

CHOICES FOR LEARNING



ST KENTIGERN'S ACADEMY

**S5/6 OPTION CHOICE
COURSE INFORMATION BOOKLET
2024/2025**

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Head Teacher's Introduction

You are now in our 'Senior Phase', the name for S4/S5/S6, and this is an important phase in your education. These years are the period in your education that you will gain a range of nationally recognised qualifications. At this time, you should explore all options and gather as much information and advice as you can. You should aim high and follow a programme that builds on your experience and strengths. That way you will have the greatest chance of success at the highest level you can. The success of your Senior Phase will help shape your future career and lifestyle.

Most of you will opt to stay on at school through choice. Only make that choice if school takes your learning forward and you are prepared to commit one hundred percent to the expectations we have for you. That will help ensure success. For a few students school is not the place to take your learning forward and you may choose to leave. I wish those of you who decide to leave every success.

School Leaving Dates

The dates on which you may leave school are fixed by law:

- If you are 16 years old before 30 September 2024 you may leave on 31 May 2024
- If you are 16 years old after 30 September 2024 you must remain in full time education until at least the end of the Christmas term

Christmas Leavers can get a great deal out of their last term at school. There are worthwhile courses at school which will help you gain employment or link into colleges. You may be able to do other things at school or in the community which will add to your experience and range of skills and qualities.

Senior Phase Student Contracts

All returning S5 and S6 students will **be asked to sign a contract** when they return after the exams and again in August, when your timetable is completely finalised. The contract is important and explains the expectations we have of our senior students and what we as a School will provide you as a student. All students must complete and return the school contract.

Option Programme

If your decision is to return to school next session, I hope that this booklet will help you in designing the most appropriate programme to maximise your chances of gaining qualifications at the highest level you can.

The courses described in this booklet give you a significant range of possibilities. You should understand, however, that some courses will only run if there is sufficient demand for them. If you wish to do a course not on offer at St Kentigern's it may be possible for you to do the course at another school through the West Lothian Academy (S6 only) or at West Lothian College. Free transport is provided for students who take courses elsewhere in West Lothian. If you choose to go to another college, other than West Lothian College, you would be responsible for transport costs. More details on all of this are available from Miss Murray.

The Student Support Team will help you to identify your interests, strengths, needs and career aspirations. Through PSE (Personal Social Education) and an individual interview, you will be helped to choose a suitable programme. **This programme is based on your levels of attainment last session, your potential and your expected career path.** All current S4 and S5 students will be interviewed by a member of the school Extended Leadership team or Student Support staff. In all interviews we will support you to devise a programme that is likely to maximise your attainment.

By providing the range of courses and levels we do, we expect you to accept that you have certain responsibilities relating to yourself, your schoolwork and to the life of the school. Most find that as course levels increase those courses are much more demanding. In these circumstances, we will expect that you:

- set yourself challenging, but attainable targets, and not to be satisfied with doing just enough to get by
- give a commitment to prepare for and attend classes, to contribute fully, to think about your performance, to ask for help as required and to seek and use feedback from teachers to improve
- complete all required homework to the best of your ability
- persevere to achieve your goals
- take more responsibility for your own studies, making use of opportunities for Study, attending study support, and using the library
- give a commitment to behave appropriately and considerately within and out with the school and to consider how you can contribute to enhancing the quality of life and ethos of the school
- give a commitment to establish and maintain good relationships with other students and staff and to do what you can to create an environment which encourages a willingness to learn among students
- embrace the range of experiences which we offer, both curricular and extra-curricular
- demonstrate a commitment to act as a role model to younger students through wearing full school uniform and taking on leadership roles
- demonstrate a commitment to enhancing school ethos through modelling behaviours and attitudes which are consistent with the school values

Good attendance is essential to ensure that all young people achieve their full potential. We will work in partnership with our students and parents/carers to ensure that each student's attendance is of a high level. If a student's attendance becomes a cause for concern attendance strategies will be put in place to support that student and to ensure a positive destination.

I expect that all those who return for S6 will complete a full and productive year. In addition to the courses in this booklet, Sixth Year students will plan, organise and deliver many projects and initiatives that will contribute to their learning and personal development.

I hope that all who progress further into the Senior Phase have a successful and productive year.

Andrew Sharkey
Head Teacher

The Senior Phase (S4 – S6)

Following discussions with students, parents and staff we have determined that the needs of students in St Kentigern's Academy are best served by breaking our Senior Phase into two distinct stages, S4 and a combined S5 and S6.

