



West Calder High School

Senior Phase Course Choice Information

2017/2018

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Introduction

Welcome to our Course Choice booklet for the Senior Phase.

This booklet has been produced for third, fourth and fifth year pupils and their parents. We hope that it gives you the right amount of information about how pupils progress through the senior phase on a flexible learner pathway.

It is important that this is **not viewed** as course choice in the traditional sense. This previously took place at the end of S2, S4 and S5. The purpose of the Senior Phase is to allow pupils to make choices about the subjects they progress as part of their learner pathway. It is important that, in line with current advice, pupils maintain a breadth of courses as they progress, ensuring that they do not narrow their curriculum too early. All pupils will also study core subjects of Personal & Social Education, Religious & Moral Education/Religious, Moral & Philosophical Studies and Physical Education.

At the end of S3, pupils will choose which 5 subjects they wish to continue to study towards a national qualification as well as English and Maths. You will get more information about this in January next year.

It may be that there are more details about particular courses which you would like to have, or information about progression routes beyond S4. If so, this can be discussed with your Head of House, who will be happy to help.

All pupils have had lots of input this term about career pathways and making choices. It is true, however, that the majority will not have a clear idea of the career they would like to pursue; for this reason it is important to keep as many options open as possible.

Whatever choices are made, the important thing is that pupils do their very best in each stage of their senior phase.

Good luck!

Some Helpful Hints

Remember to think of your senior phase as a three year journey – although some pupils may progress into a positive destination beyond school before S6.

Making The Right Choices

- There is a lot of help around however remember that IT IS YOUR OWN CHOICE SO:
 - Do not choose a subject because a friend has
 - Do not choose because you like or dislike the teacher
 - Do not choose boys' subjects or girls' subjects; these don't exist!
 - Do not guess if it will be a good subject to do: get the facts!
 - Do not choose a subject just because you think it will be easy.
- Read the description of each subject available in this booklet and speak to the Subject Teacher.
- It is important to choose subjects that you will enjoy. If you are not sure what interests you, speak to your parents, teachers and the Careers Adviser. The following link of My World of Work could help also: www.myworldofwork.co.uk/my-career-options/choosing-my-subjects
- It is important to choose the subject that you will do best in. It is unlikely that you will enjoy a career that involves a subject that you find challenging at this stage. There are only a few career pathways which require specific subjects, if you are thinking of one of these careers your Head of House can map your learner pathway. Unless you are thinking of one of these careers, the current advice is to continue with the subjects you can do best in.
- You may not have decided on your future at this stage, and even if you have, you may well change your mind in the months or years to come. Remember to KEEP YOUR OPTIONS OPEN by choosing a broad range of subjects.

What level will I study?

Progression in the senior phase is by

1. Vertical Progression – pupils progress a subject already studied at the next level. In line with current advice all pupils should opt for vertical progression where this is possible.
2. Horizontal Progression – pupils progress to a subject previously studied, although perhaps not the previous year, or having already achieved a subject at a particular level choose to undertake a related subject at the same level. In the main this options should be considered second to vertical progression. e.g. pupil has already passed Higher History in S5, and chooses to undertake Higher Modern Studies in S6 as a horizontal progression.

What Happens Next?

You will be given an appointment time to meet with your Head of House in the library. You will sit down and discuss with them the choices you would like to make and the reasons why you have chosen those specific subjects. You will then decide on your final options and if your parents/carers cannot attend the meeting, discuss this with them.

At the end of May you will be given your new timetable with the subjects you have chosen. We try to discourage any changes after the deadline so pick carefully. Course choices advice will be given using tracking information about current

performance. If your actual performance in SQA exams is different to what is expected, there is an opportunity to revisit course choice in August to explore if any other options are available.

So:

- 1) Read this booklet.
- 2) Bring your parents to the Pathways evening where we will go over all of this information and answer any questions. (this information is on our website)
- 3) Speak to your class teachers and House Head.
- 4) Speak to parents/carers.
- 5) Read your report again.
- 6) Think carefully!
- 7) Start completing the choice form if you feel you can.
- 8) Bring form with you to your interview week beginning 30th January to finalise your choices.

WCHS Curriculum – Raising Attainment and Providing Opportunities for All.

Detailed information on our curriculum can be found on the school website. Our Senior Phase curriculum is designed to provide a range of courses, creating flexible pathways for young people through the senior phase, and into positive destinations at the appropriate point of exit. In S4 all pupils undertake 7 National qualifications. The majority of pupils undertake National 5, however courses are available at National 4 and National 3 where this is appropriate to the individual learner.

Skills Development Scotland (The Careers Adviser)

You can arrange an individual appointment with the Skills Development Scotland Careers Adviser, David James, who will help match your skills and interests with a suitable career. She will also be able to give you information about qualifications for particular courses or jobs.

West Lothian College Partnership

West Lothian Council have a partnership with West Lothian College. Pupils in S5/6 can access a range of courses which are offered to schools. Some of these courses run during the school day, some in the evenings, and some on Friday afternoons. These courses are specifically designed to progress pupils onto a particular career pathway, or into a particular work or training sector. As part of your course choice discussion, Heads of House will direct pupils to these courses if they are a suitable option on a young person's learner pathway.

Other Useful Information can be found on:

- ◆ Planitplus website – www.planitplus.net
- ◆ www.learningatschool.net
- ◆ Learning Zone – Colleges and Universities in Scotland

S4 timetable

The S4 timetable will consist of:-

7 National qualifications – 4 periods per week each

Core Physical Education, Personal & Social Education, Religious & Moral Education

S5 Timetable

The S5 Timetable will consist of:-

A minimum of 5 Qualifications

Highers=6 periods each week, National 5=4 periods per week, a range of skills enhancement courses tailored to meet pupil needs.

Higher Personal Development – delivered through tutor time, and Personal and Social Education

Core Physical Education, Personal & Social Education, Religious & Moral Education

S6 Timetable

The S5 Timetable will consist of:-

A minimum of 4 Qualifications

Advanced Highers=up to 6 periods per week, Highers=6 periods each week, National 5=4 periods per week, a range of skills enhancement courses tailored to meet pupil needs. Appropriate study time.

Core PE, Personal & Social Education, Religious & Moral Education

Leadership SCQF Level 5

Why Leadership?

Society recognises the need for leadership at all levels. This course is designed to help you recognise your leadership abilities. It will do this by helping you recognise different leadership skills, styles and qualities. This is important because it will help you to understand what is meant by leadership. You will find out what makes an effective leader. You will think about the skills and qualities you already have and those you will need to develop to be an effective leader. It will allow you to develop your abilities as a leader through practical experience. You will lead an aspect of the work and see it through. This will help you learn what makes an effective leader improving your abilities helps you cope with today's quickly changing world.

Entry to the Course

Entry to the course is based on recommendations from staff that have observed evidence of leadership potential amongst S6 pupils.

Leadership: An Introduction

You will need evidence to show that you have successfully completed all three tasks in this Unit. Find out information about leadership by gathering information on leadership styles, skills and qualities. This will allow you to produce a report on leadership based on the information you have gathered and reach conclusions about what makes an effective leader. To do this you will have to identify the skills and qualities which can be found in effective leaders. Finally, you will evaluate your own potential for leadership.

Leadership in Practice

Carry out an activity by describing the factors affecting your chosen activity. What is the aim of the activity? When does it have to be completed by? Identify your own

role and then review the success of the activity and finally reach conclusions about what you have learned about yourself as a leader.

Assessment

To gain the award of the course, the learner must pass both units. The SQA's system of assessment is competence based. Assessment must allow evidence of each learner's performance to be generated and collected. This evidence must then be judged against the standards set out in the Unit specification. To achieve a Unit, learners must generate the evidence required in relation to all tasks and associated activities. This is in the form of a folio and is internally assessed.

Progression

This Course may provide progression to: Leadership: An Introduction (SCQF level 6)

Achievement of this Unit gives automatic certification of the following Core Skills component:

- Critical Thinking at SCQF level 5
- Working Co-operatively with Others at SCQF level 5

Further Information

Whilst working through this Unit, your tutor will be able to provide minimum support. This means that your tutor will be able to help you to make progress by answering some of your questions.

Unit code: F78B 11 and F78A 11

Creative & Aesthetic Faculty

Art & Design National 5

Why Art & Design?

This course is designed to give you the opportunity to express yourself and work creatively with a variety of materials in a satisfying and enjoyable way. It provides you with insight into the world of **visual arts and design** and helps you to develop many skills such as research, problem solving, evaluation and communication. You are able to explore areas of personal interest and develop technological skill through a range of cultural, social and historical contexts.

Pupils will work in one of the following **DESIGN** areas: **Graphic Design, Product Design, Textile/ Fashion/ Costume Design Architecture, Jewellery Design** and one of the following **EXPRESSIVE** areas: **Still life, Portraiture, Landscape, Built Environment**. They will produce artwork in a variety of media, including: **Painting, Printmaking, Photography and Sculpture**.

Entry to the Course

- National 4 Art and Design
- Broad General Education Art and Design

Course Outline

Expressive Activity (40 Hours)

- identifying and investigating themes and ideas of personal interest and relevance
- analytical drawing from first-hand sources; developing media-handling skills; developing and resolving personal ideas and interpretations imaginatively
- investigating and responding to visual and/or other stimuli
- communicating personal thoughts, feelings, ideas and interpretations through the production of two-dimensional and/or three-dimensional visual forms
- researching and investigating areas of the visual arts, forming and communicating informed personal views, opinions and judgements.

Design Activity (40 Hours)

- developing and applying skills of flexible, creative thought and action
- identifying design problems
- investigating the requirements, constraints and implications of a design task
- considering a range of design issues for example, visual, functional, aesthetic, tactile, social and economic issues
- researching and developing a range of approaches and possible solutions and developing skills of flexible thought and action
- selecting and producing solution and evaluating the process and solution
- researching and investigating areas of design, forming and communicating informed personal views, opinions and judgements.

Assessment

- Expressive Unit + Art Studies = 40% of award
- Design Unit + Design Studies = 40% of award
- Written Examination (1 hour) = 20% of award

Progression

Successful completion of this course may lead to:

- Higher Grade in Art and Design
- National Certificate or Vocational Qualification at College
- Employment in art and design; communication and media; manufacturing

Further Information

For further information please speak to Ms M Grassie, PTC or the Art & Design Department.

This course is also available at National 4 and National 3 level for individual learners who require it.

Art & Design Higher

Why Art & Design?

The course in Art and Design will enable you to develop skills in **Investigation and Research, Problem-Solving, Expressing Ideas and Feelings**, and making and giving **Opinions and Judgements**. The course will provide you with experiences and knowledge which can contribute to a wide range of careers in design, media and fine arts. Through this creative experience the aim is to enrich your life and contribute to your intellectual, emotional, social and cultural development. The Course consists of **two** mandatory Units, and the Course Assessment.

- **Design Unit**
- **Expressive Unit**

Both Units are designed to provide progression to the related Units at Advanced Higher.

Entry to the Course

- National 5 Art and Design
- National 5 English is also advisable

Course Outline

Design Activity (40 Hours)

Pupils will write their own design brief based on one of the following areas of design:

- **Graphic Design**
- **Product Design**
- **Textile/ Fashion/ Costume Design Architecture**
- **Interior Design**
- **Jewellery Design**

- Identify design problems
- Investigate the requirements, constraints and implications of a design task
- Consider a range of design issues
- Developing a range of solutions
- Develop skills, selection and evaluation
- Analyse designs by a range of designers

Expressive Activity (40 Hours)

Pupils will work on an expressive unit based on one of the following areas of visual arts:

- **Still life, Portraiture, Landscape**
- **Figure Composition, Built Environment**

They will produce artwork in a variety of media, including: **Painting, Printmaking, Photography and Sculpture.**

- Identify and investigating themes
- Analytical drawing from first-hand sources
- Develop media-handling skills
- Develop and resolve personal ideas and interpretations imaginatively
- Communicate personal thoughts, feelings, ideas and interpretations via 2D and/or 3D
- Analyse expressive art work by a range of artists

Assessment

- Expressive Unit + Art Studies = 40% of award
- Design Unit + Design Studies = 40% of award
- Written Examination (2 hours) = 20% of award

Both Expressive and Design Units are sent to the SQA for external examination.

Progression

Continuing study options include study to **Degree level** at one of the four **Scottish Art Colleges, Edinburgh University, Glasgow University, Galashiels College of Textiles**, or to **HND, HNC level at various further education colleges e.g. West Lothian College, Edinburgh College**. Career options include employment in a wide variety of design areas, including graphic design, advertising, animation and computer gaming, fashion industry, product design, interior design, architecture, photography, film making, TV/ video production, media, working in the visual arts including photography, painting, sculpture, teaching.

Further Information

For further information please speak to Ms M Grassie, PTC or the Art & Design Department

Art & Design Portfolio Course

Why Art & Design Portfolio Course?

There are a very wide range of courses that pupils may apply for involving Art & Design.

Continuing study options include study to **Degree level** at one of the four **Scottish Art Colleges, Edinburgh University, Glasgow University, Heriot Watt : Galashiels College of Textiles, Napier University**, or to **HND, HNC level** at various **Further Education colleges e.g. West Lothian College, Edinburgh College**.

Career options include employment in a wide variety of design areas, including graphic design, advertising, animation and computer gaming, fashion industry, product design, interior design, architecture, photography, film making, TV/ video production, media, or working in the visual arts including photography, painting, sculpture, teaching.

Most of the above courses require a portfolio of work, along with other qualifications (please refer to particular prospectuses). This portfolio course will be delivered through Advanced Higher Art and Design.

Entry to the Course

Higher Grade Art and Design

An interest in/intention to study Art and Design at either HNC/HND or Degree level.

Course Outline

Once pupils have decided what course(s) they would like to apply for, they can tailor their portfolio work accordingly. However, most courses require a high standard of drawing skills and a number of sketch books.

In the Portfolio course, throughout the year pupils will be working on the following :

- **OBSERVATIONAL DRAWING** : Making use of a wide range of materials, selecting interesting objects to draw. These may lead on to further development and final outcomes.
- **SKETCH BOOKS** : Over the year pupils should complete at least 3.
- **PHOTOGRAPHS/ DIGITAL IMAGES** : These can be used as research for further expressive and design projects.
- **EXPRESSIVE PROJECTS** : Approx. **4** extensive Expressive projects per year.
- **DESIGN PROJECTS** : Approx. **3** extensive Design projects per year.
- **VISITS TO ART GALLERIES** : As a potential art student, pupils should show an interest in Art and Design exhibitions. Expectations are that they would visit exhibitions throughout the year, in West Lothian, Edinburgh, Glasgow or further afield.
- **ART CLASSES** : Where possible, it is useful to attend Art classes out with school, for example at West Lothian College, Edinburgh College of Art.

Pupils will prepare a portfolio targeted at specific course, colleges or universities.

Progression

Continuing study options include study to **Degree level** at one of the four **Scottish Art Colleges, Edinburgh University, Glasgow University, Galashiels College of**

Textiles, or to HND, HNC level at various further education colleges e.g. West Lothian College, Edinburgh College.

Career options include employment in a wide variety of design areas, including graphic design, advertising, animation and computer gaming, fashion industry, product design, interior design, architecture, photography, film making, TV/ video production, media, working in the visual arts including photography, painting, sculpture, teaching.

Further Information

For further information please speak to Ms M Grassie, PTC or the Art & Design Department

Art & Design (Enquiry: Expressive) Advanced Higher

Why Art & Design (Enquiry: Expressive)?

The Advanced Higher Art & Design (Expressive) course provides opportunities for learners to develop their creativity, visual awareness and aesthetic understanding while exploring how to communicate their personal thoughts, ideas and opinions through their expressive artwork. Work produced in this course can be used as part of a Portfolio for entry to Art and Design Courses.

The Course consists of two mandatory Units.

Art and Design (Expressive): Expressive Studies (Advanced Higher)

Art and Design (Expressive): Expressive Enquiry (Advanced Higher)

Entry to the Course

Higher Grade Art and Design at A or B

Advanced Higher should be considered if you have an interest in, or intention to study in this area beyond school.

Course Outline

Enquiry: Expressive (80 Hours)

You will be expected to develop the Enquiry through study of a personally selected area or theme based on or related to a chosen expressive area.

- Identifying and investigating an area or theme of personal significance, interest or relevance
- Active research of a variety of sources and stimuli - visual and other - leading to a personal response
- Sustained exploration and creative personal development of lines of thought and action
- Drawing directly at first hand, from 3 dimensional sources, for clear purposes
- Resolution of ideas, feelings, thoughts and interpretation into finished artwork of variety and high quality
- Communicating personal thoughts, feelings, ideas and interpretations through production of 2 dimensional and/or 3 dimensional visual forms
- Developing ability and confidence in handling media, materials and processes

Art and Design Studies Unit: (40 Hours)

- Art and Design Studies: Expressive Activity
- Pupils are expected to produce units of work in a chosen expressive area. This major study is work 70% of the overall award. 3D work and computer-aided design may be an integral part of the course.
- The remaining 30% of the award is allocated to a related extended essay on the work of artists who have tackled a similar theme.

