 75%</b>
	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.	An exam in May which consists of one paper which lasts 3 hours.
<b>Progression Pathway</b>	University or College Degree	

# NATIONAL 4/5 PRACTICAL COOKERY

## Skills

**Literacy:** Critical Literacy, reading for Information, reading for understanding, Evaluating,

**Numeracy:** Information Handling, weighing and measuring, costing, scaling up/down recipes,

**Employability:** Teamwork, creativity,

**Health and Wellbeing:** Confidence; Being Healthy

## Course Information

**The course has 3 units of work that are delivered through a combined approach**

Students will learn in a variety of ways; however, practical work will underpin all aspects of learning throughout the course.

### 1. Cookery Skills and Techniques:

Food preparation techniques and cookery processes

Safe food storage and hygiene

### 2. Understanding and Using Ingredients:

Adapting recipes to follow current dietary advice

Sustainability and seasonality

Categories of ingredients, and their uses (functions of ingredients)

### 3. Organisation of Practical Skills:

Developing, planning, and organising workflow 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

**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.**

## Assessment

### National 4

1 Combined unit assessment consisting of a coursework booklet and 2 course meal practical assessment.

**Assessment takes place throughout the year. All theory course work must be completed before the final 2 course practical assessment can be undertaken.**

### National 5

#### Written Exam

**1 hour written exam paper worth 30 marks (25 % of overall mark)**

**Assessed on the following:**

- 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

**Dec/Jan Assessment (3 separate parts)**

**Final Time plan and Practical exam before Easter 2026**

**Final Written exam- May/June 2026**

#### National 4

##### Nat 4 Added Value Unit Assessment

Produce a 2 course meal, following a time-plan in 1½ hours.

#### National 5

##### Written Time plan exam

1.45 hour written exam paper to plan the practical assignment, producing a

	<p><b>Planning booklet</b>- ingredients listed in correct categories, equipment list and service details.</p> <p><b>Practical task</b>- 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>detailed timeplan.</p> <p><b>Planning of practical task worth 18 marks (13% of overall mark)</b> produce a detailed time-plan, requisition of equipment and service suggestions (externally marked by SQA)</p> <p><b>Practical Task worth 82 marks (62% of overall mark)</b> Make and serve a 3 course meal for 4 in 2 ½ hours (recipes are set by SQA and internally marked)</p>
<p><b>Progression Pathway</b></p>	<p>Catering course at Borders College</p>	

# NATIONAL 5 PRACTICAL WOODWORKING

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy; Reading for Information  <b>Numeracy:</b> Information Handling; Data Analysis; Measurement  <b>Employability:</b> Problem Solving; Creativity; Communication  <b>Health and Wellbeing:</b> Managing my Learning; Resilience; Confidence</p>
<b>Course Information</b>	<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><b>Flat-frame Construction</b>  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><b>Carcase Construction</b>  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><b>Machining and Finishing</b>  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>
<b>Assessment</b>	<p><b>Assignment - worth 70 marks 70 % of their overall mark</b>  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 &amp; Tenon jointing. The completion of a log book is compulsory.</p> <p><b>Exam Paper- worth 60 marks 30% of their overall mark</b>  <b>1 hour paper</b> and students will have to answer <b>questions on tools, materials, health &amp; safety, bench work, etc....</b>  Students must demonstrate their subject knowledge and ability to answer a variety of different question types: - explain, describe, evaluate and analyse.</p>
<b>Progression Pathway</b>	<p>Possible careers: - Useful in any design, construction and manufacturing vocation. Helpful in hobbies, maintenance and DIY areas.</p>