Students, at the end of S4, with support, will plan their Senior Phase Programme. They will select the five subjects that they will study in S5 and outline how their programme will progress into S6. Students will confirm or adjust this programme at the end of S5.

Students entering S6 will plan a one-year programme.

The viability of courses will depend on uptake, and we reserve the right not to run any course where there is limited demand. In these circumstances, students will be asked to make another choice.

This option programme builds upon the Broad General Education (S1 – S3) and can be shown visually as:



Senior Phase Rationale

Our Senior Phase is based on our school vision and will:

- Provide a three-year experience enabling students to achieve qualifications at higher levels
- Better meets the needs of all students and will increase achievement and raise attainment for all
- Focus on engaging all students to ensure inclusion for all
- Increase student choice and offer a more flexible, student centric curriculum
- Increase access to vocational qualifications, including Skills for Work courses with a continuous focus on literacy, numeracy and health and wellbeing.
- Ensure partnership working is at the heart of its design thus broadening the range of achievement pathways
- Prepare students for the future, for positive, sustained destinations, equipping them with essential skills, knowledge and attributes



Building on the seven principles of Breadth, Progression, Depth, Challenge & Enjoyment, Personalisation & Choice and Coherence and Relevance outlined in the Broad General Education our Senior Phase is designed to ensure we deliver the following key principles:

Inclusion

The curriculum is designed to offer equality of opportunity by offering a range of courses at various levels, including Skills for Work courses and Wider Achievement courses.

Transition

Our curriculum is designed to allow us to work effectively with partners to ensure effective transition from the Broad General Education into the Senior Phase and onto positive, sustainable destinations.

Flexibility

There will be flexibility and sustainability in the curriculum to meet the needs of all students. The option process and guided choice approach will ensure this is possible.

Engagement and Enjoyment

Engagement and enjoyment are key elements in successful learning and are essential elements in course design.

Progression

The Senior Phase of the curriculum will offer progression for all students from the end of S3, irrespective of their attainment. Within the Senior Phase, suites of courses will be developed to ensure progression within each subject. Students will follow a coherent Senior Phase Programme to ensure depth of learning and appropriate progression.

Qualifications

The need to raise attainment for all students is an essential feature of our curriculum design.

Our curriculum is designed to maximise the opportunities for students to achieve the best range of National Qualifications, at the highest level, to suit their needs. For students aspiring to University or College, S5 remains a crucial year. We continue to develop the four capacities of our student through all learning experiences.

Skills Focus

The curriculum in the Senior Phase will promote skills development and a “can do” attitude, in addition to supporting students to develop and extend their knowledge and understanding. Skills for Work courses also assist the skills development of our young people. Literacy, numeracy and health and wellbeing remain a focus.

Challenge

The Senior Phase curriculum will support and challenge all students. There will be high expectations of attainment for all students linked to their potential.

Additional Opportunities

The curriculum will open additional opportunities for personal achievement. These include National Progression Awards; Leadership Awards; Work Placements; Wider Achievement Awards; and a range of other opportunities. Personal achievement will be supported through accreditation, where appropriate.

Record of Attainment and Achievement (Tracking & Monitoring)

A record of attainment and achievement will be kept for each student. A rigorous tracking system is in place to support young people in their progression into post-school destination. You will receive a monthly update on your child’s progress in each subject. Your support in ensuring that the young person takes ownership of their learning through taking appropriate

action to address any areas of concern (subjects flagged as Amber or Red in tracking), will be crucial in helping them to achieve success.

Our Senior Phase meets the needs of all our students and courses, provision and opportunities will continue to be developed and enhanced. The approach to the Senior Phase and coursing and opportunities offered to students will continue to be flexible to ensure we meet the needs of all and ensure smooth transitions into positive, sustained destinations.

Guidance on Making Subject Choices in the Senior Phase

The courses available to senior students are outlined briefly in this booklet to assist you in designing your programme for your Senior Phase. **You must agree your subject choices with a member of the Extended Leadership Team or Student Support Staff.**

The following general advice will help you

- **If you have a clear idea of your career aspirations and pathway**, you should check which subjects you must study for courses leading to careers or for going straight into a career. Use My World of Work (<https://www.myworldofwork.co.uk/>) or College/ University web sites.
- **If you are unsure what you want to do when you leave school**, you should keep all your options open and opt for subjects which will give you breadth to your curriculum. You are advised to choose a programme of subjects in which you are likely to achieve success at the highest level.
- **If you are having trouble in deciding which subjects to do**, your teachers will be able to advise you. At each stage of your education when you are considering subject options, you should keep in mind the principle of progression upwards throughout the levels of awards and choose subjects which lead to certification at a higher level than you have previously achieved.
- **Careers Adviser's advice may be sought before completing your choice form.**

You should return your course choice form to the member of the Extended Leadership Team / Student Support Team that interviewed you.