Progression

Continuing study options include study to **Degree level** at one of the four **Scottish Art Colleges, Edinburgh University, Glasgow University, Galashiels College of Textiles**, or to **HND, HNC level at various further education colleges e.g. West Lothian College, Edinburgh College.**

Career options include employment in a wide variety of design areas, including graphic design, advertising, animation and computer gaming, fashion industry, product design, interior design, architecture, photography, film making, TV/ video production, media, working in the visual arts including photography, painting, sculpture, teaching.

Further Information

For further information please speak to Ms M Grassie, PTC or the Art & Design Department

Art & Design (Enquiry: Design) Advanced Higher

Why Art & Design (Enquiry: Design)?

The Advanced Higher (Design) course provides opportunities for learners to develop their creativity and to apply their understanding of design practice, function and aesthetics. This involves exploring and researching challenging design contexts, issues and opportunities, and evaluating and synthesising visual stimuli and other information from a variety of sources. Work produced in this course can be used as part of a Portfolio for entry to Art and Design Courses. The Course consists of two mandatory Units.

Art and Design (Design): Design Studies (Advanced Higher)

Art and Design (Design): Design Enquiry (Advanced Higher)

Entry to the Course

Higher Grade Art and Design at A or B. Advanced Higher should be considered if you have an interest in, or intention to study in this area beyond school.

Course Outline

Enquiry: Design (80 Hours)

You will be expected to develop the Enquiry through study of a personally selected area or theme based on or related to a chosen area of design.

- Identifying and investigating an area or theme of personal significance, interest or relevance
- Active research of a variety of sources and stimuli - visual and other - leading to a personal response

- Sustained exploration and creative personal development of lines of thought and action
- Drawing directly at first hand, from 3 dimensional sources, for clear purposes
- Resolution of ideas, feelings, thoughts and interpretation into finished artwork of variety and high quality
- Communicating personal thoughts, feelings, ideas and interpretations through production of 2 dimensional and/or 3 dimensional visual forms
- Developing ability and confidence in handling media, materials and processes

Art and Design Studies Unit: (40 Hours)

- Art and Design Studies: Design Activity
- Pupils are expected to produce units of work in a chosen area of design. This major study is work 70% of the overall award. 3D work and computer-aided design may be an integral part of the course.
- The remaining 30% of the award is allocated to a related extended essay on the work of designers who have tackled a similar theme.

Progression

Continuing study options include study to **Degree level** at one of the four **Scottish Art Colleges, Edinburgh University, Glasgow University, Galashiels College of Textiles**, or to **HND, HNC level at various further education colleges e.g. West Lothian College, Edinburgh College.**

Career options include employment in a wide variety of design areas, including graphic design, advertising, animation and computer gaming, fashion industry, product design, interior design, architecture, photography, film making, TV/ video production, media, working in the visual arts including photography, painting, sculpture, teaching.

Further Information

For further information please speak to Ms M Grassie, PTC or the Art & Design Department

Construction Skills National 4

Why Construction Skills?

National 4 Skills for Work: Construction Crafts is an introductory qualification which develops the skills, knowledge and attitudes, needed for work in the construction industry. It is especially suitable for learners with an aptitude for, and an interest in, practical crafts work. The Course provides an insight into several important construction trades (bricklaying, decorative painting, carpentry and joinery, and plumbing) and covers a variety of skills in trades-specific Units — helping learners to make informed choices regarding a career in construction. Learners will also develop skills and attitudes that enhance employability, not just for the construction industry, but employment generally (eg setting goals, reflecting, and learning from experience).

At SCQF level 4, learners work alone or with others on straightforward tasks with support.

Entry to the Course

- BGE Design and Technology.
- An interest in a career in the construction industry.

Course Outline

The Course contains practical construction crafts Units in seven important construction trades. It is especially suitable for candidates with an aptitude for and an interest in practical crafts work. Candidates will learn a variety of skills in the trade-specific Units.

In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.

Assessment

Units

- Employability Skills
- Half Brick Walling
- Decorative Painting
- Site Carpentry and Bench Skills
- Plumbing

Learners must pass all units to achieve a course award.

Progression

This qualification provides a basis for progression into further education, or for moving directly into training or employment within the construction sector.

Further Information

For further information please speak to Ms M Grassie, PTC or the CDT Department

Construction Skills National 5

Why Construction Skills?

National 5 Skills for Work: Construction Crafts is an introductory qualification which develops the skills, knowledge and attitudes, needed for work in the construction industry. It offers progression for National 4 candidates but is also a suitable level of entry for candidates with an aptitude for practical crafts work who could cope with the additional demand at National 5.

The Course includes practical construction crafts Units in four of the main construction trades: bricklaying, decorative painting, carpentry and joinery, and plumbing.

Learners develop a variety of skills in the trade-specific Units, while the Employability Skills Unit addresses a number of practical and employability skills which can be practised and developed across all the Units in the Course (eg setting goals, reflecting, and learning from experience).

At SCQF level 5, learners work alone or with others on straightforward tasks with support.

Entry to the Course

- Construction Skills N4
- An interest in a career in the construction industry.

Course Outline

The Course contains practical construction crafts Units in seven important construction trades. It is especially suitable for candidates with an aptitude for and an interest in practical crafts work. Candidates will learn a variety of skills in the trades-specific Units.

In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.

Assessment

This Course has three mandatory Units and a choice of one from two optional Units.

The mandatory Units are:

- DM7C 11 Construction Crafts: Employability Skills 1 credit (40 hours)
- DX0L 11 Construction Crafts: One Brick Walling 1 credit (40 hours)
- DX0J 11 Construction Crafts: Bench Joinery 1 credit (40 hours)

The optional Units are:

- DX0T 11 Construction Crafts: Plumbing of Sanitary Appliances 1 credit (40 hours)
- DX0R 11 Construction Crafts: Decorative Painting Techniques 1 credit (40 hours)

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

Progression

The Construction Crafts provides a basis for progression into further education, or for moving directly into training or employment within the construction sector

Further Information

For further information please speak to Ms M Grassie, PTC or the CDT Department

Creative Industries National 5

Why Creative Industries?

Creative Industries is an introductory qualification which develops the knowledge and skills required for employment or further study in the creative industries. The Course covers: an Introduction to the Creative Industries, Creative Industries Skills Development, the Creative Process, and a Creative Project.

As learners work through the Course, they will gain an awareness of the opportunities and jobs in the different sectors — and they will develop transferable employability skills, including:

- an understanding of the workplace and the employee's responsibilities (eg time-keeping, appearance, customer care)
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience
- skills to become effective job-seekers and employees

Entry to the Course

- National level in any Expressive Art or Creative Subject
- An interest in a career in the Creative Industries Sector

Course Outline

This course introduces you to different sectors of the creative industries and the career paths, job roles and responsibilities of those working within the industry.

You will develop an awareness of the employability skills and qualifications required by the industry. Also, the generic skills and attitudes valued by employers. There will be opportunities for you to evaluate your own progress, taking into account peer and teacher feedback, and to set targets to improve your employability profile.

You will work on practical tasks such as gathering industry and career information, matching their career interests to job requirements and evaluating your personal employability skills for the creative industries.

Learners will have the opportunity to practise and develop their craft and improve practical skills associated with a chosen job role in the creative industries. You will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative working environment. There is scope for creative thinking and collaborative working.

This Course has four mandatory Units:

- Creative Industries: An Introduction
- Creative Industries: Skills Development
- Creative Industries: The Creative Process
- Creative Industries: Creative Project

Assessment

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course.

The Units are internally assessed by centres and externally verified by SQA.

Assessment in this Course is based on a range of methods including a candidate folio and practical activities. Performance evidence will be supported by assessor observation checklists and candidate reviews.

Candidates will be required to carry out self-evaluation on a range of skills, review progress and identify action points as part of the assessment of employability skills.

Progression

Successful learners may progress to:

- National Courses in a range of subject areas: Art and Design, English, Dance, Drama, Media Studies, Music and Technical Theatre
- relevant programmes in further/higher education
- vocational training in the Creative Industries
- employment in the Creative Industries

Further Information

For further information please speak to Ms M Grassie, PTC or the Music Department

Design & Manufacture National 5

Why Design & Manufacture?

The Course is broad, providing opportunities for learners to develop practical/design skills, as well as gaining knowledge and understanding of design, and materials and manufacturing processes.

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and designing for aesthetic or visual impact with a requirement to consider a product's function and performance. It helps the learner appreciate the tensions that exist between factors such as aesthetics, function, economics and the environment.

The Course allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture and use, including its disposal or re-use — a 'cradle-to-cradle' approach to design.

Entry to the Course

- National 4 Design and Manufacture
- BGE Design and Technology

Course Outline

Design

- Identify factors that influence design and apply these to produce a detailed design proposal.
- Generate, develop, communicate and evaluate design concepts for a design task and arrive at a resolved proposal
- Evaluate an existing commercial product

Materials and Manufacture

- Select and justify materials that would apply to a design proposal in an industrial/commercial context
- Select and justify manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context
- Manufacture a range of types of models or prototypes

Assessment

- Two units – internally assessed
- Design assignment – externally assessed by the SQA
- SQA Examination Paper

Progression

Successful completion of this course may lead to:

- Higher in Design and Manufacture
- Further or Higher Education Courses in design, manufacture or related subjects
- Employment in art and design, construction, engineering and manufacturing

Further Information

For further information please speak to Ms M Grassie, PTC or the Music Department. This course is also available at National 4 and National 3 level for individual learners who require it.

Design & Manufacture Higher

Why Design & Manufacture?

The pace of change in industry and society is constantly increasing due to the impact of new materials, processes and technologies. By undertaking this course you will gain a deeper insight into the processes of design and manufacture, explore strategies adopted in commercial product design for commercial manufacture and the marketplace. In addition you will be encouraged to adopt a broad view of the process of design and manufacture, take responsibility for your own actions and decisions, devise plans and procedures, develop and organise ideas and solve problems and make effective use of new and existing knowledge and justify your design decisions.

Entry to the Course

- National 5 Design and Manufacture

Course Outline

Design

- Identify factors that influence design and apply these to produce a detailed design proposal.

- Generate, develop, communicate and evaluate design concepts for a design task and arrive at a resolved proposal
- Evaluate an existing commercial product

Materials and Manufacture

- Select and justify materials that would apply to a design proposal in an industrial/commercial context
- Select and justify manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context
- Manufacture a range of types of models or prototypes

Assessment

- Two units – internally assessed
- Design assignment – externally assessed by the SQA
- SQA Examination Paper

Progression

Successful completion of this course may lead to:

- Advanced Higher in Design and Manufacture
- Further or Higher Education Courses in design, manufacture or related subjects
- Employment in art and design, construction, engineering and manufacturing

Further Information

For further information please speak to Ms M Grassie, PTC or the Music Department

Fashion & Textiles National 5

Why Fashion & Textiles?

This course is designed to enable you to develop the practical skills and techniques that are required for production of a fashion/ textile item. It is therefore a very useful course for a wide range of students and may provide a pathway to further training and/or employment in fashion and textile industries as well as supporting those who may wish to pursue a career in (Fashion) Design.

Entry to the Course

- National 4 Fashion and Textile Technology: or relevant component Units (For Nat 5)
- National 4 Art and Design Course or relevant component Units
- BGE Art and Design

Course Outline

The Course aims to enable learners to:

- respond to challenge by developing a solution and planning, making and evaluating a detailed fashion/textile item in response to a brief.
- apply a detailed range of textile construction techniques

- plan and make detailed fashion/textile items to an appropriate standard of quality
- demonstrate appropriate selection, set up, adjusting and use of tools and equipment, safely and correctly
- develop detailed understanding of textile characteristics, properties and technologies
- explain factors that affect fashion/textile choices
- explain fashion/textile trends
- produce a detailed evaluation of fashion/textile items
- undertake detailed investigation and develop presentation skills

The Course contains a significant practical component, which involves experiential learning, and is supported by related theory. It uses real-life contexts, which makes it relevant to the world of work.

Assessment

The learner will be assessed internally for the 3 units in this course:

1. Textile Technologies
2. Fashion/Textile Item Development
3. Fashion and Textile Choices

To gain the full course award, they must pass both these and the course assessment which consists of a practical activity. This practical activity involves planning, designing and making a textile item which they will then evaluate. This course requires learners to extend their knowledge of techniques as well as the design process and apply these in the practical activity.

Progression

- Higher Fashion and Textile Technology Course
- National or Vocational Qualification at College
- Employment in fashion and textile industries and related design courses.
- other SQA qualifications in design or related areas

Further Information

This course comes with an associated cost of £40.00 which helps towards the high cost of materials used. This can be paid in a lump sum or instalments. Contact the Art and Design Department for further information about the course. This course is also available at National 4 and National 3 level for individual learners who require it.

Graphic Communication National 5

Why Graphic Communication?

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

experiential in nature. It combines elements of recognised professional standards for graphic communication partnered with graphic design creativity and visual impact.

The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

Entry to the Course

- National 4 Graphic Communication
- BGE Craft, Design, Engineering and Graphics

Course Outline

The course is split into 2 units:

2D Graphic Communication

This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

3D and Pictorial Graphic Communication

This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Assessment

The Assignment and question paper are both worth 70 marks and the marks from these two assessed parts are added together to give the final overall award.

Progression

Successful completion of this course may lead to:

- Higher in Graphic Communication
- Employment in Art and Design; Computing and IT; Construction, Architecture and Engineering

Further Information

For further information please speak to Ms M Grassie, PTC

Graphic Communication Higher/National 5

Why Graphic Communication?

The Course provides opportunities for learners to initiate and develop their own idea graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy. The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

Entry to the Course

- National 5 Graphic Communication

Course Outline

The course is split into 2 units:

2D Graphic Communication

This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

3D and Pictorial Graphic Communication

This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, plan, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Assessment

The Assignment and question paper are both worth 70 marks and the marks from these two assessed parts are added together to give the final overall award.

Progression

Successful completion of this course may lead to:

- Advanced Higher in Graphic Communication
- Degree/HNC/HND
- Employment in Art and Design; Computing and IT; Construction, Architecture and Engineering

Further Information

For further information please speak to Ms M Grassie, PTC. This course is also available at National 4 and National 3 level for individual learners who require it.

Graphic Communication Advanced Higher

Why Graphic Communication?

The course aims to allow you to develop both manual and computer graphic skills and understanding beyond those involved in Higher Graphic Communication. This will provide you with an insight into the way in which information presented graphically is an integral part of communication throughout business and industry as well as in the consumer environment. Experience will be gained of evaluating the effectiveness of visual communication that will enable you to apply principles of composition in the production of a computer-produced presentation. Where facilities are available for the use of presentation media, such as on-screen presentations, you will be encouraged to utilise these facilities.

Entry to the Course

- Higher Graphic Communication at A or B
- Higher Art and Design and Higher Information Systems/Computing
- Advanced Higher could be considered if you have an interest in, or intention to study in this area beyond school.

Course Outline

Technical Graphics (20 Hours)

Further develop manual skills in 2-point measured perspective and geometric constructions used in the generation of orthographic drawings.

Computer-Aided 3D Modelling, Visualisation and Presentation (60 Hours)

- Create 3D CAD surface models
- Create 3D CAD solid models
- Produce computer-aided drawings from a 3D CAD design
- Produce computer-aided rendered images from 3D CAD models

Computer-Aided Graphic Presentation (40 Hours)

- Evaluate the application of design principles in professional graphics presentations
- Design and produce a professional graphic presentation for a client group
- Desktop publishing characteristics are identified and their functions described correctly.

Assessment

External Examination

- Computer Aided Modelling visualisation and presentation (externally moderated)
- Computer Aided Graphic Presentation (externally moderated)

Progression

Successful completion of this course may lead to:

- Degree/HND/HNC

- Employment in art and design, computing and ICT, construction, engineering and architecture

Further Information

For further information please speak to Ms M Grassie, PTC

Music National 5

Why Music?

This course makes a valuable contribution to your general education and personal development by providing you with the opportunity to develop interests that will enhance your quality of life. It also allows you to develop the skills and knowledge required if you wish to proceed to further study and / or follow a career in music or wish to have music as a qualifying subject for entrance to University of College.

Music will enrich your life – contributing to your personal, intellectual, social and cultural growth while developing an informed interest in music. You will develop a knowledge and understanding of the social, historical and environmental context of music whilst allowing you to reach your full potential.

Entry to the Course

National 4 Music or BGE Music. *Any young person who receives instrumental instruction is advised to progress music on their curriculum as this allows for accreditation of their skills, and represents a strong pathway for gaining awards as they progress through the school.

Course Outline

- Preparing and performing a solo and/or group programme of challenging music on two selected instruments.
- Performing sections of music with sufficient accuracy and maintaining the musical flow.
- Self-reflecting on and evaluating their musical and creative skills and identifying areas for improvement.
- Understanding the creative process and approaches used by composers when composing, arranging or improvising music.
- Understanding the effect of social and cultural influences on music.
- Creating original music using compositional methods and music concepts in creative ways that make musical sense and realise their creative intentions.
- The ability to recognise and understand level-specific annotated music signs and symbols.
- recognising and distinguishing between a range of level-specific music concepts and styles of music.