# L4/5/6 RELIGION, BELIEF AND VALUES AWARD

<b>Skills</b>	<p><b>Literacy: Critical literacy, communication, sense making</b>  <b>Numeracy: Data Handling</b>  <b>Employability: Communication, Integrity, Leading, Collaborating</b>  <b>Health and Wellbeing: Focusing, Feeling,</b></p>
<b>Course Information</b>	<p>This award is a continuation of the S3 Core Humanities class.</p> <p>The Religion, Belief and Values Award helps learners to deepen their knowledge and understanding of how religion, belief systems and individual values can shape and contribute to the lives of individuals and communities.</p> <p>The Award encourages learners to explore and reflect on their personal faith or values, and to deepen their understanding of this through practical engagement in local, national or global communities.</p>
<b>Assessment</b>	<p>Students will have to satisfactorily complete 2 mandatory units. This is in the form of continuous assessment and a portfolio.</p> <p><b><u>Investigating Religion and Belief</u></b>          In this Unit, learners will reflect on a moral issue in the context of different religious beliefs. The learner will be required to provide evidence of:</p> <ul style="list-style-type: none"> <li>◆ reflecting on a chosen topic involving religion or religious belief</li> <li>◆ developing knowledge and understanding of the topic</li> </ul> <p><b><u>Values in Action</u></b>          In this Unit, learners will put their faith or values into action through active engagement in the community.          The learner will be required to provide evidence of:</p> <ul style="list-style-type: none"> <li>◆ active engagement in their local, national or global community</li> <li>◆ a description of how the activity demonstrated their faith or values</li> <li>◆ reflection on, and explanation of, how the faith or values they have put into action compare with religious viewpoints or viewpoints independent of religious belief.</li> </ul> <p>The level of award achieved will be dependent on the depth of reflection and portfolio work submitted by the learner.</p>
<b>Progression Pathway</b>	<p>National 5 Travel and Tourism, Level 5 Criminology.</p>

# L5 RURAL SKILLS: HORTICULTURE

<b>Skills</b>	<p><b>Literacy:</b> Confidence in Talk; Active Listening  <b>Numeracy:</b> Information Handling  <b>Employability:</b> Problem Solving  <b>Health and Wellbeing:</b> Managing my Learning; Health</p>
<b>Course Information</b>	<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 4 units:</p> <p><b>Rural business enterprise</b>, where they gain insight into one area of a rural business.</p> <p><b>Care and maintenance</b> of young trees, where they will carry out the care and maintenance of young trees.</p> <p><b>Introduction to forests and woodlands</b>, which includes tree identification and a forest study</p> <p><b>Horticultural Skills</b>, where they will learn about propagation, care and maintenance of plants and gardens.</p> <p>There is also the possibility of several additional Level 5 units depending on the focus of the growing season.</p>
<b>Assessment</b>	<p>Continual practical, portfolio and internal close-book assessments  All work is internally assessed by the school on a pass/fail basis.</p>
<b>Progression Pathway</b>	<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

<b>Skills</b>	<p><b>Literacy:</b> Critical Literacy; Reading for Information  <b>Numeracy:</b> Information Handling; Data Analysis  <b>Employability:</b> Teamwork; Communication  <b>Health and Wellbeing:</b> Managing my Learning; Building Respectful Relationships</p>	
<b>Course Information</b>	<p>The courses are delivered as 3 units of work</p> <p><b>1. Human Health</b></p> <ul style="list-style-type: none"> <li>• What is health</li> <li>• Threats to health and health claims</li> </ul> <p><b>2. Fragile Earth</b></p> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Food</li> <li>• Metals/Alloys</li> </ul> <p><b>3. Applications</b></p> <ul style="list-style-type: none"> <li>• Home safety</li> <li>• Electromagnetic spectrum</li> <li>• Fibre Optics</li> <li>• Plastics</li> <li>• Cosmetics</li> </ul> <p><i>Possibility of also achieving N3/4 Environmental Science Course Award/Units</i></p>	
<b>Assessment</b>	<p><b>National 3</b></p> <p>All course work is internally assessed and is continuous throughout the year.</p> <p>A pass must be achieved in all three units and a practical report.</p>	<p><b>National 4</b></p> <p>All course work is internally assessed throughout the year.</p> <p>A pass must be achieved in all three units. In addition, students must pass a practical report and an Added Value Unit.</p> <p><b>Added Value Unit:</b> 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</p>
<b>Progression Pathway</b>	<p>National 5 in a Discrete Science OR N5 Environmental Science OR Level 5 Skills for Work Health Sector</p>	

# L7 SCOTTISH FOOTBALL ASSOCIATION - REFEREEING Personal Development Award

<b>Skills</b>	<b>Literacy:</b> <b>Numeracy:</b> <b>Employability:</b> <b>Health and Wellbeing:</b>
<b>Course Information</b>	<p>The Refereeing Development Department's strategy is to encourage and increase the participation in football refereeing by secondary school pupils and college students. The initiative will also be instrumental in raising awareness and understanding of the Laws of the Game in the educational arena. From the perspective of the SFA, recruitment is at the forefront of the Referee Development Department's efforts to service the game at all levels.</p> <p>This qualification covers areas such as understanding of SFA refereeing, concentrating on knowledge and understanding of the Laws of the Game of football. It also includes learning about formal controls, misconduct, match reports and fitness standards for referees. This knowledge is drawn together by refereeing a football match.</p>
<b>Assessment</b>	<p>There are two mandatory units that need to be passed in order to achieve the qualification:</p> <ul style="list-style-type: none"> <li>• Laws of the Game - You will be expected to develop your knowledge and understanding with supported practical application of the laws.</li> <li>• Practical Refereeing – Applying the laws of the game and formal assessment of your ability to referee a Football match.</li> </ul>
<b>Progression Pathway</b>	<ul style="list-style-type: none"> <li>• other PDAs in Sport at SCQF level 7 and level 8</li> <li>• other SQA awards which incorporate higher level units, eg HNC/D (SCQF levels 7/8)</li> <li>• SFA refereeing structure</li> </ul>