More Information on National Qualifications

With the introduction of Curriculum for Excellence, new National Qualifications were introduced to replace existing qualifications. The new qualifications are National 3, National 4, National 5 and the Higher (N3, N4, N5 and Higher).

These qualifications are different not only in name but in the ways in which they are nationally assessed by the Scottish Qualifications Authority (SQA). The changes are shown in the table on the next page.

Course	Equivalent To
National 3 / Level 3	Standard Grade Foundation / Access 3 Level
National 4 / Level 4	Standard Grade General / Intermediate 1 Level
National 5 / Level 5	Standard Grade Credit / Intermediate 2 Level
Higher / Level 6	Old Higher (<i>but assessment / structure different</i>)

The National 3 and National 4 qualifications are awarded on a pass/fail basis whilst National 5 and Higher qualifications are graded A – D.

Only National 5 qualifications and above have external examinations. The rest of the qualifications are internally assessed with the marking carried out by our own staff. This marking is then verified and quality assurance in a variety of ways by the Scottish Qualifications Agency.

Achievement Pathways (Learner Journeys)

Achievement Pathways, or Learner Journeys, illustrate how individual students select a pathway through the Senior Phase which can then highlight their successes, awards and qualifications. Individual students will follow individual pathways based on their prior successes in the Broad General Education and ongoing success throughout the Senior Phase.

Pathways can include coursework and qualifications undertaken within school but also:

- courses available at college and Foundation Apprenticeship programmes;
- opportunities offered by others in the wider community such as employers or businesses.

We endeavour to design pathways which ensure all our students gain the qualifications they need and improve their achievements in a wide range of important personal skills and experiences and, through doing so, achieve their goals.

The National Parent Forum of Scotland document on ‘Learning Pathways in the Senior Phase’ can be accessed through the link below:

http://www.npfs.org.uk/wp-content/uploads/2014/10/nutshells_pathway_P1.pdf

The National Parent Forum of Scotland document on ‘The Curriculum for Excellence Learner Journey: Children and Young People aged 3-18’ can be accessed through the link below:

<https://www.npfs.org.uk/downloads/cfe-in-a-nutshell/>

Progression

Many students will be interested in progression as they make their choices. The diagram below demonstrates anticipated progression in qualifications beyond S3. Students move up or across to a level as they progress, illustrated by the arrows.

SCQF Levels	SQA Qualifications		
12			↑
11			
10			
9			Professional Development Award
8		Higher National Diploma	↓
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	
6	Higher, Awards, Skills for Work Higher	↑	↓
5	National 5, Awards, Skills for Work National 5		
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award
3	National 3, Awards, Skills for Work National 3	↓	
2	National 2, Awards		
1	National 1, Awards		

In the Senior Phase students could follow any one of the following pathways depending on their rate of progress and success in qualifications and awards:

- o Complete National 3 courses
- o Complete National 4 courses
- o Complete National 5 courses
- o Complete Higher courses
- o Complete Advanced Higher courses
- o Complete a mixture of the above courses

Course Entry Requirements

The section below details entry requirements for courses at various levels:

National 4 courses	No entry requirements
National 5 courses	National 4
Higher courses	National 5 in the same subject or equivalent subject.

This is broadly indicative, but there is some variation from subject to subject. These are shown on the course descriptions

SCQF (Scottish Credit and Qualification Framework)

The Scottish Credit and Qualifications Framework formed in 2001 to bring together all Scottish qualifications (Schools, Colleges and Universities) into a single framework. It allows students, teachers and employers to compare the relative value of courses and to plan pathways of study to encourage progress. More information is available on the SCQF website.

LEAPS (Lothian Equal Access Programme for Schools)

St Kentigern's Academy has been involved in the Lothian Equal Access Policy for Schools (LEAPS) for several years. Involvement in LEAPS has helped many students gain places at Universities and Higher Education institutions.

Advice will be made available to S5 and S6 students during the year. See Mr Reilly for more information.

Careers Information

How to Contact Skills Development Scotland (SDS)

The school's Careers Adviser, Sam Morgan offers individual careers interview in school. Students can arrange these by talking to their Student Support teacher, who will refer them to the Careers Adviser. Interviews usually take place during school hours. Sam Morgan can also be reached by email: Samuel.morgan@sds.co.uk.