Assessment

Component 1 - performance (60 marks)

Component 2 - question paper (40 marks)

Performance

The performance can be solo and/or in a group setting.

The overall programme length must not exceed eight and a half minutes. The performance time on either of the two selected instruments must be a minimum of two minutes within the overall eight minute programme

This performance will be set by the school within SQA guidelines and conducted under a high degree of supervision and control.

Question Paper

Learners will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to concepts and styles assessed by a range of question types.

Progression

Successful completion of this course may lead to:

- Higher Music

Further Information

For further information please see Ms Grassie, PTC or any member of the Music Department . This course is also available at National 4 and National 3 level for individual learners who require it.

Music Higher

Why Music?

This course makes a valuable contribution to your general education and personal development by providing you with the opportunity to develop interests that will enhance your quality of life. It also allows you to develop the skills and knowledge required if you wish to proceed to further study and / or follow a career in music or wish to have music as a qualifying subject for entrance to University of College. Music will enrich your life – contributing to your personal, intellectual, social and cultural growth while developing an informed interest in music. You will develop a knowledge and understanding of the social, historical and environmental context of music whilst allowing you to reach your full potential.

Entry to the Course

National 5 – Pass. *Any young person who receives instrumental instruction is advised to progress music on their curriculum as this allows for accreditation of their skills, and represents a strong pathway for gaining awards further up the school.

Course Outline

- Preparing and performing a solo and/or group programme of challenging music on two selected instruments.

- Performing a variety of challenging music extracts with sufficient accuracy and maintaining the musical flow.
- Critically reflecting on and evaluating their musical and creative skills and identifying areas for improvement.
- Applying their understanding of the creative process and composers approaches when composing, arranging or improvising music.
- Analysing the musical impact and effect of social and cultural influences on composers and their music.
- Creating original music using complex compositional methods and selected music concepts in creative ways that make musical sense and realise their creative intentions.
- The ability to recognise, understand and use a range of level-specific annotated music signs, symbols and terms.
- recognising and distinguishing between a range of level-specific music concepts and styles of music.

Assessment

Component 1 - performance (60 marks)

Component 2 - question paper (40 marks)

Performance

The performance can be solo and/or in a group setting.

The programme of music should last a total of twelve minutes. The performance time on either of the two selected instruments, must be a minimum of four minutes within the overall twelve-minute programme.

Marking of the performance should be approached holistically, with marks being awarded for the following:

- melodic accuracy/intonation
- rhythmic accuracy
- maintaining the tempo and flow of the music
- conveying mood and character
- tone
- dynamics

This performance will be set by the school within SQA guidelines and conducted under a high degree of supervision and control.

Question Paper

Learners will demonstrate conceptual knowledge and understanding of music by responding to questions that relate to concepts and styles assessed by a range of question types.

Progression

Successful completion of this course may lead to:

- Advanced Higher Music

Further Information

For further information please see Ms Grassie, PTC or any member of the Music Department

Music Advanced Higher

Why Music?

This course makes a valuable contribution to your general education and personal development by providing you with the opportunity to develop interests that will enhance your quality of life. It also allows you to develop the skills and knowledge required if you wish to proceed to further study and / or follow a career in music or wish to have music as a qualifying subject for entrance to University of College. Music will enrich your life – contributing to your personal, intellectual, social and cultural growth while developing an informed interest in music. You will develop a knowledge and understanding of the social, historical and environmental context of music whilst allowing you to reach your full potential.

Entry to the Course

Higher – A or B pass. Advanced Higher could be considered if you have an interest in, or intention to study in this area beyond school.

Course Outline

- Preparing and performing a solo and/or group programme of challenging music on two selected instruments.
- Performing a variety of challenging music extracts with sufficient accuracy and maintaining the musical flow.
- Critically reflecting on and evaluating their musical and creative skills and identifying areas for improvement.
- Applying their understanding of the creative process and composers approaches when composing, arranging or improvising music.
- Analysing the musical impact and effect of social and cultural influences on composers and their music.
- Creating original music using complex compositional methods and selected music concepts in creative ways that make musical sense and realise their creative intentions.
- The ability to recognise, understand and use a range of level-specific annotated music signs, symbols and terms.
- recognising and distinguishing between a range of level-specific music concepts and styles of music.

Assessment

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

Music: Performing Skills (Advanced Higher)

In this Unit, evidence will be required that the learner has developed a range of advanced performing skills and that they can apply them sensitively and creatively. This will be demonstrated by performing a variety of musically and technically challenging music, on their two selected instruments, or on one instrument and voice, and critically reflecting and evaluating the quality and accuracy of their performing skills.

Music: Composing Skills (Advanced Higher)

In this Unit, evidence will be required that the learner has analysed the impact of composers' creative choices and the contexts which have influenced their work and approach. Learners will critically reflect on their developing ideas and will use a range of compositional techniques and devices in creative ways to produce musically coherent and original music.

Understanding and Analysing Music (Advanced Higher)

In this Unit, evidence will be required that the learner can demonstrate a breadth of knowledge and understanding of music, music concepts and musical literacy. Learners will analyse sections of musical movements or works, demonstrating detailed understanding of the music. They will also demonstrate the ability to analyse the impact of social and cultural influences on their selected music.

Progression

Successful completion of this course may lead to other qualifications in music or related areas, further study, employment and/or training

Further Information

For further information please see Ms Grassie, PTC or any member of the Music Department

Photography Higher

Why Photography?

The Photography Higher Course encourages pupils to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. They will also develop their appreciation of photographic work and practice. The Course allows learners to broaden and deepen their skills base, and to widen their horizons regarding a range of vocations.

In the Course, pupils will use photographic media to produce creative and technically proficient images. They will develop and apply practical photography skills, techniques and processes, and use these in creative ways when developing their ideas for photography. Pupils will develop their creative problem solving skills as they resolve visual, technical and/or functional problems.

Entry to the Course

- National 5 Art & Design and/or
- National 5 English

Course Outline

There are two units in Higher Photography:

Photography: Image Making

In this Unit, pupils will develop knowledge and understanding of camera techniques and controls and will investigate and analyse the factors which influence photographers and their work. They will apply their knowledge of light and image formation when creating photographic images. They will use exposure times, composition and framing in creatively for photographic effect, organise their files and output their photographic images.

Photography: Contextual Imagery

In this Unit, pupils will explore and experiment with using a variety of photographic techniques, technology and processes. They will use their understanding of the social and cultural interplay between photographers and society when developing their own personal, creative approaches to photography. They will plan, produce and present photographic images in different styles and genres.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course Assessment. Course Assessment consists of a project which has 3 sections:

The project is worth **100 marks**.

Section 1 : 'Research and investigation' - 25 marks.

Section 2 : 'Development and production' – 60 marks.

Section 3 : 'Evaluation' - 15 marks.

A **folio** of 12 images, and supporting sketch book, proposal, evaluation will be submitted to the SQA, providing the basis for grading attainment in the Course award.

A Higher in Photography can provide valuable additional work for pupils preparing a Portfolios for Art College, or Design courses where Photography is offered at Degree level.

Progression

A range of Degree and HNC/HND Photography courses are offered at West Lothian College, Napier University, Edinburgh

College of Art and other Scottish Colleges and Universities.

Further Information

For further information please speak to Ms M Grassie, PTC or the Art & Design Department

Practical Metalworking Skills National 4

Why Practical Metalworking?

This course will contribute to the knowledge, understanding and experience of candidates whose aspirations and abilities are towards practical work, or who are considering a career in the engineering industry in any capacity. Candidates may wish to extend skills developed in Standard Grade Craft & Design. They may wish to progress to education or training in engineering, through studies and practice focussed on practical aspects of such work. They may wish to experience the rigorous standards which would apply if they were serving an apprenticeship or in employment in this field. Candidates who are pursuing studies in other fields, but who sampled the workshop environment in early secondary education, may wish to come back to gain experience and skills which may be useful and worthwhile in general education and adult life. Such candidates are to be encouraged.

Entry to the Course

Candidates would normally be expected to have had some previous experience in Craft Skills.

Course Outline

Bench Skills 1 - Metal

Practice in using:

- Read and interpret engineering drawings
- Marking and measuring out tools
- Fitting tools
- Sheet-metal tools and processes
- Manufacture a product from a working drawing

Machine Processes - Metal

In this unit you will gain the following knowledge and understanding of the following applications:

- Centre Lathe
- Pedestal Drill
- Bench Grinder
- Machine tool equipment
- Manufacture a product from an engineering drawing

Fabrication and Thermal Joining Techniques

Practical experience in the following:

- Hot-forming techniques
- Hot-bending techniques
- Heat-treatment methods
- Thermal joining techniques
- Manufacture a product from a working drawing

Assessment

Course Assessment is based on a practical project involving the manufacture of an artefact.

This is internally assessed by the teacher and externally moderated by the SQA

Progression

- National 5 Practical Metalworking Skills
- A National Qualification or Vocational Qualification at college
- Employment in construction or engineering

Further Information

For further information please speak to Ms M Grassie, PTC or the CDT Department

Practical Metalworking Skills National 5

Why Practical Metalworking Skills?

This course will contribute to the knowledge, understanding and experience of candidates whose aspirations and abilities are towards practical work, or who are considering a career in the engineering industry in any capacity. Candidates may wish to extend skills developed in Standard Grade Craft & Design. They may wish to progress to education or training in engineering, through studies and practice focussed on practical aspects of such work. They may wish to experience the rigorous standards which would apply if they were serving an apprenticeship or in employment in this field. Candidates who are pursuing studies in other fields, but who sampled the workshop environment in early secondary education, may wish to come back to gain experience and skills which may be useful and worthwhile in general education and adult life. Such candidates are to be encouraged.

Entry to the Course

- National 4 PMS
- candidates would normally be expected to have had some previous experience in Craft Skills

Course Outline

Bench Skills 1 – Metal Practice in using:

- Read and interpret engineering drawings
- Marking and measuring out tools
- Fitting tools
- Sheet-metal tools and processes
- Manufacture a product from a working drawing

Machine Processes - Metal

In this unit you will gain the following knowledge and understanding of the following applications:

- Centre Lathe
- Pedestal Drill
- Bench Grinder
- Machine tool equipment
- Manufacture a product from an engineering drawing

Fabrication and Thermal Joining Techniques

Practical experience in the following:

- Hot-forming techniques
- Hot-bending techniques
- Heat-treatment methods

- Thermal joining techniques
- Manufacture a product from a working drawing

Assessment

Practical Project

Mandatory Units

- Practical Metalworking: Bench Skills
- Practical Metalworking: Machine Processes
- Practical Metalworking: Fabrication and Thermal Joining
- Course assessment

Course Assessment is based on a practical project involving the manufacture of an artefact.

This is internally assessed by the teacher and externally moderated by the SQA

Progression

Successful completion of the course may lead to:

- Higher in Product Design
- A National Qualification or Vocational Qualification at college
- Employment in construction or engineering

Further Information

For further information please speak to Ms M Grassie, PTC or the CDT Department

Practical Woodworking National 4

Why Practical Woodworking?

This is a practical course, particularly suitable if you are hoping to have a career in the construction industry. It may also be useful to you if you are interested in learning about materials and technology and in developing craft skills as a hobby. Making things from wood gives you a sense of achievement and the course in general helps to build your confidence and self-discipline. On completing the Course, learners will have developed skills in practical woodworking. They will have gained skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. In addition, learners will gain an appreciation of safe working practices in a workshop environment.

Entry to the Course

BGE Design and Technology

Course Outline

Practical Woodworking: Flat-frame Construction

This Unit helps learners develop skills in the use of woodworking tools and in the preparation and production of basic flat-frame woodworking joints and assemblies. Learners will learn to read and follow simple woodworking drawings or diagrams.

Practical Woodworking: Carcase Construction

This Unit helps learners develop skills in the preparation and production of basic woodworking joints and assemblies suitable for use in carcass construction. This may include working with manufactured board or with frames and panels. The Unit includes the use of simple working drawings or diagrams.

Practical Woodworking: Machining and Finishing

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

Assessment

Course assessment is based on a practical project involving the manufacture of an artefact.

This is internally assessed by the teacher and externally moderated by the SQA.

Progression

Successful completion of this course may lead to:

- National 5 pws
- Vocational Qualification at College
- Employment in construction; manufacturing industries

Further Information

For further information please speak to Ms M Grassie, PTC or the CDT Department

Practical Woodworking National 5

Why Practical Woodworking?

This course is particularly useful if you enjoy practical work or are considering a career in the engineering or construction industry. It also contributes to your general education and personal development, especially in improving your technological capability. It is therefore a valuable course if you wish to gain experience and appreciation of materials and to develop useful craft skills.

On completing the Course, learners will have developed skills in practical woodworking. They will have gained skills in the correct use of tools, equipment and a range of woodworking materials, processes and techniques. In addition, learners will gain an appreciation of safe working practices in a workshop environment.

Entry to the Course

- National 4 PWS
- BGE Design and Technology

Course Outline

Practical Woodworking: Flat-frame Construction

This Unit helps learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery. Tasks will

involve some complex features. Learners will also be able to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Practical Woodworking: Carcase Construction

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

Practical Woodworking: Machining and Finishing

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

Assessment

Course assessment is based on a practical project involving the manufacture of an artefact.

This is internally assessed by the teacher and externally moderated by the SQA.

Progression

Successful completion of this course may lead to:

- Higher in Product Design
- An National Qualification or Vocational Qualification at College
- Employment in Construction or Engineering

Further Information

For further information please speak to Ms M Grassie, PTC or the CDT Department

Health & Wellbeing Faculty

Level 2 Sports Leader Award/SCQF level 6 Gold Youth Achievement Award

Why Level 2 Sports Leader Award?

The purpose of this course is to provide practical opportunities for students who wish to develop their skills when working with children and young people. The course teaches the students the fundamental principles about what it means to be a Sports Leader and gives them the opportunity to deliver these to younger pupils. Students will work to develop personal qualities and skills related to leading sport such as communication, lesson organisation, developmental health and wellbeing and health and safety surrounding this topic. They will also be given the opportunity to develop and deliver sports sessions within our cluster primaries.

Entry to the Course

- a strong interest in sport and fitness.
- An interest in leading younger children

Course Outline

Key responsibilities of the role are:-

- To deliver PE lessons in two local primary schools and some S1-3 classes in WCHS.
- To participate in the running of local sporting events for the primaries.
- To organise annual events such as the Open evening and Sponsored Sports Night.
- To organise and run the Tournament Tuesdays as well as organise other sporting events throughout the year.
- To undertake a variety of administrative and creative tasks within PE and to contribute to discussions that will move the department forward.
- To accept responsibility for the monitoring and up-keep of all PE equipment/changing rooms.
- To contribute positively to promoting Health and Well-Being through displays, practical sessions and presenting at assemblies.

Assessment

Units are internally assessed and verified.
Assessment will be observational, written or oral.

Progression

Successful completion of this course may lead to: progression towards the NPA Play in a Sport Environment Course. This is also the progression route to the Sports and Fitness HN awards.

Further Information

For further information please speak to Mr D Anderson, PTC or any member of the PE Department.

Beauty Higher

Why Beauty?

The Skills for Work (SfW) Higher Course in Beauty provides an entry level qualification suited to anyone looking to develop a career in a beauty salon or in the beauty industry in general. Set at SCQF level 6, it provides the skills required by the beauty industry. The focus is on experiencing the salon environment and on the development of vocational skills, knowledge and understanding. It also gives practical experience of communication and customer care. Specific skills are developed in cleansing, toning, moisturising, basic face massage, masque application and removal, skin warming, exfoliation, nail shaping, cuticle care, hand massage, nail painting and basic make-up application techniques. Current make-up trends are identified from a variety of sources, with candidates having the opportunity to experiment to produce a 'look' which reflects these trends. Emphasis throughout all Units is on the employability skills and attitudes which will help to prepare candidates for the workplace.

Entry to the Course

- Trainees participating in preparation for entering employment (weekend job in a salon).
- Those interested in developing a career in the beauty industry.

Key Responsibilities

- Develop practical beauty skills
- Develop good working practice
- Develop an understanding of relevant health and safety issues
- Develop self-presentation skills
- Develop a positive and responsible attitude to work
- Develop communication and customer care skills
- Develop organisational, interpersonal and teamwork skills
- Encourage skills in setting personal goals, reviewing and evaluating
- Develop specific and generic employability skills
- Build confidence

Assessment

Assessment in this Course will be based mainly on a range of practical activities carried out in a salon environment. Performance evidence will be supported by teacher/lecturer observation checklists and client record cards. Candidates will also complete structured questions, reviews of their employability skills and gather specified evidence.

Progression

This Course or its Units may provide progression to:

- SVQs in Beauty Therapy,
- National Certificate in Beauty Care,
- National Certificate in Make-Up Artistry,
- HNC in Beauty Therapy,
- HND in Beauty Therapy,

- Further Education,
- Training/Employment.