# NATIONAL 5 SPANISH

<b>Skills</b>	<p><b>Literacy:</b> Accuracy in Writing; Listening and Reading for Information  <b>Numeracy:</b> statistics; comparisons  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Resilience</p>
<b>Course Information</b>	<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>
<b>Assessment</b>	<p style="text-align: center;"><b>Performance: Talking- 30 marks</b></p> <ul style="list-style-type: none"> <li>• Candidates will carry out a spoken presentation using detailed language on a topic chosen from at least one of the four contexts.</li> <li>• 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.</li> <li>• It is internally assessed and externally verified by SQA.</li> <li>• It should last approximately 6 minutes.</li> <li>• Final performances will be assessed in February/March.</li> </ul> <p style="text-align: center;"><b>Exam Paper 1: Reading and Writing – 50 marks</b></p> <p>This paper has two sections:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Students will produce one piece of writing in Spanish of 120 – 150 words.</li> <li>• This will be in response to a job advert stimulus supported by six bullet points which they must address.</li> <li>• They may use a dictionary.</li> </ul> <p style="text-align: center;"><b>Exam Paper 2: Listening – 20 marks</b></p> <p>This paper also has two sections.</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Students will listen to one monologue which uses detailed Spanish and respond to questions in English.</li> <li>• Students will also listen to one short conversation in Spanish and respond to questions in English.</li> </ul>
<b>Progression Pathway</b>	<p>Higher Spanish; Foreign language leadership award</p>

# HIGHER SPANISH

<b>Skills</b>	<p><b>Literacy:</b> Accuracy in Writing; Listening and Reading for Information  <b>Numeracy:</b> Statistics, comparisons  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Resilience</p>
<b>Course Information</b>	<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>
<b>Assessment</b>	<p style="text-align: center;"><b>Performance: Talking- 30 marks</b></p> <ul style="list-style-type: none"> <li>• Candidates will use detailed and complex spoken language to take part in a discussion on at least two contexts.</li> <li>• It should last approximately 10 minutes.</li> <li>• It is internally assessed and externally verified by SQA.</li> <li>• Final performances will be assessed in February/March.</li> </ul> <p style="text-align: center;"><b>Exam Paper 1: Reading and Directed Writing – 50 marks</b></p> <p>This paper has two sections:</p> <p><u>Reading &amp; Translation</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will also have to translate part of the text into English, using a dictionary</li> </ul> <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;"><b>Exam Paper 2: Listening – 20 marks</b></p> <p>This paper also has two sections:</p> <ul style="list-style-type: none"> <li>• Students will listen to one monologue which uses detailed and complex Spanish and respond to questions in English</li> <li>• Students will also listen to one short conversation in Spanish and respond to questions in English</li> </ul>
<b>Progression Pathway</b>	<p>Advanced Higher Spanish; Foreign language leadership award</p>