Skills Development Scotland will provide a universal service to all students in the senior phase through the delivery and promotion of My World of Work and Career Management Skills during Personal and Social Education lessons.

My World of Work is a new web service offering you lots of valuable information and tools to help you get a job and develop your career. You can read feature articles on a wide range of topics including choosing a career, learning and training, applying for jobs and making a career change.

The My World of Work toolkit can assist you with every step of your career journey from researching careers to building your first CV. The My Strengths section of the website can help you to discover your strengths and how they fit in with your career goals. Search for learning and training opportunities with course choices and of course, find job vacancies online using job search. To get the most out of My World of Work, create an account today @ <http://www.myworldofwork.co.uk/>

You can also call the Skills Development Contact Centre for advice on 0845 8 502 502.

Skills Development Scotland can offer advice about Training & Employment Opportunities. Some local and national employers may recruit school leavers via the Modern Apprenticeship Training Programmes. They enable you to study for recognised qualifications such as Scottish Vocational Qualifications, endorsed by the lead body for the industry. They offer a combination of work experience (on-the-job training) and block release to college (off-the-job training).

The **Get Ready for Work** training programme can offer unemployed school leavers an opportunity to gain relevant work experience within a workshop, or employer-based environment. The Careers Adviser can advise you of local opportunities.

SDS Advice about Employment

There are many different types of jobs open to school leavers. Some jobs will require you to undertake training, so be prepared for additional study after leaving school. This could involve on-the-job training and/or further study in day or evening classes for off-the-job training. You can also contact employers directly by telephone or by letter, use personal contacts, e.g., family and friends, and check national and local newspapers. For both employment and training most employers will require young people to complete an application form, possibly sit a selection test and be called for an interview.

SDS Advice about College or University

Entry requirements to college courses vary depending on the subject and level. For some vocational areas there are lower-level introductory courses which will require lower-level entry requirements. All college courses require a good school reference. Colleges and Universities also offer advanced courses – Degrees, Higher National Diplomas, Higher National Certificates and professional diplomas. Entry requirements to these courses vary. You can check out the details in prospectuses, databases, websites and guides held/accessed through the Careers Library.

Developing the Young Workforce

A consistent focus for school personnel has been in ensuring that all our students make the transition from school to a positive and sustained destination. This may be through transition to further study at college or university or through employment, training or volunteering. Positive post-school destinations provide a platform from which further success can be achieved and help to set our students off on the broader life and career journey which they will make.

‘Developing the Young Workforce’ is a major national priority designed to support young people to enter and sustain positive destinations beyond school. Within this area there is a strong emphasis on maintaining programmes of study and activities which have been of benefit to students previously but also a strong desire to extend opportunities to those students considered to have a more directly vocational focus.

Within school, this has seen us extend the range of courses on offer, including Personal Development, the Leadership Award, Hospitality & Retail, Practical Electronics, Practical Metalworking and Practical Woodworking, Travel & Tourism, Sports Leadership Award and Photography – availability is dependent on uptake and timetabling arrangements.

Context permitting, we will extend opportunities for students to engage more directly with employers and enhance their knowledge of potential career pathways. While in the Senior Phase, many students take the opportunity to engage in work placements with employers to gain a deeper level of understanding about chosen career pathways. Miss Grant of our HFT Department has a lead role in Developing the Young Workforce within the school.

Option Choice Process

To support the S4 and S5 options process we will hold an online parent/student information evening on **January 31st (6.00 - 7.00pm online)**. Senior Tracking reports will be sent out in February and the S4 Parents’ Evening is February 27th from 5 - 7pm online and the S5/6 Parents’ Evening is February 22nd in school. Course choice interviews will take place the week following the parents’ evenings (during the school day) at times scheduled by the school. All students are encouraged to discuss options with parents/carers, keeping in mind the key principle of progression.

S5/6 Students (2024 / 2025) - All S5/6 students will study up to five complete courses. Students have a ‘guided choice’ of courses; **For most students the subjects they choose in S5 and S6 should allow them to progress in the subjects they are already studying, and we will be encouraging students to choose the subjects they are currently achieving best in, and will, therefore, offer the best chance of achieving further success in in S5/6.**

Therefore, students will not have the option to “crash” a subject in S5, and in S6 this will only be an option if a student has progressed to the highest level they can in their courses.

When choosing the courses list them in order of priority. Please remember that it may not be possible to meet all combinations of courses. We therefore ask students to choose five courses and a reserve.

Every attempt will be made to satisfy the first five choices, or the reserve choice if necessary. If these are not possible a discussion will take place between the student and their Extended Leadership Team contact / Head of House to find a suitable alternative. This may include studying the subject in another school or college through the West Lothian Academy.