Further Information

For further information please speak to Mr D Anderson, PTC

Dance National 5

Why Dance?

The National 5 Dance Course enables learners to develop a range of technical dance skills, create a dance using their knowledge and understanding of choreographic skills, and consider how theatre arts can enhance a performance.

Entry to the Course

Suggested experience with a dance club out of school or an interest in this subject area.

Key Responsibilities

- Pupils will all complete a more in depth technical study, (learn technique and perform), in two out of the four listed dance genres:
 - Jazz
 - Hip Hop
 - Contemporary
 - Classical Ballet
- Pupils will be examined externally performing one of their two chosen techniques
- Pupils will study Choreography specific to one genre in more detail than above and devise a portfolio of research
- Pupils will Choreograph at least a one and a half minute piece for two dancers based on a theme of choice

Assessment

The assessment will consist of a technical solo in one dance genre lasting one and a half to two minutes. Each candidate will also choreograph and present a dance for two, excluding self, lasting between one-and-a-half and two minutes. A choreographic review will also be developed and responses to questions about the planning, evaluation and development of the choreography will be assessed.

This is a new National qualification which provides the link from NPA into Higher.

Further Information

For further information please speak to Mr D Anderson, PTC or any member of the PE Department.

Dance Higher

Why Dance?

The Higher Dance Course encourages learners to be inspired and challenged when developing technical dance skills and performing, creating and appreciating dance. Learners use theoretical knowledge to inform practice, and develop understanding of a range of dance techniques and choreographic skills.

Entry to the Course

N5 Dance – A/B Pass

Key Responsibilities

- Pupils will complete an in depth study of two chosen techniques, demonstrating physical competency and an understanding of the history and execution of the technique.
 - Jazz
 - Hip Hop
 - Contemporary
 - Classical Ballet
- Pupils will perform set exercises and a tutor choreographed dances for an external examiner.
- Pupils will be required to choreograph a dance which lasts longer than two minutes for more than two people, applying all appropriate principles of choreography on a chosen theme.
- Pupils will reflect on professional choreography
- Pupils will keep a portfolio of all work as a record of their learning, this will be presented to an external examiner
- Pupils will reflect on their own physical strengths and weaknesses in performance

Assessment

The Course assessment will consist of two Components — a performance and a practical activity.

In total the performance will have 70 marks (50% of the total marks), comprising two technical solos, each worth 35 marks. Each solo will be assessor-choreographed and last one and a half to two minutes.

In total the practical activity will have 70 marks (50% of the total marks). There are two Sections: Choreography and Choreography Review, each worth 35 marks.

Progression

HNC/HND – Dance/Performing Arts in further education.

Further Information

For further information please speak to Mr D Anderson, PTC or any member of the PE Department.

Health & Food Technology (National 5/Higher)

Why Health and Food Technology?

This course offers you the opportunity for in-depth study of many aspects of Health and Food Technology and is particularly useful if you are planning a career in the food industry or related sectors. It is designed to develop your personal effectiveness in using and managing resources and offers experience in a range of technologies. In addition it promotes creative skills, good health and personal and social development.

Entry to the Course

- Entry to Higher through National 5 Health and Food Technology
- Entry for National 5 through BGE Home Economics

Assessment

Course assessment structure:

Component 1 — assignment 50% of the marks

Component 2 — question paper 50% of the marks

Course Outline

Health and Food Technology: Food for Health (Higher)

- To develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition. Learners will also analyse dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and evaluate food products which meet individual needs.

Health and Food Technology: Food Product Development (Higher)

- To allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of consumer needs.

Health and Food Technology: Contemporary Food Issues (Higher)

- Learners will investigate a range of contemporary food issues. They will analyse how these issues influence decisions taken by consumers when making food choices.

Progression

- Degree/HND/HNC
- Employment in hospitality, catering, food sciences and consumer services.

Further Information

Contact the Home Economics Department or Mr Anderson, PTC Health and Wellbeing for further information about the course.

Hospitality

Why Hospitality - Practical Cookery?

This course is designed to enable you to develop the practical skills and techniques that are required for food production. It is therefore a very useful course for a wide range of students and may provide a pathway to further training and/or employment in catering and hospitality.

Entry to the Course

- National 4 Hospitality: Practical Cookery Course or relevant component Units (For Nat 5)
- National 4 Health and Food Technology Course or relevant component Units

Assessment

The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend cookery-related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification. Learners will plan, prepare and cook a two / three-course meal for a given number of people within a given timescale and present it appropriately depending on level of course.

Course Outline

The Course aims to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

The Course contains a significant practical component, which involves experiential learning, and is supported by related theory. It uses real-life hospitality contexts, which makes it relevant to the world of work.

Progression

- National or Vocational Qualification at College
- Employment in hospitality, catering and care.

Further Information

This course comes with an associated cost of £65 which helps towards the high cost of ingredients and containers used. This can be paid in a lump sum or instalments. Contact the Home Economics Department for further information about the course. This course is also available at National 4 and National 3 level for individual learners who require it.

Physical Education National 5

Why Physical Education?

This course offers you the opportunity to develop and extend your skills and techniques in Physical Education and improve your performance. It makes an important contribution to a balanced education and may help you to progress to further education or employment. The course aims to develop individual abilities and to enhance your personal and social skills.

Entry to the Course

- National 4 PE pass.
- It is possible for pupils to join this course in discussion with their Head of House if they have other relevant PE experience and National 5 English.

Course Outline

Physical Education: Performance Skills (National 5)

- Learner will be required to demonstrate their ability to perform in physical activities by developing a broad range of movement and performance skills.

Physical Education: Factors Impacting on Performance (National 5)

- Learner will be required to demonstrate knowledge, understanding and application of a range of factors that impact positively and negatively on performance in physical activities. The learner will consider the effects of mental, emotional, social and physical factors on their own performance

Assessment

- Component 1 — performance 60% of overall grade
- Component 2 — Portfolio 40% of overall grade

Progression

Successful completion of this course may lead to:

- Higher Grade Physical Education
- National or Vocational Qualification at College
- Employment in performing arts; sports and leisure

Further Information

For further information please see Mr D Anderson, PTC or any member of the PE Department. This course is also available at National 4 and National 3 level for individual learners who require it.

Physical Education Higher

Why Physical Education?

This course offers you the opportunity to study Physical Education at a challenging level and to build on previous skills and performance. It makes an important

contribution to a balanced education and may help you to progress to further education and employment. The course aims to develop individual abilities and to enhance your personal and social development.

Entry to the Course

- National 5 Grade A-C Physical Education Course Award.

Course Outline

Physical Education: Performance Skills (Higher)

- Learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions.

Physical Education: Factors Impacting on Performance (Higher)

- Learners will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider how mental, emotional, social, and physical factors can influence effectiveness in performance.

Assessment

- Component 1 — performance 60% of overall grade
- Component 2 — question paper 40% of overall grade

Progression

Successful completion of this course may lead to:

- Advanced Higher Physical Education
- Degree/HNC/HND
- Employment in performing arts and sports and leisure

Play in a Sports Environment

Why NPA Play in a Sports environment?

The purpose of this course is to provide practical opportunities for students who wish to develop their skills when working with children and young people. The course teaches the students the fundamental principles within play and gives them the capacity to deliver the play through sport. Students will be able to develop their skills and knowledge required to deliver play in a sports environment that meet the national occupational standards. Students will work to develop personal qualities and skills related to play, communication, lesson organisation, developmental health and well being and health and safety surrounding this topic. They will also be given the opportunity to develop and deliver sports sessions within our cluster primaries.

Entry to the Course

- S6 pupils who have a strong interest in sport and fitness.
- S6 pupils who have achieved Intermediate 2, Higher PE or Sports Leader level 2/CSLA.
- S6 pupils interested in leading younger children.

Course Outline

The NPA Play in a Sports Environment has 3 Units.

Working with children and young people to provide play in a sport environment: Pupils are required to investigate the principles and theories, which underpin the provision of play. They need to investigate the role of the adult in the provision of play and investigate the benefits of quality practice.

Health, safety and well-being of children and young people in a sport environment: Pupils are required to demonstrate an understanding of current health and safety legislation, explain the role and responsibility of adults in relation to hazards and emergencies and to explain the role of the adult to the well-being and protection of children.

Provide play sessions in a sport environment: Pupils are required to plan and prepare session for a group of children. They should be able to support self-directed play and be able to evaluate personal performance and reflect on good practice.

Assessment

Units are internally assessed and verified. Assessment will be observational, written or oral. Pupils will be required to produce a folio of evidence for submission to SQA.

Progression

Successful completion of this course may lead to: progression towards further education in courses Play, Childcare Fitness and Coaching. This can also be used as a progression route to the Sports and Fitness HN awards.

Further Information

For further information speak to Mr Anderson, PTC Health and Wellbeing.

Languages Faculty

English National 5

Why English?

Being competent in English is the key to success in many aspects of life and work. Skills in English language and communication are important in many school, college and university courses and essential in many occupations. A qualification in English is often required for entry into further and higher education. This course aims to further develop each student's experience of English literature in prose, poetry and drama.

Entry to the Course

- National 4 English
- achievement of Fourth Level Literacy and English in the Broad General Education

Course Outline

Students will be engaged in a wide range of activities that will develop the skills of understanding, analysis and evaluation. Our aim is to develop a competence in language that will allow students to cope with the requirements of adult life. They will be taught to become aware of language and how it affects their lives. The work of the English department will also be influential in the student's personal development.

Unit 1- Analysis and Evaluation

Through the study of detailed texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

Unit 2- Creation and Production

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

Assessment

Assessment will be carried out throughout the session based on normal class work. There are Internal Assessments (which must be passed in order to achieve a course award) for all units, an externally assessed folio, and an external examination in May.

Units are internally assessed.

External Assessment:

Paper 1: Reading for understanding, analysis and evaluation	30%
Paper 2: Critical Reading	40%
Folio of writing	30%

Progression

Successful completion of this course may lead to:

- Higher English
- National or Vocational Qualification at College
- Employment

Further Information

For further information speak to Ms S Quigley, PTC, English/Modern Languages. This course is also available at National 4 and National 3 level for individual learners who require it.

English Higher

Why English?

Being competent in English is the key to success in many aspects of life and work. Skills in English language and communication are important in many school, college and university courses and essential in many occupations. A qualification in English is often required for entry into further and higher education. This course aims to further develop each student's experience of English literature in prose, poetry and drama.

Entry to the Course

National 5 English

Course Outline

Pupils will be given the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use complex language. Through the study of a wide range of texts, pupils will develop high levels of analytical thinking and understanding of the impact of language. As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Unit 1- Analysis and Evaluation

This unit requires learners to use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

Unit 2- Creation and Production

This unit requires learners to provide evidence of their talking and writing skills to create and produce detailed and complex texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

Assessment

Assessment will be carried out throughout the session based on normal class work. There are Internal Assessments (which must be passed in order to achieve a course award) for all units, an externally assessed folio, and an external examination in May.

Units are internally assessed.

External Assessment:

Paper 1: Reading for understanding, analysis and evaluation	30%
Paper 2: Critical Reading	40%
Folio of writing	30%

Progression

Successful completion of this course may lead to:

- Advanced Higher English
- Degree/HNC/HND
- Employment

Further Information

For further information speak to Ms S Quigley, PTC, English/Modern Languages

English Advanced Higher

Why English?

This course is designed to build on the knowledge and skills gained in Higher English. It presents considerable academic and personal challenges and requires students to think and work independently. It provides a sound base for further study of English and develops a level of linguistic competence which is extremely valuable for a wide range of other studies and employment situations.

Entry to the Course

Higher English. Advanced Higher could be considered if you have an interest in, or intention to study in this area beyond school.

Course Outline

Specialist Study (40 Hours)

This unit places emphasis on independent study that demands a high degree of initiative and responsibility. Fields of study open are to you such as

- Literature
- Folklore and literature
- Literature and language
- Language studies
- Media studies
- Oral communication studies

Students are required to produce a dissertation of 3000 words on an approved topic.

Literary Study (40 Hours)

2 essays to be passed under test conditions on agreed texts studied in class.

1 unit of 40 hours from:

- Creative Writing
- Textual Analysis
- A dissertation that is internally marked and externally verified
- Folio of creative writing
- Textual analysis for external examination.
- External examination of literature.

Progression

Successful completion of this course may lead to:

- Degree/HND/HNC
- Employment

Further Information

For further information speak to Ms S Quigley, PTC, English/Modern Languages

French National 5

Why French?

The purpose of this course is to enable you to develop your skills in French in useful and relevant contexts. The four skill areas are listening, speaking, reading and writing. You will also learn about France and the customs and way of life of the French people. Britain has many business and trade links with France and every year many British people enjoy holidays in France. This makes the course extremely useful, both for various career paths and your own personal use.

Entry to the Course

- National 4 French
- Achievement of Fourth Level Modern Languages in the Broad General Education

Course Outline

The main purpose of the Course is to develop the skills of reading, listening, talking and writing in order to understand and use French.

Unit 1: Understanding Language

The purpose of this Unit is to provide learners with the opportunity to develop reading and listening skills in French, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

Unit 2: Using Language

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in French, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture. Units are internally assessed.

Assessment:

Paper 1: Reading and Writing	50%
Paper 2: Listening	20%
Performance: Speaking	30%

Progression

Successful completion of this course may lead to:

- Higher French
- Employment
- HNC /HND

Further Information

For further information speak to Ms S Quigley, PTC, English/Modern Languages.
This course is also available at National 4 and National 3 level for individual learners who require it.

French Higher

Why French?

The purpose of this course is to enable you to develop your ability to use the French language in useful and relevant contexts. The four skill areas are listening, speaking, reading and writing. In addition, the course also provides you with knowledge of France and the way of life of the French people. Many companies require employees who are fluent in one or more European language. Higher French is therefore an extremely useful course for a variety of career paths.

Entry to the Course

- National 5 French

Course Outline

The Course provides learners with the opportunity to develop their reading, listening, talking and writing skills, in order to understand and use French.

Unit 1: Understanding Language

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in French, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Unit 2: Using Language

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in French, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Assessment

Units are internally assessed.

External Assessment:

Paper 1: Reading and Writing	40%
Paper 2: Listening and Writing	30%
Performance: Talking	30%

Progression

Successful completion of this course may lead to:

- Advanced Higher in Modern Languages
- Degree/HNC/HND

- Employment

Further Information

For further information speak to Ms S Quigley, PTC, English/Modern Languages

German National 5

Why German?

The purpose of this course is to enable you to develop your skills in German in useful and relevant contexts. The four skill areas are listening, speaking, reading and writing. You will also learn about Germany and the customs and way of life of the German people. As a member of the European Union, Britain has many business and trade links with Germany and every year many British people enjoy holidays in Germany. This makes the course extremely useful, both for various career paths and your own personal use.

Entry to the Course

- National 4 German / achievement of fourth level outcomes for Modern Languages in the Broad General Education

Course Outline

The main purpose of the Course is to develop the skills of reading, listening, talking and writing in order to understand and use German.

Unit 1: Understanding Language

The purpose of this Unit is to provide learners with the opportunity to develop reading and listening skills in German, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

Unit 2: Using Language

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in German, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability, and culture.

Assessment

Units are internally assessed.

External Assessment:

Paper 1: Reading and Writing	50%
Paper 2: Listening	20%
Performance: Speaking	30%

Progression

Successful completion of this course may lead to:

- Higher German
- HNC/HND
- Employment

Further Information

For further information speak to Ms S Quigley, PTC, English/Modern Languages. This course is also available at National 4 and National 3 level for individual learners who require it.

German Higher

Why German?

The purpose of this course is to enable you to develop your ability to use the German language in useful and relevant contexts. The four skill areas are listening, speaking, reading and writing. In addition, the course also provides you with knowledge of German and the way of life of the German people. Many companies require employees who are fluent in one or more European language. Higher German is therefore an extremely useful course for a variety of career paths.

Entry to the Course

- National 5 German

Course Outline

The Course provides learners with the opportunity to develop their reading, listening, talking and writing skills, in order to understand and use German.

Unit 1: Understanding Language

The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in German, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Unit 2: Using Language

The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in German, and to develop their knowledge and understanding of detailed and complex language in the contexts of society, learning, employability, and culture.

Assessment

Units are internally assessed.

External Assessment:

Paper 1: Reading and Writing	40%
Paper 2: Listening and Writing	30%
Performance: Talking	30%

Progression

Successful completion of this course may lead to:

- Advanced Higher in Modern Languages
- Degree/HNC/HND
- Employment

Further Information

For further information speak to Ms S Quigley, PTC, English/Modern Languages.

Maths & Technologies Faculty

Accounting National 5

Why Accounting?

The purpose of the Course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance. Accounting relates to many aspects of everyday life and, therefore, gives learners experiences which are topical and which develop skills for learning, life and work. The Course encourages learners to think logically and to apply accounting principles in their everyday lives, thereby supporting their personal financial awareness.

Entry to the Course

- You must have an ability with numbers.
- Entry to this Course is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes can provide an appropriate basis for doing this Course.
- National 4 Business Course (not essential).
- National 4 Mathematics Course (not essential).