# ADVANCED HIGHER SPANISH

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

# SURVIVAL COOKERY

<b>Skills</b>	<p><b>Literacy:</b> Reading for information, Oracy, clear communication</p> <p><b>Numeracy:</b> Costing recipes, Budgeting, weighing and measuring, time management</p> <p><b>Employability:</b> Direct link to part-time/full time jobs in the Hospitality industry</p> <p><b>Health and Wellbeing:</b> Healthy choices and eating habits</p>
<b>Course Information</b>	<p>Each lesson learners will prepare, adapt and cook a healthy meal to grow in confidence with skills they will use in everyday life or in the hospitality industry. Practical skills to foster independence and essential life skills - from safe knife handling, seasoning to taste, and heat control to meal planning and time management. Throughout each practical lesson the recipe is linked to the theory topics below to embed the learning in a real-life context.</p> <p>Participants will explore a variety of cuisines and different ingredients, discover the science behind cooking and how foods behave, and gain an understanding of nutrition and healthy eating habits. By the end of the course, students will not only be able to prepare a range of dishes independently, but also develop teamwork, creativity, and problem-solving skills.</p> <p>Course topics will include</p> <ul style="list-style-type: none"> <li>• Reduce, Reuse, recycle when cooking healthy meals on a budget and reducing food waste</li> <li>• Making informed healthy choices regarding food and drink suitable for</li> <li>• Sustainability of local food</li> <li>• Understanding and interpreting food labels</li> <li>• Safe storage and preparation of food</li> <li>• Bacteria in the kitchen and its control</li> <li>• Individual dietary requirements through life and how these change</li> <li>• Allergen awareness and suitable substitutes</li> <li>• Food regulations in the Hospitality industry</li> </ul> <p>The recipes are chosen by the students on the course based on their interests, tastes and range of ability. Optional ingredients provided to suit dietary requirements, add flair and adapt tastes, textures and presentation.</p>
<b>Assessment</b>	<p>Learners will study and complete the Food Standards Agency Allergens awareness course online and be assessed through scenario analysis and multiple-choice questions. Assessed online with direct instant pass/fail and opportunity to re-sit.</p> <p>Learners will also learn the required knowledge to sit the multiple-choice exam for SCQF L5 Elementary Food Hygiene. Course material and exam provided by the Royal Environmental Health Institute of Scotland. Assessed on a pass/fail basis.</p> <p>Both qualifications are industry recognised and students receive a certificate for their achievements that they can show to employers which are valid for 3 years upon completion.</p>
<b>Progression Pathway</b>	Employment in the Hospitality Industry

# National 5 TRAVEL & TOURISM

<b>Skills</b>	<p><b>Literacy:</b> Accuracy in Writing; Critical Literacy  <b>Numeracy:</b> Data Analysis  <b>Employability:</b> Communication  <b>Health and Wellbeing:</b> Confidence</p>
<b>Course Information</b>	<p><b>Travel and Tourism</b></p> <p><b>1. Scotland</b>  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.  This will include:</p> <ul style="list-style-type: none"> <li>• Researching a variety of holiday destinations</li> <li>• Understanding trends in the tourist industry</li> <li>• Planning a holiday based on customer specifications &amp; producing a detailed itinerary</li> <li>• Researching visitor attractions and accommodations</li> </ul> <p><b>2. UK &amp; Worldwide</b>  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.  This will include:</p> <ul style="list-style-type: none"> <li>• Researching a variety of holiday destinations</li> <li>• Understanding trends in the tourist industry</li> <li>• Planning a holiday based on customer specifications &amp; producing a detailed itinerary</li> <li>• Researching visitor attractions and accommodations</li> </ul> <p><b>3. Employability</b>  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.  This will include:</p> <ul style="list-style-type: none"> <li>• Undertaking relevant work experience in the Travel &amp; Tourism industry</li> <li>• Researching a variety of roles in the Travel &amp; Tourism industry</li> <li>• Identifying employability skills</li> <li>• Improving communication skills</li> <li>• Understanding the importance of personal presentation</li> </ul> <p><b>4. Customer Service</b>  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.  This will include:</p> <ul style="list-style-type: none"> <li>• Active role-play activities</li> <li>• Solving customer issues</li> <li>• Site visits</li> </ul>
<b>Assessment</b>	<p><u>Assessment – Travel and Tourism</u>  This course will be internally assessed through:</p> <ul style="list-style-type: none"> <li>• Portfolio of work</li> <li>• Open book assessments</li> </ul> <p>Students must complete all 4 mandatory units to achieve a National 5 course award.</p>
<b>Progression Pathway</b>	<p>Level 6 Customer service; National 5 or Higher in another Humanities subject; Further Education; Employment; Apprenticeships; Training</p>