The level at which the subject will be studied depends on a student gaining the necessary grades to allow entry into the course.

Additional Notes

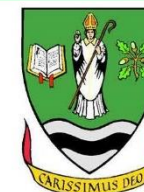
- Option choices should be completed in conjunction with the Senior Phase Option Booklet. Advice will be given by your Extended Leadership Team / House Head on the choice of suitable courses, in terms of appropriate levels of study and your intended career path or future study. All students should aim at choosing a balanced course of study, bearing in mind the entry requirements of possible further education courses or future careers.
- All courses are subject to the availability of staff and accommodation. If a course is undersubscribed then it will not run, and the student will have to choose another subject or try to find a place in that subject in another school via the West Lothian Academy. In the case of courses being oversubscribed, a discussion will take place with the student to ensure they are placed in the most appropriate alternative course. **Please note that teaching sets that begin before the summer holidays may be changed in August due to examination results.** The priority is to try to accommodate all students in their chosen courses.
- The Senior Course Choice Booklet gives the recommended entry for all subjects at each level. It also shows the various levels that courses will be offered at. It is essential that students choose courses that are at the appropriate level and provide them with the necessary progression.

From the courses available, students should rank their preferred options in order and identify a reserve choice. The 'level of study' column should be completed as recommended by class teachers based on the student's performance in the class presently and the grades they are likely to achieve in this year's exam diet. **Both the student and parent/carer should then sign and date the form.**

Option Form



S5/6 Senior Phase Option Form 2024 – 25



Name: _____ Class: _____

Intended Career Pathway : _____

Expect to Leave School : End of S5 / End of S6 (Please circle as appropriate)

S4 Student Info			
Subject	Level	Prelim	Suggested Subject Progression

S5 Level of Study					
Rank Order	S5 Student Choice	Adv. Higher	Higher / Level 6	National 5 / Level 5	National 4 / Level 4
1 (Highest Priority)					
2					
3					
4					
5					
6 (Reserve Choice)					

Please note: The selection of a course does not guarantee that a class will run.

Student Signature : _____ Date: _____

Parent / Carer Signature : _____ Date: _____

St Kentigern's Staff Signature : _____ Date: _____

This form must be completed and brought to your Course Choice Interview
Interviews take place from the 4th March 2024

Senior Phase Review and Plan

Student Review of Progress Please use the subheadings below to complete the table	Notes of discussion during course choice interview
Which subjects have you enjoyed most so far?	
What are your main subject strengths (writing reports, carrying out experiments, solving problems etc.)	
What are your main Skills & Qualities (working independently, IT presentations, public speaking)	
Individual achievements (inside and out with school)	

Career Goals

What type of job would you like to have?	
Do you know which subjects are required, and at what level to get this job?	
What route do you need to take to achieve this goal? i.e. <div style="text-align: center;"> S4 → S5 → College → Employment OR S6 → College → University → Employment </div>	
After school, what (and to whom) will you need to apply to first? (College, University, business etc.?)	

What type of job would you like to have?	
Do you know which subjects are required, and at what level to get this job?	
<p>What route do you need to take to achieve this goal? i.e.</p> <p style="text-align: center;">$S4 \rightarrow S5 \rightarrow \text{College} \rightarrow \text{Employment}$</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">$S6 \rightarrow \text{College} \rightarrow \text{University} \rightarrow \text{Employment}$</p>	
After school, what (and to whom) will you need to apply to first? (College, University, business etc.?)	

Information about Courses and Progression Pathways

Course Available	Level of Study			
	Adv. Higher / Level 7	Higher / Level 6	National / Level 5	National / Level 4
Accounting & Finance		✓	✓	
Administration & IT		✓	✓	✓
Applications of Maths		✓	✓	✓
Art and Design	✓	✓	✓	✓
Biology	✓	✓	✓	✓
Business Management	✓	✓	✓	✓
Chemistry	✓	✓	✓	✓
Computing Science	✓	✓	✓	✓
Cyber Security			✓	✓
Dance		✓	✓	✓
Design and Manufacture		✓	✓	✓
Drama	✓	✓	✓	✓
English	✓	✓	✓	✓
ESOL		✓	✓	✓
French	✓	✓	✓	✓
Games Design			✓	✓
Geography	✓	✓	✓	✓
Graphic Communications	✓	✓	✓	✓
Health & Food Technology	✓	✓	✓	✓
History	✓	✓	✓	✓
Human Biology		✓		
Mathematics	✓	✓	✓	✓