Course Outline

The Course comprises of three units as shown below:

Preparing Financial Accounting Information

- Sole trader
- Role of financial accountant
- Business documents
- Recording entries in ledger accounts
- Preparing trial balance
- Final accounts and the balance sheet of the sole trader

Preparing Management Accounting Information

- Role of management accountant
- Costing
- Break-even
- Cash budget

Analysing Accounting Information

- Business analysis
- Decision making

To gain the award of the Course, the learner must pass all of the units as well as the Course assessment.

Assessment

- Internal assessment of the three Course units

- External assessment:
 - SQA exam (100 marks, 1 hour 30 minutes)
 - Assignment completed in class time (50 marks, 3 hours)

Progression

- Higher Accounting
- Vocational Qualification at College
- Employment in administration, management and bookkeeping in a range of industries

Further Information

For further information please contact the Business Education Department. This course is also available at National 4 and National 3 level for individual learners who require it.

Accounting Higher

Why Accounting?

Accounting expertise is the key factor in operating a successful business. Business owners need to acquire finance, control costs, make a profit, plan ahead and use accounting information to assess the performance of their firms. The main purpose of the Course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance. The Course combines practical and theoretical aspects of learning related to accounting, and will allow learners to use ICT through tackling both computer-based and paper-based tasks. A main feature of this Course is the development of numeracy and thinking skills.

Entry to the Course

National 5 Accounting

You must have an ability with numbers.

It is possible for you to join this course, in discussion with your Head of House, with no Accounting background, but you must have a range of National 5 passes at A/B. For those in S6 a range of Higher passes at A/B is required.

Course Outline

Preparing Financial Accounting Information

In this Unit, learners will prepare routine and relatively complex financial accounting information. Learners will develop an understanding of current financial accounting regulations and the ability to apply them in a range of business structures.

Preparing Management Accounting Information

In this Unit, learners will develop the knowledge and understanding of internal accounting information and the ability to prepare such information using a range of both routine and relatively complex accounting techniques. Learners will extend their

understanding of the impact that management accounting information has on making decisions about the planning, control and future success of the organisation.

Analyzing Accounting Information

In this Unit, learners will develop the skills, knowledge and understanding of the interpretation and analysis of accounting information. They will analyse and report on the organisation's current financial position and performance, and offer financial solutions that can assist in planning and decision making.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The Course assessment will provide the basis for grading attainment in the Course award. Component 1 — question paper 80 marks

Component 2 — assignment 40 marks

Progression

- University – Accounting/Business Management/Insurance
- Vocational qualification at college
- Employment in administration, management or professional accountancy
- Another related Business subject

Further Information

For further information please contact the Business Education Department

Administration & IT National 5

Why Administration & IT?

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life. The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose. The practical approach used in this course makes it an excellent preparation for a career in administration or business. By the end of this course you should have developed a detailed understanding and experience in the use of the features and functions of Microsoft Office using industry standard software.

Entry to the Course

- A pass at N4 Administration and IT.
- Entry to this Course is at the discretion of the Bus Ed department. In terms of prior learning and experience, relevant experiences and outcomes can provide an appropriate basis for doing this Course.

Course Outline

Administrative Practices (National 5)

Learners will develop an understanding of key legislation affecting both organisations and employees, the benefits to organisations of good customer care and the skills, qualities and attributes required of administrators. They will apply this understanding to a range of administrative tasks required for organising and supporting events.

IT Solutions for Administrators (National 5)

The purpose of this Unit is to develop learners' skills in IT, problem solving and organising and managing information. Learners will select the following IT applications — word processing, spreadsheets, databases — and use them to create and edit business documents.

Communication in Administration (National 5)

The purpose of this Unit is to enable learners to use IT for gathering and sharing reliable information with others in administration-related contexts. They will also become able to communicate information in ways appropriate to its context, audience and purpose. Throughout the Course emerging technologies will be incorporated so as to ensure that the content remains current and relevant.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.

The course assessment will provide the basis for grading attainment in the Course award. Course assessment will take 4 hours and will be marked externally by the SQA.

Progression

This Course may provide progression to:

- Higher Administration and IT or related courses
- College and University courses
- Employment in administration, business and ICT related jobs

Further Information

Administration and IT may also be available at National 4 in S5/6. Contact Business Education Department for further information. This course is also available at National 4 and National 3 level for individual learners who require it.

Administration & IT Higher

Why Administration & IT

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life. The key purpose of this Course is to develop advanced administrative and IT skills to contribute to the effective functioning of organisations in supervisory administrative positions. The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose.

Entry to the Course

National 5 pass.

In some circumstances you may be able to join this course with no Administration background, but you must have a range Nationals at A/B. For those with no previous knowledge in S6 a range of passes at A/B or equivalent and good keyboarding skills are required.

Course Outline

Administrative Theory and Practice: In this Unit learners will develop an in-depth knowledge and understanding of administration in the workplace. This includes the factors contributing to the effectiveness of the administrative function, such as effective time and task management, complying with workplace legislation, effective teams and customer care.

IT Solutions for Administrators : In this Unit the learner will develop their skills in IT, they will also organise and manage information in administration-related contexts. Learners will develop the ability to utilise a range of the functions of IT applications covering word processing, spreadsheets, databases, or emerging equivalent technologies, using them to analyse, process and manage information.

Communication in Administration: In this Unit the learner will develop a range of IT skills, some of them advanced, for research and communicating complex information to others. They will learn about barriers to communication and ways of overcoming them to ensure communication is understood. They will also learn about the importance of maintaining the security and confidentiality of information.

Assessment

To gain the award of the Course, the learner must pass the 3 units as well as the Course Assessment.

The Course Assessment consists of 2 components.

Component 1 — an assignment

The purpose of this assignment is to assess the ability of the learner to apply their problem solving and advanced IT skills in the context of a complex scenario. The assignment will have 70 marks (70% of the total mark).

Component 2 — theory question paper

The question paper will have 30 marks (30% of the total mark).

This Course provides progression to:

Progression

- Employment in Administration and/or Management
- College and University courses requiring knowledge of Ms Office
- Related Business Courses

Further Information

For further information please contact Business Education Department.

Business Management National 5

Why Business Management?

Business education has a key role in the curriculum of schools and colleges because of the importance of business and enterprise in our society today. This course offers you an introduction to the business world and enables you to understand the role and operation of business. It will also help you to develop problem solving skills and improve your personal effectiveness.

Entry to the Course

- National 4 Business
- Direct entry with a range of National 4/5.

Students who are interested in this course should contact the Business Education department.

Course Outline

There are three units of study within National 5 Business Management:

Understanding Business

This unit focuses on the role of business in society, and how small businesses are organised. Students will look at how businesses can satisfy customer wants and needs, and investigate the range of stakeholders in an organisation.

Management of People & Finance

This unit allows students to develop understanding of employment legislation, and also how organisations hire and train employees. Students will learn to calculate break even and the profit made by an organisation.

Management of Marketing & Operations

This unit looks at how businesses can make a product to a customer's specification, and also how to ensure that the quality of a product is appropriate. Ideal business locations are identified. Forms of marketing products to groups of customers are investigated, including the use of mass advertising and social media, and setting appropriate prices.

Assessment

To gain a full course award, students must:

- Complete all unit assessments
- Submit a business research assignment (worth 30% of overall grade)
- Attempt a final written exam (worth 70% of overall grade)

Progression

Successful completion of this course may lead to:

- Higher Grade Business Management
- National or Vocational Qualification at College

- Employment in administration and management; computing and ICT; hospitality, catering and tourism; transport and distribution

Further Information

For further information please contact Business Education Department. This course is also available at National 4 and National 3 level for individual learners who require it.

Business Management Higher

Why Business Management?

Business and enterprise are at the heart of national growth and development. This is reflected in the importance of business education in schools and colleges today. This course offers you the opportunity to acquire skills and knowledge that will allow you to participate in the complex world of business and information. Whether or not you intend to have a career in business, the course will enable you to enhance your individual effectiveness.

Entry to the Course

- National 5 Business Management (or other social subject)
- National 5 English

Students who are interested in this course but do not meet these requirements should contact the Business Education department.

Course Outline

There are three units of study within Higher Business Management:

Understanding Business

This unit focuses on the role of business in society, and how a business organisation can contribute to the wider economy. Students will look at how internal and external factors can influence a business and the conflict that can exist between groups of stakeholders.

Management of People & Finance

This unit allows students to develop understanding of what motivates workers, how a business recruits and selects employees, and how employees are managed within the workplace. The financial accounts of a business are investigated along with methods of analysing financial documents.

Management of Marketing & Operations

This unit focuses on how a business makes and sells products. Various aspects of market research and the marketing mix are examined. Students will also study the importance of effective stock management, production and quality systems.

Assessment

To gain a full course award, students must:

- Complete all unit assessments
- Submit a business research assignment (worth 30% of overall grade)
- Attempt a final written exam (worth 70% of overall grade)

Progression

Successful completion of this course may lead to:

- Alternative Business Education Higher subjects
- Advanced Higher in Business Management
- Degree/HNC/HND
- Employment in Administration and Management; Computing and ICT; Hospitality, Catering and Tourism; Transport and Distribution

Further Information

For further information please contact Business Education Department.

Computing Science National 5

Why Computing Science?

The Course provides an understanding of the technologies that underpin our modern, digital world and develops transferrable skills. At this level, the Course will cover a common core of concepts which underpin the study of computing science, and explore the role and impact of contemporary computing technologies, providing an insight into the challenge, excitement and reward to be found in these areas. The Course encourages learners to become successful, responsible and creative.

Entry to the Course

- A pass in N4 Computing Science (S4)
- Good results in other NAT 4/5 subjects if you have not done Computing Science at NAT 4.

Course Outline

Information Systems Design and Development: Develop a knowledge and understanding of how computers work. Apply knowledge through the use of software packages including:

- Multimedia applications
- Databases
- Web Design

Software Design and Development: An opportunity to develop knowledge and understanding of the software development process. Use the features of a software development environment, Visual Basic. Produce solutions to software problems.

Assignment: An opportunity to apply the practical and problem solving skills learnt in the above units to create the practical solution to both an Information Systems and a Programming problem.

Assessment

- Assignment worth 60 marks
- SQA examination paper of 1 hour 30 minutes duration worth 90 marks
- Total combined mark for course is 150 marks
- The examination tests knowledge and understanding and problem solving in both the Information Systems and Software Design and Development units.

Progression

Successful completion of this course may lead to:-

- Higher in Computing
- National or Vocational Qualifications at College
- Employment in a wide range of computer related industries

This course is also available at National 4 and National 3 level for individual learners who require it.

Computing Science Higher

Why Computing Science?

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. At this level, learners will be introduced to an advanced range of computational processes and thinking, and learn to apply a rigorous approach to the design and development process across a variety of contemporary contexts. Learners will also gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

Entry to the Course

- The course is suitable for National 5 pupils who gained a pass
- Pupils who have good results in other NAT 5/Higher subjects

Course Outline

Software Design and Development - The general aim of this Unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development through appropriate software development environments. Learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work.

Information System Design and Development - Learners will apply their computational thinking skills to implement practical solutions using a range of

development tools and to develop an understanding the technical, legal, environmental, economic and social issues related to one or more information systems.

Assessment

- Assignment worth 60 marks
- SQA Examination Paper – 2 hours testing knowledge and understanding and problem solving worth 90 marks
- Combined mark of 150 for the course
- The assignment will be carried out under open book conditions, but supervised to ensure that the work presented is the learner's own work.

Progression

Successful completion of this course may lead to:

- Advanced Higher in Computing Science.
- Further education courses in Computer Science and / or Information Technology.
- Employment in a wide range of computer related industries.

Further Information

For more information, speak to Mrs Wilson in the Computing Science Department

Computing Science Advanced Higher

Why Computing Science?

The purpose of the Course is to build on the knowledge, understanding and practical skills developed by the learner in the Higher Computing Science Course, and to provide a useful bridge towards study of computing science and other disciplines in higher education. This is achieved by consolidating and extending learners' depth and breadth of learning, providing opportunity for independent and investigative work, while encouraging teamwork and requiring candidates to develop and present a proposal for a computing-based project.

Entry to the Course

- The course is suitable for pupils who gained an A or B at Higher level. Advanced Higher could be considered if you have an interest in, or intention to study in this area beyond school.

Course Outline

Software Design and Development: This unit explores a range of advanced concepts and processes relating to software design and development, including the use of standard algorithms, structured data types and a range of programming constructs. Learners will develop skills in, developing well-structured, complex modular programs through practical tasks, using appropriate programming languages.

Information System Design and Development: This unit explores a range of advanced concepts and processes relating to the design and development of complex information systems. Learners will develop skills in developing and implementing complex information systems through practical tasks using appropriate development tools. Learners will develop their independent learning skills by investigating a contemporary development, describing its purpose, features and applications, a related technical challenge or current area of development, examining its legal and/or ethical implications, and evaluating its environmental, economic and/or social impact.

Assessment

- Project worth 90 marks
- SQA Examination Paper – 2 hours testing knowledge and understanding and problem solving worth 60 marks
- Combined mark of 150 for the course
- The assignment will be carried out under open book conditions, but supervised to ensure that the work presented is the learner's own work.

Progression

This Course or its Units may provide progression to:

- a range of Computing-related Higher National Diplomas
- a degree in Computing Science or related disciplines
- a career in Computing, IT and/or related areas
-

Further Information

For more information, speak to Mrs Wilson in the Computing Science Department

Personal Finance SCQF4 – Equivalent to Nat 4

Why Personal Finance?

The aim of this course is to enable you to build on your previous mathematical experience. Personal Finance has been designed to equip you with the knowledge and skills to be able to manage your own money. You will gain knowledge of the influences on how you spend or save money, and of the tools available to become competent at managing your own money.

After completion you will progress onto the N5 Numeracy Unit

Entry to the Course

- A pass at N3 Lifeskills maths
- A pass at N4 Numeracy is desirable

Course Outline

Principles of Money

This Unit will help candidates to gain a better understanding of what money is and where it comes from. It will help candidates to understand sources of income, how to store and access their money and how to use a budget. Candidates will also learn about foreign exchange.

Money Management

This Unit focuses on managing money and equips candidates with the skills required to deal with everyday financial encounters. Candidates will learn about bills and budgeting and will look at the costs involved with borrowing money. They will consider insurance and long term financial planning and will look at different ways of buying goods and how to compare different deals.

Use mathematical reasoning skills linked to straightforward expressions and formulae

Mathematics 2 (Compulsory Unit)

Numeracy

Use numerical skills to solve given straightforward real-life problems involving money/ time/ measurement. Interpret graphical data and situations involving probability to solve given, straightforward real-life problems involving money/time/measurement

Assessment

The 2 units are assessed internally and online using SOLAR. The pass mark is 50%.

N5 Numeracy is also assessed on Solar. The pass mark is 60%

Progression

Successful completion of this course may lead to:

- Vocational Qualification at College
- Skills for Work in Financial Services at SCQF level 5

Further Information

For further information please see Mrs E Sharp, PTC or any member of the Maths Department

Mathematics National 5

Why Mathematics?

You will build on your previous mathematical experience in the areas of algebra, geometry and trigonometry. Abstract mathematical concepts are included as well as mathematical techniques that are useful in everyday life. The study of Mathematics provides you with many valuable skills and is often very important when you are seeking employment or entry to further education.

Entry to the Course

- A pass at N4, with an extension test grade of an A or B

Course Outline

Expressions and Formulae (40 Hours)

- Applying numerical skills to simplify surds/expressions using the laws of indices
- Applying algebraic skills to manipulate expressions
- Applying algebraic skills to algebraic fractions
- Applying geometric skills linked to the use of formulae

Relationships (40 Hours)

- Applying algebraic skills to linear equations
- Applying algebraic skills to graphs of quadratic relationships
- Applying algebraic skills to quadratic equations
- Applying geometric skills to lengths, angles and similarity
- Applying trigonometric skills to graphs and identities

Applications (40 hours)

- Applying trigonometric skills to triangles which do not have a right angle
- Applying geometric skills to vectors
- Applying numerical skills to fractions and percentages
- Applying statistical skills to analysing data

Assessment

All 3 units are internally assessed.

External Exams:

Paper 1 – non-calculator -1 hour, 40 marks

Paper 2 – calculator -1 hour 30 minutes, 50 marks

You must pass all 3 units and the external examination to gain the course award.

Progression

Successful completion of this course may lead to:

- Higher Mathematics
- National or Vocational Qualification at College
- Employment in science and mathematics; computing and ICT; construction; engineering; garage services; hairdressing and beauty; manufacturing industries

Further Information

For further information please see Mrs E Sharp, PTC or any member of the Maths Department. This course is also available at National 4 and National 3 level for individual learners who require it.

Mathematics Higher

Why Mathematics?

You will build on your previous mathematical experiences in the areas of algebra, geometry and trigonometry and develop skills in elementary calculus. The study of

mathematics provides you with many valuable skills, including scientific logic and problem solving. It is often very important when seeking employment or entry to further or higher education and it is an important part of your general education.