# L5 VISUAL COMMUNICATION

<b>Skills</b>	<p><b>Literacy:</b> Group work and Discussions, Presentation of Work  <b>Numeracy:</b> Scale and Measuring  <b>Employability:</b> Use of Software Packages, Planning and Developing, Critical Awareness, Personal Interpretation, Problem Solving  <b>Health and Wellbeing:</b> Confidence, Managing my Learning, Relationships</p>
<b>Course Information</b>	<p>NPA Visual Communications: SQCF level 5 is suitable for candidates who:</p> <ul style="list-style-type: none"> <li>▪ want to develop an understanding of the design process</li> <li>▪ wish to build skills in researching, developing and producing solutions to a given brief.</li> <li>▪ want to develop skills in producing and presenting design work</li> <li>▪ wish to obtain basic knowledge and skill in the use of selected software package(s)</li> <li>▪ want to explore a range of materials and techniques to a given brief</li> </ul> <p>The course comprises of three units:</p> <p><b>Art and Design: Software Skills:</b>          Explore and experiment with design software packages: Produce a folio of experimental design work in response to a given brief(s)</p> <p><b>Art and Design: Introduction to Graphic Design:</b>          Research a given graphic design brief: Develop visual ideas and concepts in response to the graphic design brief: Produce and present graphic design work:</p> <p><b>Two-Dimensional Design – The Design Process:</b>          Produce references for a specified brief: Explore a range of media and techniques for a specified brief: Use reference material from Outcomes 1 and 2 to produce designs which fulfil the requirements of a specified brief:</p>
<b>Assessment</b>	<p>There is no exam.          This course will be internally assessed through:</p> <ul style="list-style-type: none"> <li>• Portfolio of work</li> </ul> <p>Students must complete all 3 mandatory units to achieve a Level 5 course award.</p>
<b>Progression Pathway</b>	<p>Completion of the NPA's at SQCF level 5 may allow for progression to next level courses such as NC Art and Design (level 6) and subsequent courses of study in further and higher education such as HNC/D and degree level courses.</p> <p>Higher Art and Design, Higher Photography.</p>

# L6 YOUNG ENTERPRISE

<b>Skills</b>	<p><b>Literacy:</b> Confidence in Talk; Active Listening</p> <p><b>Numeracy:</b> Information Handling</p> <p><b>Employability:</b> Communication; Positive Attitude; Problem Solving; Teamwork; Creativity</p> <p><b>Health and Wellbeing:</b> Confidence/Leadership; Relationships; Resilience; Managing my Learning</p>
<b>Course Information</b>	<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"> <li>• Develop confidence, an enterprising mindset and employability skills for successful transitions to the next stage of life</li> <li>• Gain first-hand experience of work, job roles and working as a team</li> <li>• Recognise the qualities and skills needed for employability and create positive accounts of these skills</li> <li>• Gain self-awareness to recognise personal strengths and areas for personal development</li> <li>• Understand self-employment/entrepreneurship as a career option</li> <li>• Develop interesting and relevant content for inclusion in applications to education/training providers and future employers</li> <li>• Develop a professional network</li> </ul>
<b>Assessment</b>	<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>
<b>Progression Pathway</b>	<p>Further/Higher Education; Employment; Apprenticeships; Training</p>

## 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!



# LEAPS Transitions Course

*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*

## 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.

The course is an S6 timetable option. You will be in S5 when you choose the course, and in S6 when the course begins.

The 2025-2026 LEAPS Transitions Course will run from August 2025 - March 2026.

## Is this course for me?

If you are...

- [LEAPS-eligible](#)
- aiming for university (on track with the Highers/National 5s needed for university entry)
- able to accommodate the course within S6 timetable (Tuesday and Thursday afternoons)
- able to commit the time needed for the course (approx. six hours per week, plus assessment preparation)

... then the LEAPS Transitions course is for you!

## Academic Requirements

To apply for the LEAPS Transitions Course you should (in addition to the above);

- Be predicted to achieve at least BB by the end of S5\*

\*Please speak to your guidance teacher if you have any questions about these academic requirements.

## 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, generative AI and uni study)
- **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?

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

### The assessments are:

- Individual Written Assessment on Academic Skills: 60% of overall grade
- Academic Poster Presentations (group work): 40% of overall grade
- Reflective zine 'notes for my future self' drawing on all of the themes of the course: complete/not complete

### Course Level

- The course has been credit-rated by the Centre for Open Learning at the University of Edinburgh
- It is offered as a 20 credit SCQF Level 7 course
- It is the same level as Advanced Higher/first-year university-level study
- The course attracts 170 Insight Tariff Points.

### Course Structure

- The course forms one option on your S6 timetable
- It will run from August 2025 - March 2026
- Sessions take place on a Tuesday and a Thursday afternoon. (All students **must attend both sessions** each week)
- Your time commitment works out as approximately six hours per week, plus assessment preparation
- Classes will be with a mix of students from other schools

### Teaching

- Semester one will focus on **academic skills** and a **writing assessment**; semester two will have a **lecture series** and a **group poster assessment**
- Led by the LEAPS Transitions Course lecture team
- Visiting academics from Edinburgh Napier, Edinburgh, Queen Margaret and Heriot-Watt Universities
- Every student has a dedicated class Tutor (current PhD student)

### Tutorial Groups and Postgraduate Tutor

- Every student has a dedicated class Tutor, this is a current PhD student who leads weekly tutorials
- Tutors are trained to lead sessions, assess student assignments, but also to share their experience and support and guide you with your transition to university

# 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.**