Course Available	Level of Study			
	Adv. Higher / Level 7	Higher / Level 6	National / Level 5	National / Level 4
Media		✓	✓	✓
Modern Studies	✓	✓	✓	✓
Music	✓	✓	✓	✓
Music Technology		✓	✓	✓
PDA: SFA Refereeing	✓			
Personal Development & Exercise and Fitness Leadership (NPA)		✓		
Personal Development & Leadership		✓	✓	
Philosophy		✓		
Photography		✓		
Physical Education	✓	✓	✓	✓
Physics	✓	✓	✓	✓
Politics		✓		
Practical Cookery			✓	✓
Practical Electronics			✓	✓
Practical Metalwork			✓	✓
Practical Woodwork			✓	✓
Psychology	✓			
RMPS	✓	✓	✓	✓
SfW: Hospitality & Retail			✓	✓
Spanish	✓	✓	✓	✓
Travel & Tourism			✓	✓

The levels of study are shown to illustrate potential progression through the whole Senior Phase.

All S5 Students will complete the Religion Beliefs and Values Award (SCQF Level 6) through Core RE.

Most Advanced Highers listed will be available virtually in partnership with the West Lothian Academy. Full details of these courses are available on our website at https://stkentigersacademy.westlothian.org.uk/Senior_Options and also in Appendix 1 of this booklet, on page 85.

West Lothian College Courses

An overview of the courses available at West Lothian College as part of the School-College Partnership arrangement can be found at <https://www.west-lothian.ac.uk/courses/courses-for-schools/>. Most courses run on a Tuesday and Thursday afternoon and can be incorporated within your timetable. Some courses out with those on a Tuesday, Thursday or Friday afternoon will be advertised within the Schools Partnership offer but have more significant implications to your school timetable. Please speak to your Head of House or a member of the Senior Leadership Team prior to applying for one of these courses.

Foundation Apprenticeships (FA)

A Foundation Apprenticeship offers a blended learning experience combining school, college and work based learning. Lasting one or two years, students will typically begin their Foundation Apprenticeship in S5 for the 2 year course and either S5/S6 for the 1-year course. Young people will spend time out of school at college and/or with a local employer, and complete their other subjects like National 5's and Highers. Apprenticeships are linked to growth sectors of the Scottish economy, so young people are getting industry experience which will help them kick-start a successful career in their chosen field.

In S5 Students will spend up to two half days a week out of school at college and with an employer. In S6, students will spend more time with an employer, putting into practice the skills they have learned in school and at college. There will gain qualification recognised by industry employers which is at an SCQF Level 6 (SQA Higher). This qualification also contains component parts of a Modern Apprenticeship. All suitable students that match the specific entrance criteria will be interviewed and they may have to complete an aptitude test.

The following Foundation apprenticeships are available to you this year:

- Foundation Apprenticeship in Construction (Level 4)
- Foundation Apprenticeship in Creative and Digital Media
- Foundation Apprenticeship in Engineering
- Foundation Apprenticeship in Social Services and Healthcare
- Foundation Apprenticeship in Social Services: Children and Young People

All students interested in a Foundation Apprenticeship should speak to their Pupil Support Teacher.



Please Note:

- Foundation Apprenticeships (FA) requires attendance at college on some Friday afternoons as well as on Tuesday and Thursday afternoons. Students are also required to undertake work placements during Easter and summer holidays.
- Tuesday-Thursday Courses are in the Travel Column (1:00 - 4:00pm). This means that Students will miss some time from one of their other school subjects on Tuesdays and one on Thursdays. Students must take responsibility for catching up on any work missed. They will have 2 study periods in school which they should use to do this.
- Some Foundation Apprenticeship courses require full days out of school. Please speak to a member of staff to discuss the implications of this prior to applying to the college.
- Friday Courses are undertaken in students' own time (1:15-3:15pm)
- Students apply directly online to West Lothian College.
- For more information on West Lothian College Courses check their website:
<http://www.west-lothian.ac.uk/schools/schools-courses>

School Courses Available

The following pages have descriptions of the courses available in the school. The courses are grouped together according to curricular area and subject. Students should speak with the Principal Teacher Curriculum or teachers in the curricular area for additional information about any of the courses.

Accounting Higher

AIMS OF THE COURSE

Accounting is a key function in all organisations. Without effective accounting procedures and accountants to provide timely and relevant information to management, organisations may perform less successfully than they otherwise might. 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. A main feature of this Course is the development of numeracy/IT and thinking skills.