Entry to the Course

- N5 Mathematics at a pass

Course Outline

Expressions & Functions (40 Hours)

- Applying algebraic skills to manipulating expressions
- Applying trigonometric skills to manipulating expressions
- Applying algebraic and trigonometric skills to functions
- Applying geometric skills to vectors

Relationships & Calculus (40 Hours)

- Applying algebraic skills to solve equations
- Applying trigonometric skills to solve equations
- Applying calculus skills of differentiation
- Applying calculus skills of integration

Applications (40 Hours)

- Applying algebraic skills to rectilinear shapes, circles and sequences
- Applying calculus skills to optimisation and area

Assessment

All 3 units are internally assessed.

External exam

Paper 1 – Non-calculator - 1 hour 10 minutes, 60 marks

Paper 2 – Calculator - 1 hour 30 minutes, 70 marks

To gain the Course Award, you must pass all 3 internal Unit Assessments and the external, graded Course Assessment.

Progression

Successful completion of this course may lead to:

- Advanced Higher Mathematics
- Degree/HNC/HND
- Employment in Science and Mathematics; Computing and IT; Construction; Engineering; Finance; Health and Medicine; Manufacturing Industries; Transport and Distribution; Geoscience

Further Information

For further information please see Mrs E Sharp, PTC or any member of the Maths Department.

Mathematics Advanced Higher

Why Mathematics?

Advanced Higher Mathematics builds on your mathematical skills, knowledge and understanding and enables you to integrate your knowledge of different aspects of the subject. The course offers depth and breadth of mathematical experience and provides a sound basis for progression to further study or employment in the areas of mathematical and physical sciences, computer science engineering, biological and social sciences, medicine, accounting, business and management.

Entry to the Course

- Higher Mathematics at a Grade A or B. Advanced Higher could be considered if you have an interest in, or intention to study in this area beyond school.

Course Outline

Methods in Algebra and Calculus (40 Hours)

- Partial fractions
- Differentiation
- Integration
- Differential equations

Applications of Algebra and Calculus (40 Hours)

- Binomial theorem and Complex numbers
- Sequences and series
- Summation and proof
- Functions
- Problem solving

Geometry, Proof and Systems of Equations (40 Hours)

- Matrices
- Vectors
- Complex numbers
- Number Theory
- Methods of proof

Assessment

- All 3 units are internally assessed.
- External exam
 - Calculator exam - 3 Hours, 100 marks
- To gain the Course Award, you must pass all 3 internal Unit Assessments and the external, graded Course Assessment.

Progression

- Successful completion of this course may lead to:
- Degree/HND/HNC
- Employment in science and mathematics; computing and ICT; construction; engineering; finance; health and medicine; manufacturing industries; transport and distribution

Further Information

For further information please see Mrs E Sharp, PTC or any member of the Maths Department.

Science Faculty

Biology National 5

Why Biology?

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant than ever. The Course allows learners to understand and investigate the living world in an engaging and enjoyable way. It develops learners' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The Course provides opportunities for learners to acquire and apply knowledge to evaluate biological issues, assess risk, and make informed decisions. This enables learners to develop an informed and ethical view of complex issues. Learners will be able to develop their communication, collaborative working and leadership skills, and be able to apply critical thinking in new and unfamiliar contexts to solve problems.

Entry to the Course

- Secure pass at National 4 Biology and successful completion of the pre-national 5 exam (internal).
- BGE Biology

Course Outline

Cell Biology (40 Hours)

This unit involves the study of

- Cell Structure
- transport across cell membranes
- producing new cells
- DNA and the production of proteins
- Proteins and enzymes
- Genetic engineering
- Photosynthesis and respiration
-

Multicellular Organisms (40 Hours)

This unit involves the study of

- Cells, tissues and organs
- Stem cells and meristems
- Control and communication
- Reproduction
- Variation and inheritance
- The need for transport and the effects of lifestyle choices on animal transport and exchange systems.

Life on Earth (40 Hours).

This unit involves the study of

- Biodiversity and the distribution of life
- Energy in ecosystems
- sampling techniques and measurement of abiotic and biotic factors;

Assessment

- 3 unit assessments internally assessed
- SQA Exam

Assignment externally assessed by SQA which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging tasks in biology and communicate their findings.

Progression

Higher Biology or Higher Human Biology

Further Information

For further information see Mrs A McGinlay, PTC or any member of the Biology Department. This course is also available at National 4 and National 3 level for individual learners who require it.

Biology Higher

Why Biology?

The Higher Biology Course offers a broad and up-to-date selection of concepts and ideas relevant to the central position of life science within our society. Learners develop deeper understanding of the underlying themes of biology — evolution and adaptation; structure and function; genotype and niche — and the scale of topics ranges from molecular through to whole organism and beyond.

Entry to the Course

- Pass at National 5 Biology

Course Outline

DNA and the Genome

This unit involves the study of:

- Structure and replication of DNA.
- Gene expression.
- Evolution and structure of the genome and genomics.
- Molecular basis of evolution and biodiversity.
- Study of differentiation in organisms.

Metabolism and survival

This unit involves the study of:

- Metabolism as essential for life – how cellular respiration is fundamental to metabolism.
- Adaptations for the Maintenance of metabolism for survival in whole organisms.
- Adaptations for the Maintenance of metabolism in microorganisms.

Sustainability and Interdependence

This unit involves the study of:

- Science of food production.
- Interrelationships and dependence.
- Biodiversity.

Assessment

- Internally assessed for each unit.
- SQA exam lasting 2 hours and 30 minutes.
- An assignment which allows the learner to carry out an in-depth study of a biology topic. The topic will be chosen by the learner, who will investigate/research the underlying biology and the impact on society/environment.

Progression

Successful completion of this course may lead to:

- Advanced Higher Biology
- Degree/HNC/HND
- Employment in Animals, Land and Environment; Health and Medicine; Manufacturing Industries; Science and Mathematics; Social, Caring and Advisory Services or Sports and Leisure

Further Information

For further information see Mrs A McGinlay, PTC or any member of the Biology Department

Human Biology Higher

Why Human Biology?

The purpose of the Course is to develop interest and enthusiasm for human biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the course, by investigating the applications of human biology. The course provides a broad-based, integrated study of a range of biological topics which develop the concepts of human biology. Learners will be provided with the opportunity to acquire a deeper understanding of cellular processes, physiological mechanisms, communication between organisms, and the biology of populations as they apply to the human species. An experimental and investigative approach is used to develop knowledge and understanding of these biological concepts.

Entry to the Course

- A pass at National 5 Biology.

Course Outline

Human Cells

This unit involves the study of:

- Division and differentiation in cells.
- Structure and replication of DNA.
- Gene expression and genes in health and disease.
- Metabolic pathways and respiration.

Physiology and Health

This unit involves the study of:

- Reproduction – hormonal growth and the biology of controlling fertility.
- Cardiovascular system – including pathology of cardiovascular disease including the impact on society and personal lifestyle.

Neurobiology and Communication

This unit involves the study of:

- The nervous system
- Communication and social behaviour.

Immunology and public health

This unit involves the study of:

- The immune system – its role through allergic and defence responses.
- Infectious diseases and immunity.

Assessment

- Internally assessed for each unit.
- SQA exam lasting 2 hours and 30 minutes.
- An assignment which allows the learner to carry out an in-depth study of a biology topic. The topic will be chosen by the learner, who will investigate/research the underlying biology and the impact on society/environment.

Progression

Successful completion of this course may lead to:

- Advanced Higher Biology
- Degree/HNC/HND
- Employment in; Health and Medicine; NHS; Education; Laboratory and Research Science; Sports and Leisure

Further Information

For further information see Mrs A McGinlay, PTC or any member of the Biology Department

Biology Advanced Higher

Why Biology?

Advanced Higher Biology covers a wide range of biological topics that build on concepts developed in Higher Biology or Higher Human Biology. The course content forms the basis for study in applied fields of Biology and further study or employment in areas related to Biology. The course aims to develop a critical understanding of the role of biology in scientific issues and relevant applications, including the impact these could make on the environment and society. It also enables you further develop an understanding of scientific literacy and apply analytical thinking skills, including critical evaluation of experimental procedures in a biology context.

Entry to the Course

- Achieve a pass at Higher Biology or Higher Human Biology

Course Outline

Cells and Proteins (40 Hours)

This unit involves the study of

- Laboratory protocols including antibody techniques
- Protein structure is introduced in terms of amino acid sequence and 3 dimensional structure
- The roles of signal and receptor molecules in hormone action including the causes of Diabetes Mellitus and Diabetes Insipidus
- The roles of proteins in both normal mitosis and abnormal cell division

Organisms and Evolution (40 Hours)

This unit involves the study of

- Factors influencing the rate of evolution
- The costs and benefits of sexual and asexual reproduction including the role of meiosis in variation
- The relationship between transmission and virulence of parasites
- The mammalian immune system and parasitic countermeasures

Investigative Biology (20 hours)

- Learners introduced to the skills involved in analysis and evaluation of scientific reports.
- The validity of control procedures evaluated through the understanding of experimental design
- The use of data analysis techniques and statistical tests,
- Planning and carrying out of a 20 hour Biology Investigation is also part of this Unit. This involves designing experiments, collection and analysis of data

Assessment

- 3 Unit Test (internally assessed)
- One practical assessment
- Investigation and final exam – marked externally and graded

Progression

Successful completion of this course may lead to:

- Degree/HND/HNC
- Employment in animals, land and environment; hairdressing and beauty; health and medicine; manufacturing industries; science and mathematics; social caring and advisory services; sports and leisure

Further Information

For further information see Mrs A McGinlay, PTC or any member of the Biology Department

Chemistry National 5

Why Chemistry?

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the Course. 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 and be able to review the science-based claims they will meet.

The Course covers a variety of contexts relevant to chemistry's impact on the environment and society through the chemistry of the Earth's resources, the chemistry of everyday products and environmental analysis. The Course allows flexibility and personalisation by offering choice in the contexts studied. The key areas of bonding, the mole and balanced chemical equations are integrated throughout the Course.

It offers a broad, versatile and adaptable skills set which is valued in the workplace, and forms the basis for progress onto study of chemistry at a higher level, while also providing a knowledge base useful in the study of all of chemical equations are integrated throughout the Course.

Entry to the Course

- Secure pass at National 4 Chemistry
- or
- National 5 in Physics or Biology

Course Outline

Chemical changes and Structure. (40 Hours)

This unit involves the study of

- Average rates of reaction
- Chemistry of neutralisation reactions
- Balancing chemical equations.
- Bonding
- Properties of materials

Natures Chemistry (40 Hours)

This unit involves the study of

- The physical and chemical properties of :
 - cycloalkanes,
 - branched chain alkanes and alkenes
 - straight chain alcohols and carboxylic acids
- Explore chemical reactions of these compounds and their uses in everyday consumer products.
- Comparison of energy from different fuels.

Chemistry in Society (40 Hours).

This unit involves the study of

- Chemistry of materials
- Chemistry of metals and their bonding, reactions and uses.
- The connection between bonding in plastics, their physical properties and their uses.
- the chemical reactions and processes used to manufacture fertilisers.
- the use and effect of different types of nuclear of radiation.
- chemical analysis techniques used for monitoring the environment.

Assessment

3 unit assessments internally assessed

SQA Exam

Assignment externally assessed by SQA which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in chemistry and communicate findings

Progression

Successful completion of this course may lead to:

- Higher Chemistry
- National 5 in another Science
- N5 Lab skills
- Employment in Animals, Land and Environment; Health and Medicine; Manufacturing Industries; Science and Mathematics; Security and Protective Services; Sports and Leisure.

This course is also available at National 4 and National 3 level for individual learners who require it.

Chemistry Higher

Why Chemistry?

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new

products. The chemical industry is a major contributor to the economy of the country. The Course provides opportunities for learners to recognise the impact chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others.

Entry to the Course

- Pass in National 5 Chemistry

Course Outline

Chemical changes and Structure.(20 Hours)

This unit involves the study of

- Reaction rates and periodic trends
- Collision theory and catalysts
- Electronegativity and intra molecular and intermolecular forces.
- Connection between bonding and a materials physical properties

Researching chemistry.(20 Hours)

Pupils will plan and undertake a practical investigation related to a topical issue

Natures Chemistry (40 Hours)

This unit involves the study of

- Chemistry of food
- Chemistry of everyday consumer products, soaps, detergents, fragrances and skincare.
- Structure and reactions of organic compounds

Chemistry in Society (40 Hours).

This unit involves the study of

- Calculate quantities of reagents and products
- Percentage yield
- The atom economy of processes
- Dynamic equilibria
- Enthalpy changes
- Ability of substances to act as oxidising and reducing agents and their use in analytical chemistry.

Assessment

- 3 unit tests internally assessed.
- SQA exam lasting 2 hours and 30 minutes.
- An assignment which allows the learner to carry out an in-depth study of a chemistry topic. The topic will be chosen by the learner, who will investigate/research the underlying biology and the impact on society/environment.

Progression

Successful completion of this course may lead to:

- Advanced Higher Chemistry
- Degree/HNC/HND

- Employment in Animals, Land and Environment; Hairdressing and Beauty; Health and Medicine; Manufacturing Industries; Science and Mathematics; Social, Caring and Advisory Services or Sports and Leisure

Further Information

For further information see Mrs A McGinlay, PTC or any member of the Chemistry Department

Chemistry Advanced Higher

Why Chemistry?

This course provides insight into the underlying theories of Chemistry and develops the practical skills used in a chemical laboratory. The study of chemistry at this level can make a major contribution to your knowledge and understanding of the natural and physical environment. You will have the opportunity to develop the skills of independent study and thought that are essential in a wide range of subjects and occupations. Advanced Higher Chemistry is particularly relevant if you wish to progress to degree courses, either in Chemistry or in subjects of which chemistry is a major component, such as medicine, chemical engineering or environmental science. The course also provides a sound basis for direct entry to chemistry related employment.

Entry to the Course

- Higher Chemistry at A or B (preferably)
- C on consultation.
- Advanced Higher could be considered if you have an interest in, or intention to study in this area beyond school.

Course Outline

Electronic Structure and the Periodic Table (20 Hours)

This unit involves the study of

- Electronic structure
- Chemical bonding
- Some chemistry of the Periodic Table

Principles of Chemical Reaction (40 Hours)

This unit involves the study of

- Stoichiometry
- Chemical equilibrium
- Thermochemistry
- Reaction feasibility
- Electrochemistry
- Kinetics

Organic Chemistry (40 Hours)

This unit involves the study of

- Permeating aspects of organic chemistry
- Systematic organic chemistry
- Stereoisomerism
- Structural analysis

- Medicines

Chemical Investigation (20 Hours)

In this unit you are required to carry out an investigation and produce a report of your findings. This involves planning, organisation, designing experiments, collection and analysis of information.

Assessment

- 3 unit tests internally assessed
- SQA Examination lasting 2 Hours 30 minutes
- Investigation Report (2000 words)
- 1 formal experimental report

Progression

Successful completion of this course may lead to:

- Degree/HNC/HND
- Employment in animals, land and environment; health and medicine; manufacturing industries; science and mathematics; security and protective services; sports and leisure

Further Information

For further information see Mrs A McGinlay, PTC or any member of the Chemistry Department

Physics National 5

Why Physics?

The purpose of the Course is to develop learners' interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of physics. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

Physics gives learners an insight into the underlying nature of our world and its place in the universe. From the sources of the power we use, to the exploration of space, it covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. An experimental and investigative approach is used to develop knowledge and understanding of physics concepts.

This Course will enable learners to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills. They will develop scientific methods of research in which issues in physics are explored and conclusions drawn.

Entry to the Course

- Secure at level 4 science outcomes, or

- Secure pass at National 4 physics, or
- National 5 in another Science subject

Course Outline

Electricity and energy (40 hours)

This unit involves the study of

- Electricity and energy
- Energy transfer
- Heat and gas laws

Waves and Radiation (40 hours)

This unit involves the study of

- Waves and nuclear radiation

Dynamics and space(40 hours).

This unit involves the study of

- kinematics
- forces and space

Assessment

3 unit assessments internally assessed

SQA Exam

Assignment externally assessed by SQA which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in physics and communicate findings

Progression

Successful completion of this course may lead to:

- Higher physics
- Employment in Animals, Land and Environment; Health and Medicine; Manufacturing Industries; Science and Mathematics; Security and Protective Services; Sports and Leisure.

Further Information

For further information see Mrs A McGinlay, PTC or any member of the Physics Department. This course is also available at National 4 and National 3 level for individual learners who require it.

Physics Higher

Why Physics?

This course is designed to increase your knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the

opportunity to develop skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The course makes a valuable contribution to your general education and provides a sound basis for further study at a more advanced level.

Entry to the Course

- National 5 physics pass.
- It is possible to join this course by negotiation with your Head of House, if you have a higher in another science.
- National 5 Maths

Course Outline

Our dynamic Universe.