DESCRIPTION OF THE COURSE

1. Preparing Financial Accounting Information

Use knowledge and understanding of financial regulations to explain factors affecting financial accounting procedures of public limited companies

Prepare extracts of period-end financial accounting statements

2. Preparing Management Accounting Information

Use knowledge and understanding of management accounting systems as a means of planning and control

3. Evaluate a range of management accounting statements:

Analysing Accounting Information

Describe analysis techniques applied in accounting statements

Evaluate business performance, based on accounting analysis, to make business recommendations

ASSESSMENT

To gain the award for the Course, the learner must achieve a pass an assignment and a question paper.

The assignment is completed internally under some supervision and control and marked externally by SQA and is worth 1/3 of the final grade (60 marks).

The question paper is the exam and is worth 2/3 of the final grade (120 marks).

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher

CAREER OPPORTUNITIES

Accountant, Actuary, Bank or Building Society Manager, Bookmaker, Cashier , Company Secretary, Economist, Financial Adviser , Insurance Account Manager, Investment Analyst, Investment Banker, Stockbroker, Teacher – Business Education

FACULTY HEAD: Mr M. Donnelly (Acting)

Administration and IT N5 & HIGHER

AIMS OF THE COURSE

Administration and IT cuts across all sectors of the economy and offers wide-ranging employment opportunities.

The course helps candidates to develop advanced administrative skills and digital literacy, **enabling** them to contribute to the effective functioning of organisations in supervisory administrative positions.

They develop the ability to use a range of advanced software application functions covering word processing, spreadsheets, databases and emerging technologies.

DESCRIPTION OF THE COURSE

Administrative theory and practice

Candidates develop their understanding of the factors contributing to an efficient administrative function. These include time and task management, effective teams, complying with workplace legislation, the impact of digital technologies, and customer care.

IT applications

Candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, to create and edit complex business documents. Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

ASSESSMENT

To gain the award for the Course, the learner must pass the course assessment which consists of two components - an assignment and a question paper.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND courses

Degree courses

CAREER OPPORTUNITIES

Sales Manager, Business Consultant, Financial Analyst, Market Research Analyst, Human Resources (HR) Specialist, Loan Officer, Meeting, Convention and Event Planner, Training and Development Specialist.

FACULTY HEAD: Mr M. Donnelly (Acting)

Applications Of Mathematics N4

AIMS OF THE COURSE

The purpose of the National 4 Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The Course develops confidence in being able to handle mathematical processes and information in a range of real-life contexts. The Course also enables learners to make informed decisions based on data presented in a variety of forms.

The mathematical skills within this Course are underpinned by numeracy and are designed to develop learners' skills in mathematical reasoning relevant to learning, life and work.

DESCRIPTION OF THE COURSE

Managing Finance and Statistics: The aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to managing finance and statistics in straightforward real-life contexts. This includes using skills in budgeting as well as skills in organising and presenting data, to explain solutions and/or draw conclusions. The Outcomes cover aspects of finance and statistics in real-life situations requiring mathematical reasoning.

Geometry and Measures: The aim of this Unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to geometry and measurement in straightforward real-life contexts. This includes using skills in interpreting and in using shape, space and measures to determine and explain solutions. The Outcomes cover aspects of geometry and measurement in real-life situations requiring mathematical

Numeracy: The aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use.

ASSESSMENT

To gain the award for the Course, the learner must achieve a pass in all the above Units of the course as well as pass the Added Value Unit

FUTURE PROGRESSION ROUTES IN THE SUBJECT

N5 Numeracy and Data Science NPA

CAREER OPPORTUNITIES

Bank or Building Society Customer Branch Adviser , Building Technician, Civil Service Administrative Assistant and Officer , Management Consultant, Mathematician

FACULTY HEAD: Mr A. McIntosh

Applications Of Mathematics N5

AIMS OF THE COURSE

The purpose of the National 5 Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The mathematical skills within this course are underpinned by numeracy and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work.

DESCRIPTION OF THE COURSE

1. Finance & Statistics

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts which may be new to the learner. This includes skills in analysing financial positions, budgeting as well as organising and presenting data to justify solutions and/or draw conclusions.

2. Geometry & Measures

The general aim of this Unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts which may be new to the learner. This includes skills in analysing and using geometry and measures to determine and justify solutions to real-life problems.

3. Numeracy:

The general aim of this Unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement. As learners tackle real-life problems, they will decide what numeracy skills to use and how to apply those skills to an appropriate level of accuracy.