This unit involves the study of

- Kinematics
- Dynamics
- Space-time

Particles and waves

This unit involves the study of

- Particles and waves

Electricity

This (half) unit involves the study of

- Electricity
- Electrical storage and transfer

Researching Physics.

Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate related to their findings. They will also consider any applications of the physics involved and implications for society and the environment.

Assessment

- 4 unit assessments internally assessed.
- SQA exam 2 hours and 30 minutes.
- An assignment which allows the learner to carry out an in-depth study of a physics topic. The topic will be chosen by the learner, who will investigate/research the underlying physics and the impact on society/environment.

Progression

Successful completion of this course may lead to:

- Advanced Higher Physics
- Degree/HNC/HND
- Employment in construction; engineering; animals, land and environment; armed services; health and medicine; libraries; finance, museums and archaeology; manufacturing industries; performing arts; science and mathematics; security and protective services.

Further Information

For further information see Mrs A McGinlay, PTC or any member of the Physics Department

Physics Advanced Higher

Why Physics?

This course is designed to provide you with a deeper understanding of the nature of Physics and its applications. It builds on the skills, attitudes and abilities that you have developed at Higher level and provides a challenging experience for those who wish to study the subject in greater depth. The study of Advanced Higher Physics encourages an interest in current developments and applications of physics.

Entry to the Course

- Higher Physics and Higher Mathematics at A or B. Advanced Higher could be considered if you have an interest in, or intention to study in this area beyond school.

Course Outline

Rotational Motion & Astrophysics

This unit involves the study of

- kinematic relationships
- angular motion
- rotational dynamics
- gravitation
- general relativity
- stellar physics

Quanta & Waves

This unit involves the study of

- quantum theory
- particles from space
- simple harmonic motion
- interference – division of amplitude
- interference – division of wavefront
- polarisation.

Electromagnetism (half unit)

This unit involves the study of

- electric fields
- magnetic fields
- capacitors
- inductors
- electromagnetic radiation

Physics Investigation (half unit)

In this unit you are required to carry out an investigation and produce a report of your findings. This involves planning, organisation, designing experiments, collection and analysis of information.

Assessment

- 3 unit tests internally assessed
- 1 practical assessment
- SQA Examination
- Project Report which is assessed by the SQA

Progression

Successful completion of this course may lead to:

- Degree/HNC/HND
- Employment in construction; engineering; animals, land and environment; armed services; health and medicine; libraries; finance, museums and archaeology; manufacturing industries; performing arts; science and mathematics; security and protective services.

Further Information

For further information see Mrs A McGinlay, PTC or any member of the Physics Department

Laboratory Skills National 5

Why Laboratory Skills?

Candidates will explore a variety and range of industries and services and the career opportunities in science laboratories, in a local, national and global setting.

Candidates will have the opportunity to develop the basic practical skills for working in a laboratory: measuring, weighing and preparing compounds and solutions, and to understand and implement the health and safety requirements for a safe working environment. The specific practical skills related to microbiology, radioactivity, chemical handling and laboratory instrumentation are developed.

Candidates will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses related to a scientific topic. This will also involve reporting of the results, conclusions and evaluations of the investigation.

Entry to the Course

A secure pass at national 4 in either chemistry physics or biology.

Students who are aiming to go to University to study a Science would also benefit from this very practical based course.

Course Outline

Careers using laboratory science (40 hours)

This unit involves the study of

- industries and services which use scientific knowledge and laboratory skills.

- variety of ways in which science and laboratory skills are used in different industries and services
- job roles which use these skills.
- career opportunities within industries and services which use laboratory science
- investigate the skills, qualifications and experience required for a job role of personal interest within the field of laboratory science.
- opportunity to reflect on and evaluate their own employability skills and attributes.

Working in a laboratory (40 hours)

This unit involves the study of

- practical experience in measuring and weighing quantities, basic laboratory skills such as handling chemicals, preparing solutions, and in calculating and presenting results of practical work.

Practical skills (40 hours)

This unit involves the study of

- learn and develop the skills most commonly used in laboratories.
- how to work safely with potentially hazardous materials such as microorganisms

Practical investigation (40 hours)

This unit involves working with others to produce a plan to investigate a scientific topic using practical procedures. Candidates working as part of a team will identify a hypothesis to investigate. Methods for testing the hypothesis using

Assessment

All 4 units are internally assessed.

Progression

- Other N5 Science courses or Units
- Further/higher education
- Vocational training
- Employment

Further Information

For further information see Mrs A McGinlay, PTC or any member of the Science Department

Social Subjects & RME Faculty

Care (Higher)

Why Higher Care?

The Higher Care Course enables learners to understand and explain why people use care services, and to develop the knowledge and value base required for working in contemporary care practice in settings such as health care and social care. Learners develop knowledge, detailed understanding and attributes that will help them to make informed decisions to support the health and wellbeing of others.

Entry to the Course

- National 4 English or
- National 4 Early Education and Childcare

Assessment

- To gain the award of the Course, pupils must pass all the Units as well as the Course assessment. The required Units are:
 - Care: Values and Principles
 - Care: Human Development and Behaviour
 - Care: Social Influences
-
- Course assessment will provide the basis for grading attainment in the Course award.

Course Outline

Values and Principles:

Pupils will investigate the health and social care provision that is available to meet the needs of people requiring care. Learners will analyse needs and explore the role of the care planning process in identifying needs.

Human Development and Behaviour:

Pupils will apply their knowledge and understanding of development and behaviour to individuals using care services. They will use psychological theories to explain development at different stages of the life span and use models of loss or transition to explain the effects of life experiences on people.

Social Influences: Pupils will analyse the ways in which social influences can impact on people, and the relevance this has for care practice. They will use sociological theories to explain social influences and the impact these might have on people's life chances.

Progression

Successful completion of this course may lead to:

- NC / HNC / HND study at College
- Degree level study at University

Employment in areas including: Nursing, Midwifery, Counselling, Health and Safety, Social Work, Occupational Therapy and Care work

Further Information

For further information, speak to Mrs Douglas or your Head of House.

Early Education & Childcare National 5

Why Early Education & Childcare?

The National 5 Course in Early Education and Childcare affords a broad link to the care, learning and development of children aged 0–12 years relevant to both Children’s Care, Learning and Development, and Playwork. It is concerned with the holistic study of the child. This includes the domestic setting and all environments whose practice is guided by legislation, policy and professional ethics as well as investigating the roles and responsibilities of parenthood. This would be particularly suited to anyone looking to a career working with children in any capacity.

Entry to the Course

- National 4 Early Education and Childcare or relevant component Units **or**
- National 4 in a Social Subject **or**
- National 5 in a Social Subject

Assessment

There are 4 units within the course.

Child Development and Health:

This Unit is designed to introduce candidates to the principles of child development from 0–16 years. Candidates will learn what is meant by sequences and patterns in child development and the interrelationship between all aspects of that development.

Play in Early Education and Childcare:

This Unit allows candidates to develop an understanding of the benefits of a variety of types of play to children aged 0-12 years. Candidates will learn how children benefit from a range of play experiences through planning, setting up and reviewing play experiences, either in a real or simulated context.

Working in Early Education and Childcare:

This Unit allows candidates to develop an understanding of the early education and childcare sector and to explain ways in which the sector meets the care, learning and development needs of children aged 0-12 years. Candidates will consider career options within the sector and the skills, qualities and qualifications required to fulfil these roles. They will reflect on their own skills, qualities and achievements in relation to these.

Parenting:

This Unit enables the candidate to develop an understanding of the role of a parent. They will, in a simulated context, demonstrate some of the responsibilities of parenthood and find out about the influences on parenting. Working as part of a group, they will investigate the support available to parents from the family and the community.

Assessment

Internal assessments on each of the 4 units must be passed.

Progression

Successful completion of this course may lead to:

- Courses in Care at Higher
- National Certificate in Early Education and Childcare (Higher)
- Scottish Vocational Qualification in Childcare
- Further education
- Training/employment

Further Information

For further information please see Mrs Douglas

NB. This course can also be studied at National 4 Level.

Environmental Science National 5

Why Environmental Science?

Environmental Science is a **science option** and the purpose of the course is to develop learners' interest by combining Geographically based science alongside aspects of Biology and Chemistry. It involves using investigative and experimental skills to develop an understanding of scientific principles, economic influences and political action. The Environmental Science course provides a broad and up-to-date selection of ideas relevant to the position of environmental science in society. This allows a deeper understanding of environmental issues and possible solutions.

Course Outline

There are 3 units within the course.

Living Environment

The topics you will study in the living environment are:

- Investigating ecosystems and biodiversity
- Interdependence
- Human influences on biodiversity
- Natural Hazards

Earth's Resources

The topics you will study in earth's resources are:

- Overview of Earth's systems and their interactions

- Geosphere
- Hydrosphere
- Biosphere
- Atmosphere

Sustainability

The topics you will study in sustainability are:

- Food
- Water
- Energy
- Waste management
- Transport
-

Excursions

Environmental Science students will be eligible to participate in the Geography Residential to undertake advanced practical work.

Entry to the Course

- Geography **OR**, Biology **OR**, Chemistry **OR**, Physics

Assessment

Internal assessments on each of the 3 units must be passed

External Assessment:

- Question Paper / Exam
- Assignment - the purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding through practical work, research and analysis

Progression

Successful completion of this course may lead to:

- Higher Geography or Science Options
- Degree / HNC / HND
- Employment

Further Information

For further information please see Mrs Kean, PTC Social Subjects & RME or Mr Scott, Geography Department. This course is also available at National 4 and National 3 level for individual learners who require it.

Environmental Science Higher

Why Environmental Science?

Environmental Science is a science option and the purpose of the course is to develop learners' interest by combining Geographically based science alongside aspects of Biology and Chemistry. It involves using investigative and experimental skills to develop an understanding of scientific principles, economic influences and

political action. The Higher Environmental Science course allows learners to engage with a course that offers good preparation for university level study in the areas of Biological, Geographical and Environmental Sciences.

Entry to the Course

- National 5 Geography **OR**
- National 5 Environmental Science **OR**
- National 5 Biology **OR**
- National 5 Chemistry **OR**
- National 5 Physics

Course Outline

There are 3 units within the course.

Living Environment

The topics you will study in the living environment are:

- Investigating ecosystems and biodiversity
- Interdependence
- Human influences on biodiversity

Earth's Resources

The topics you will study in earth's resources are:

- Geosphere
- Hydrosphere
- Biosphere
- Atmosphere

Sustainability

The topics you will study in sustainability are:

- Food
- Water
- Energy
- Waste management

Excursions

Environmental Science students will be eligible to participate in the Geography Residential to undertake advanced practical work.

Assessment

Internal assessments on each of the 3 units must be passed

External Assessment:

- Question Paper / Exam
- Assignment - the purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding through practical work, research and analysis

Progression

Successful completion of this course may lead to:

- Higher Geography or Science Options

- Degree / HNC / HND
- Employment

Further Information

For further information please see Mrs Kean, PTC Social Subjects & RME or Mr Scott, Geography Department

Geography National 5

Why Geography?

By studying this course, learner's horizons are extended and they are challenged to look at the world in new ways. Their confidence grows as they begin to understand more about their sense of identity and learn about different countries and cultures. Learners will build up a framework of geographical knowledge and understanding with which to understand and respond to global issues which can help them develop a sense of responsible citizenship. Learners gain a detailed understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales.

Entry to the Course

- National 4 Geography or relevant component Units **or**
- National 4 in another Social Subject **or**
- National 5 in another Social Subject
- BGE Geography

Course Outline

There are 3 units within the course.

Physical Environments:

Learners will develop a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include: location of landscape type; formation of key landscape features; land use management and sustainability; and weather.

Human Environments:

Learners will study and compare developed and developing countries drawn from a global context. Key topics include: contrasts in development; world population distribution and change; and issues in changing urban and rural landscapes.

Global Issues:

Learners will develop a detailed knowledge and understanding of significant global geographical issues. Key topics include climate change; the impact of human activity on the natural environment; environmental hazards; trade and globalisation; tourism and health. Learners will study major global issues and the strategies adopted to manage these.

Assessment

Internal assessments on each of the 3 units must be passed

External Assessment:

- Question Paper / Exam
- Assignment – the purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue.

Progression

Successful completion of this course may lead to:

- Higher Geography
- Employment in travel and tourism, leisure and recreation, land management, civil service, environmental agencies and many more

Further Information

For further information please see Mrs Kean, PTC Social Subjects & RME or any member of the Geography Department. This course is also available at National 4 and National 3 level for individual learners who require it.

Geography Higher

Why Geography

The principal aim of the Higher Geography course is that students develop a detailed understanding of aspects of the contemporary world. The course develops learners' understanding of our changing world and its human and physical processes in local, national, international and global study contexts. Higher Geography offers a broader scope of achievement and a means of meeting entry requirements for university or employment.

Entry to the Course

- National 5 Geography or relevant component Units **or**
- National 5 in another Social Subject **or**
- Higher pass in another Social Subject
- National 5 English is also desirable

Course Outline

There are 3 units within the course.

Physical Environments:

- Atmosphere
- Hydrosphere
- Lithosphere
- Biosphere

Human Environments:

- Population

- Rural
- Urban

Global Issues:

- River Basin Management
- Global Climate Change

Assessment

Internal assessments on each of the 3 units must be passed

External Assessment:

- Question Paper / Exam
- Assignment - the purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue

Progression

Successful completion of this course may lead to:

- Advanced Higher Geography
- Higher Modern Studies or History
- Degree / HNC / HND
- Employment in architecture, town planning, teaching, travel and tourism, leisure and recreation, land management, environmental consultancy, civil service and many others

Further Information

For further information please see Mrs Kean, PTC Social Subjects & RME or any member of the Geography Department

History National 5

Why History?

History is widely recognised as one of the most challenging and rewarding subjects you can take in your secondary education. Students of History are regularly expected to master elements of other subjects such as economics, politics and geography as they study the causes and effects of some of the world-changing events in our past, all of which contribute to their development as global citizens. As well as gaining solid subject knowledge, historians acquire skills in research and enquiry, the ability to present and argue a point of view, and increase their levels of literacy and communication.

Course Outline

Scotland and the Impact of the Great War

In this unit you will examine the impact of the Great War on Scotland from the experiences of soldiers on the Western Front to the effect of war on everyday life. You will also look at the changes in Scottish culture, economics and politics caused by the war.

The Atlantic Slave Trade

This unit will examine how the slave trade was organised and the reasons for its growth as well as its impact on the areas involved, namely Britain, Africa and the Caribbean. You will also examine what it was like for slaves – from their journey across the Atlantic to their experiences on the plantations. The final section will cover the abolitionist campaign and the reasons why the slave trade ended in Britain in 1807.

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

This unit looks at race relations in the USA. You will cover the influx of immigrants from Europe and their experiences, and how African Americans were treated before, during and after WW1 and WW2. You will also examine the methods and ideologies behind the Civil Rights campaign as well as the main examples of peaceful protest and the violent reactions towards them. Finally you will study the militant protests from some groups trying to further Civil Rights with the use of force.

Entry to the Course

- National 4 History or relevant component Units **or**
- National 4 in another Social Subject **or**
- National 5 in another Social Subject

Assessment

Internal assessments on each of the 3 units must be passed

External Assessment:

- Question Paper / Exam
- Assignment – pupils will research and produce an essay on their chosen topic which will extend and apply their knowledge and research skills.

Progression

Successful completion of this course may lead to:

- The study of Higher Grade History
- The study of another N5 Social Subject
- National or vocational qualification at college
- Employment

Further Information

For further information please see Mrs Kean, PTC Social Subjects & RME or any member of the History Department. This course is also available at National 4 and National 3 level for individual learners who require it.

History Higher

Why History?

History is widely recognised as one of the most challenging and rewarding subjects you can take in your secondary education. Students of History are regularly expected to master elements of other subjects such as economics, politics and geography as they study the causes and effects of some of the world-changing

events in our past, all of which contribute to their development as global citizens. As well as gaining solid subject knowledge, historians acquire skills in research and enquiry, the ability to present and argue a point of view, and increase their levels of literacy and communication.

Course Outline

Scotland and the Impact of the Great War

In this unit you will use primary and secondary sources to examine the impact of the Great War on Scotland from the experiences of soldiers on the Western Front to the effect of war on everyday life in Scotland. You will also look at the changes in Scottish culture, economics and politics caused by the war.

Britain 1851 - 1951

This unit is centred on the changing nature of life in Britain for ordinary people – particularly the dramatic shifts in democracy and aid for the poor. You will examine the development of Britain through the Victorian age into the democratic nation which we would recognise today. By the end of this unit you will understand why and how Britain became more democratic, evaluate why women gained the vote and explain reasons for the growth of a welfare state in Britain as well as assessing its success.

Appeasement and the Road to War, to 1939

This unit gives you the chance to study international relations in Europe during a time when they were at their most tense. This unit is concerned with Fascist Italy's and Nazi Germany's foreign policies, and the steps taken by Britain and France to try to deal with and contain them. The unit will take in the big events of time such as Abyssinia, the Rhineland, the Spanish Civil War and the Munich Agreement. The British policy of appeasement will also be scrutinized as we seek to explain why the Second World War broke out and how it could have been prevented.

Entry to the Course

- National 5 History – pass
- National 5 in another Social Subject
- Higher pass in another Social Subject
- National 5 English is also desirable

Assessment

Internal assessments on each of the 3 units must be passed.

External Assessment:

- Question Paper / Exam
- Assignment – pupils will research and produce an essay on their chosen topic which will extend and apply their knowledge and research skills.

Progression

Successful completion of this course may lead to:

- Advanced Higher History in S6
- HND / HNC

- entry to an undergraduate degree which may result in employment in Archaeology, the Civil Service / Foreign Office, Education / Teaching, Historic Conservation, Journalism, Law, Politics

Further Information

For further information please see Mrs Kean, PTC Social Subjects & RME or any member of the History Department

Modern Studies National 5

Why Modern Studies?

The National 5 Modern Studies Course gives learners a detailed understanding of the democratic process and of social and economic issues at local, Scottish, national and international levels.

Entry to the Course

- National 4 Modern Studies or relevant component Units **or**
- National 4 in another Social Subject **or**
- National 5 in another Social Subject
- BGE Modern Studies

Course Outline

The course has 3 units:

- **Democracy in the United Kingdom**
Learners will develop a detailed knowledge and understanding of democracy in the United Kingdom. Learners will develop knowledge and understanding of the main institutions and organisations which make up political life in the UK. They will develop knowledge and understanding of the ways in which society is informed about the political system, and able to participate in, and influence, the political system.
- **Social Issues in the United Kingdom: Social Inequality**
In this unit, learners will develop skills by using sources of information in order to make and give detailed justifications of decisions. Learners will develop detailed knowledge and understanding of social issues in the United Kingdom.
- **International Issues: The USA**
In this unit, learners will develop skills by using sources of information in order to draw, and give detailed support for conclusions. Learners will develop a detailed knowledge and understanding of international issues.

Assessment

Internal assessments on each of the 3 units must be passed.

External Assessment:

- Question Paper / Exam
- Assignment: the assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice. It is worth 25% of the final mark

Progression

Successful completion of this course may lead to:

- Higher Modern Studies
- N5 in another Social Subject
- Employment in the civil service, local government, law, journalism, police, or other social science related work

Further Information

For more information please see Mrs S Kean, PTC Social Subjects & RME or Mr P Clarke, Modern Studies Dept. This course is also available at National 4 and National 3 level for individual learners who require it.

Modern Studies Higher

Why Modern Studies?

The Higher Modern Studies Course develops learners' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners develop an awareness of the social and political issues they will meet in their lives.

Entry to the Course

- National 5 Modern Studies Course or relevant component Units
- Higher pass in another social subject or English
- National 5 English is desirable.

Course Outline

Democracy in Scotland and the United Kingdom

Learners will study topics such as: the United Kingdom constitutional arrangement; the political institutions and processes; voting systems and their impact; the impact of a range of factors which affect voting behaviour.

Social Issues in the United Kingdom

Learners will focus on a contemporary aspect of social inequality in the UK and the impact on a group in society. They will focus on topics such as inequality relating to a specific social group; evidence, theories and causes; the impact of inequality; and the attempts to tackle inequality and their effectiveness.

International

The study of a world power (USA) will focus on a study of its political system, contemporary socio-economic issues and its role in international relations.

Assessment

Internal assessments on each of the 3 units must be passed.

External Assessment:

- Question Paper / Exam
- Assignment: the assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

Progression

- Students who are successful in the Higher course could progress to Advanced Higher Modern Studies or to a Higher course in another Social Subject.
- Alternatively, students may progress to HNC or HND awards or use the AH qualification for general entrance to university or to particular degree courses in social sciences such as Law, Politics, Sociology and International Relations or in Public Administration.
- Students may also progress to employment in local government or social science related work.

Further Information

For more information please see Mrs S Kean, PTC Social Subjects & RME or Mr P Clarke, Modern Studies Dept.

Modern Studies Higher

Why Modern Studies?

This course is particularly useful for those who may progress to a career in law, the police, social work, social administration. It is also useful for those intending to study Sociology, Psychology or those who wish experience of more independent study prior to University.

Entry to the Course

At the discretion of the department, but normally an A or B Higher Modern Studies **or** an A pass in another Social Subject at Higher **plus** Higher English

Course Outline

The course has 2 units:

1. Political and Social Issues
2. Practical Research

At West Calder High the Political and Social issue studied will be **Law and Order**. This investigates theories of Law and Order, Crime and Public Disorder in the UK and responses to it, and the Penal System.

Assessment

Students must pass the two internal unit assessments.

The end of course external assessment is by means of a dissertation worth 45 marks and a final exam worth 90 marks.

Students may use the qualification for general entrance to university or to particular degree courses in social sciences such as Law, Politics, Sociology and International Relations or in Public Administration. Students may also progress to employment in local government or social science related work.

Further Information

For more information please see Mrs S Kean, PTC Social Subjects & RME or Mr P Clarke, Modern Studies Dept.

Politics Higher

Why Politics?

Higher Modern Studies enables learners to develop and broaden a range of transferable skills. Pupils will be able to develop and apply factual and theoretical knowledge and understanding by giving detailed explanations and analysis of the main democratic processes, institutions and organisations and which make up political life in Scotland, the UK and the USA. It also covers the theoretical background to different political beliefs.

Entry to the Course

This exciting and interesting course is open to S5 and S6 pupils. It is usually recommended that a pupil have achieved an A or a B in National 5 Modern Studies and/or a pass in Higher Modern Studies.

Course Outline

Learners in Higher Politics will study three distinct topics:

Political Theory

- Power, Authority and Legitimacy
- Democracy
- Two political ideologies (Nationalism and Socialism)

Political Systems

A comparison of the UK and US political systems:

- Executive
- Legislature
- Judiciary
- Nature of constitutional arrangements

Political Parties and Elections

- How parties campaign (use of new media, traditional methods plus other factors like leadership)
- Models of voting (dominant ideology, sociological factors, rational choice voter identification)
- Case study of the SNP

Assessment

In the Assignment component of the course, learners have a significant opportunity to undertake detailed study of a Political issue – that is, a contemporary social, political or international issue - of their choice. This will involve in-depth research and analysis of an issue, which will be written up under exam conditions.

Learners will be assessed and graded by way of the Assignment, which constitutes one-third of their overall grade, as well as in the final exam, which constitutes two-thirds of their overall grade.

The course is particularly suitable for learners who might wish to progress onto college or university study. Higher Politics would be of particular interest to any young person who is considering progression to courses in politics, sociology, international relations, law and other social science courses and to careers in law, journalism, civil and public service, social work, human relations and the third sector.

Progression

There is also a clear progression from Higher Politics onto Advanced Higher Modern Studies.

Further Information

For more information please see Mrs S Kean, PTC Social Subjects & RME or Mr P Clarke, Modern Studies Dept.

Religious, Moral & Philosophical Studies Nat 5/Higher

Why RMPS?

This course gives you the opportunity to investigate the nature and scope of religion and morality and to consider philosophical viewpoints on religious and other stances for living in the modern world. It helps you to reflect on your own life experiences and develop your personal beliefs and values. In addition you will acquire knowledge and understanding of a wide range of issues and gain the ability to express your opinions and give informed comment. You will learn new skills of analysis and evaluation and will be able to apply these to this course and your other options.

Course Outline

World Religion: Buddhism

The general aim of this unit is to develop in-depth factual and abstract knowledge and understanding of the impact and significance of religion today, through studying some key beliefs, practices and sources found within one of the world's six major religions and the contribution these make to the lives of followers. Learners will develop skills to explain and interpret the meaning and context of sources related to the religion selected for study.

Morality and Belief

The general aim of this unit is to evaluate and express reasoned and well-structured views about contemporary moral questions and responses. Learners will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses. The moral issue we study will be 'Religion and Relationships'.

Religious and Philosophical Questions

The general aim of this unit is to critically analyse religious and philosophical questions and responses. Learners will develop in-depth factual and theoretical knowledge and understanding of religious and philosophical questions and responses. We are likely to study the issues around the question: what are the origins of the universe and life?

Entry to the Course

- N4 / N5 RMPS
- N4 / N5 or Higher English, by negotiation with RMPS department

Assessment

All 3 units are internally assessed.

An External Exam / Question Paper and an externally assessed Assignment have to be completed and this dictates the grade awarded.

Progression

Successful completion of this course may lead to:

- Higher / Advanced Higher RMPS
- Entry to various undergraduate degrees which may lead to employment in Arts and Social Sciences, Police, Law, Anthropology and Sociology, Psychology, Social Work
- College
- Employment

Further Information

For further information please see Mrs S Kean, PTC Social Subjects & RME or any member of the RMPS Dept. This course is also available at National 4 and National 3 level for individual learners who require it.

Religious, Moral & Philosophical Studies Advanced Higher

Why RMPS?

This course gives you the opportunity to investigate the nature and scope of religion, ethics and morality and to consider philosophical viewpoints on religious and other stances for living in the modern world. It helps you to reflect on your own life experiences and develop your personal beliefs and values. In addition you will acquire knowledge and understanding of a wide range of issues and gain the ability to express your opinions and give informed comment. You will learn new skills of analysis and evaluation and will be able to apply these to this course and your other options.

Entry to the Course

By negotiation with RMPS department but ideally at least one or more of the following:

- Higher in RMPS @ Grade B or above
- Higher in English @ Grade B or above
- Higher in a Social Subject @ Grade B or above
- Advanced Higher could be considered if you have an interest in, or intention to study in this area beyond school.

Course Outline

A. Medical Ethics

The learner will be required to provide evidence of critically evaluating complex issues involving religion and medical ethics.

B. Philosophy of Religion

In this unit, the learner will be required to provide evidence of critically evaluating arguments from the philosophy of religion.

C. Researching Religious, Moral and Philosophical Issues

The learner will be required to provide evidence of developing independent research skills in the context of complex religious, moral or philosophical issues.

D. Added Value: Dissertation

Assessment

Unit assessments

- All units are internally assessed and will be assessed on a pass/fail basis.

Final assessments

- The **final exam** is 2 hours where you will answer 2 questions: 1 for Medical Ethics (30 marks) and 1 for Philosophy of Religion (30 marks), each around 1000 words.
- The **final exam** is worth 60% (30% for each questions), and the **dissertation** is worth 40%.

Progression

Successful completion of this course may lead to:

- Entry to various undergraduate degrees which may lead to employment in Arts and Social Sciences, Police, Law, Anthropology and Sociology, Psychology, Social Work
- College
- Employment

Further Information

For further information please see Mrs S Kean, PTC Social Subjects & RME or any member of the RMPS Dept.

Religion, Beliefs and Values Award (S6)

Why RBV Award?

If you are involved in charity or voluntary work this will allow you to get recognition for work you already do (e.g. charity committee, sports leaders, etc.) It is also a chance for you to think more deeply about what makes people volunteer to help others.

Entry to the Course

By negotiation with RMPS department

Course Outline

There are two units:

- The general aim of unit 1 is for you to reflect on a chosen topic involving religion or religious belief. You will develop your knowledge and understanding of the topic by reflecting on relevant religious viewpoints and your personal faith and / or values.
- The successful completion of unit 2 will involve your engagement in an activity and a detailed explanation of your reflection on your chosen activity, e.g. helping out with whole school activities, working on a global campaign or helping in the local community with non-directive supervision.
- Internal assessment for both units – on a pass / fail basis
- Level awarded (Higher or National 5) dependent on standard of work presented

Further Information

For further information please see Mrs S Kean, PTC Social Subjects & RME or any member of the RMPS Dept.

Scottish Studies Project National 5

Why Scottish Studies?

The Scottish Studies Project, also known as the ‘Scotland in Focus’ Unit, is a mandatory unit in the Scottish Studies Award but it can also be taken as a freestanding Unit. The general aim of this Unit is to allow you to broaden your knowledge of Scotland in terms of its people, languages, society, culture, natural and built environment, and / or heritage.

You will also develop the skills of: identifying relevant areas of study, sources and resources; researching and selecting relevant information; and skills of reflection which are important for successful independent learning. You will do this by planning and completing an activity that has a Scottish focus. The activity will involve presenting information in, for example, a written, oral and / or electronic format, or by way of a performance or the creation of an artefact.

Course Outline

There are two outcomes to be completed:

Outcome 1

Plan and complete an activity that has a Scottish focus by:

- identifying aims in relation to broadening your knowledge of Scotland
- identifying an activity which will help you to achieve these aims
- identifying sources of information and the resources required to complete the activity
- researching and selecting information which is of relevance to your aims, using the sources you have identified
- using this information and the resources to complete the activity in a way that helps you to achieve your aims

Outcome 2

Reflect on what you have learned about your Scottish focus during the activity by:

- analysing what you have learned about your Scottish focus
- communicating what you have learned effectively and in an appropriate way

NB. Activities / topics can be drawn from any curricular area.

- National 4 Level courses / units
- Fourth Level BGE experiences and outcomes
- Assessment will take place throughout the Unit as you plan and complete your activities, and reflect on your learning.
- You will be expected to keep a folio of evidence to show you have achieved both outcomes.
- Level awarded (National 4 or 5) dependent on standard of work presented
- Achievement of this Unit may contribute to the Scottish Studies Award, depending on your other subject options

Further Information

For further information please see Mrs S Kean, PTC Social Subjects & RME.

Sociology Higher

Why Sociology?

If you are the type of person who doesn't necessarily follow the crowds but are fascinated by their behaviour, the type who is truly interested in what is going on in the world, then Sociology should interest you. Sociology prepares you for a lifetime of change by developing your appreciation of diversity and knowledge-base about human behaviour, social organisation, culture, and social change. It also develops your love of learning, writing and study skills.

Course Outline

This course will develop your sense of self as part of society. Thinking from a sociological perspective will encourage you to ask questions about the world in which we live. It will make you question many commonly held assumptions about society and consider sociological explanations for events and society's reactions to these.

It will offer you opportunities to actively investigate society, cultural diversity and social issues. You will apply the distinct features of the sociological approach such as perspectives, theories, concepts and research evidence, to analyse society. This will equip you with the ability to analyse social behaviour objectively and challenge common beliefs.

Responsible citizenship involves understanding cultural and social diversity and this course will encourage you to be open to different ideas and develop an ability to understand the world from different points of view.

There are three units of study:

- Human Society
- Culture and Identity
- Social Issues

Entry to the Course

- National 5 Modern Studies or another Social Subject
- Higher Modern Studies or another Social Subject

Assessment

Internal assessments on each of the 3 units must be passed.

External Assessment:

- Question Paper / Exam = 60 marks
- Assignment = 30 marks
- Social studies or social science subjects at SCQF level 6
- Further study, employment and/or training
- An understanding of sociology also provides useful progression to social work, politics, economics, health studies, law and the voluntary sector.

Further Information

For further information please see Mrs S Kean, PTC Social Subjects & RME or Mrs R Ireland, History Dept.

Travel & Tourism National 5

Why Travel & Tourism?

Everyone loves to go on holiday! As well as this, tourism is a major employer and revenue earner. This course is designed to let you gain knowledge of a variety of tourist destinations in Scotland, the UK and the rest of the world. It will also be of interest to anyone seeking to study travel & tourism as part of a general education or as a consumer wishing to gain an insight into how the industry works. This course offers essential vocational and employability skills that will develop the skills, knowledge and attitudes needed for work in the travel and tourism industry. This course includes three units that are all internally assessed and are Pass/Fail.

Course Outline

There are 4 units within the course.

- **Unit 1: Employability**
The main purpose of this Unit is to provide learners with an understanding basic understanding of the employment opportunities with in travel and tourism and improve the learner's skills in preparation for working within the industry.
- **Unit 2: Customer Services**
The main purpose of this Unit is to enable learners to understand the importance and principles of Customer Service and to develop the skills and qualities required to meet customer expectations in a travel and tourism environment.
- **Unit 3: Scotland as a tourist destination**
The main purpose of this Unit is to provide learners with detailed understanding of tourism in Scotland and improve the learner's skills in preparation for working within the industry.
- **Unit 4: Tourism in the UK and worldwide**

The main purpose of this Unit is to provide learners with detailed understanding of tourism in the UK and the rest of the world and improve the learner's skills in preparation for working within the industry. Outcome 1 focuses on the learner developing detailed knowledge of travel and tourism destinations and attractions in the UK and the rest of the world.

Entry to the Course

- National 4 Geography **OR**
- National 4 Business Subject
- All pupils must have National 4 English
- BGE Social Subjects

This course includes three units that are all internally assessed and are Pass/Fail.

Excursions

Excursions and practical experience are a key part of the course and will be confirmed in due course.

Progression

Successful completion of this course may lead to:

- HNC / HND
- Employment in the travel and tourism sector which is a major sector in Scotland
- Opportunities to work abroad for travel agencies

Further Information

For further information please see Mrs S Kean, PTC Social Subjects & RME or Mr G Scott, Geography Dept. This course is also available at National 4 and National 3 level for individual learners who require it.