ASSESSMENT

The learner must pass the final SQA assessment.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

National 5 Maths, Higher Maths, HNC / HND Maths

CAREER OPPORTUNITIES

Insurance Risk Surveyor Management Consultant, Materials Scientist Mathematician
Most Colleges and Universities accept N5 Applications of Mathematics in place of N5 Mathematics

FACULTY HEAD: Mr A. McIntosh

Applications Of Mathematics Higher

AIMS OF THE COURSE

The purpose of the Higher Applications of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The course enhances candidates' critical and logical thinking so that they can interpret, analyse, and critically appraise statistical and mathematical information; simplify and solve problems; assess risk; and make informed decisions. This course is suitable for those that have achieved an A-C in N5 Mathematics or Applications of Mathematics or Higher Mathematics.

DESCRIPTION OF THE COURSE

The Higher Applications of Mathematics course develops, deepens and extends the operational and reasoning skills necessary for solving problems. Through real-life contexts, candidates acquire and apply mathematical and statistical skills directly relevant to life and work, and learn about how mathematics affects the world they live in.

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

- analyse complex real-life situations and problems involving mathematics
- select and apply skills in finance, statistics and probability, data modelling, and planning and decision making
- use mathematical reasoning skills to extract and interpret information and draw conclusions or justify decisions
- use software where appropriate, for example to model and analyse statistical, mathematical, and financial problems

ASSESSMENT

Candidates sit an exam question paper and a project.

The question paper has 65 marks, scaled up to 80 marks after marking, out of a total of 110 marks for the course assessment. The project has 30 marks out of a total of 110 marks for the course assessment. Candidates research and report on a topic that allows them to apply statistical skills and knowledge in Applications of Mathematics at a level appropriate to Higher.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

There is no AH Application of Mathematics

CAREER OPPORTUNITIES

Bank or Economics, Accountancy, Data Analyst, Actuary, Financial Services

FACULTY HEAD: Mr A. McIntosh

Art And Design Advanced Higher

AIMS OF THE COURSE

Students will be required to undertake a significant amount of work generated out-with the classroom. This course is appropriate for Students wishing to apply for an Art and Design course at University or College. If this applies they will be expected to create a folio of work and written piece. This could work alongside and complement taking Higher Photography offered in school. It is also recommended to attend the Portfolio classes in the evenings at West Lothian College.

DESCRIPTION OF THE COURSE

Expressive Activity is a practical course based on identification of a theme of personal interest; investigation of a variety of sources and stimuli; creative development of lines of thought; resolution of ideas and interpretation into finished art works of variety and high quality, where materials and processes are handled confidently.

Design Activity is a practical course based on identifying a design problem; considering a range of design issues; researching and developing a range of approaches and possibilities; formulating and communicating through visual means an appropriate design solution.

Critical Studies is a written study which is linked to the Students' practical work. Based on the area of study chosen in the practical enquiry, Students research the work of appropriate artists or designers. This supports the enquiry and adds to their depth of knowledge, understanding and gives insight into the working practice methods and influences of practitioners. A wider contextual analysis is also part of this element.

ASSESSMENT

On-going assessment and interim review as well as external assessment of the folios

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND Courses

Degree Courses

CAREER OPPORTUNITIES

Animator, Architect , Art Therapist, Cartoonist, Clinical Photographer, Fashion Designer
Fine artist, Furniture Designer, Graphic Designer, Illustrator, Landscape Architect,
Photographer, Product Designer, Scientific or Technical Illustrator, Teacher - Secondary
School - Art and Design, TV or Film Director ,Wardrobe Assistant - Film, TV or
Theatre

FACULTY HEAD: **Mr B. Johnstone**

Art And Design Higher

AIMS OF THE COURSE

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

DESCRIPTION OF THE COURSE

Learners will analyse the factors influencing artists' and designers' work and practise. They will use this understanding when developing and producing their own creative and personal expressive art and design. The skills that learners gain successfully completing the course will be valuable for learning life and work. Learners will investigate and analyse how artists and designers have used materials, techniques and/or technology in their work.

ASSESSMENT

Folios will be assessed throughout the year at key stages. To gain the award of the Course, the learner must evidence work which is of standard being presented through on-going Course assessment. The controlled course assessment project is submitted to the SQA for external marking. In addition a final written exam must be undertaken within the SQA exam diet.

Expressive and Design Folios 200 marks Question Paper 60 marks

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher

HNC/HND courses

Degree

CAREER OPPORTUNITIES

Animator, Architect , Art Therapist, Cartoonist, Clinical Photographer, Fashion Designer
Fine artist, Furniture Designer, Graphic Designer, Illustrator, Landscape Architect,
Photographer, Product Designer, Scientific or Technical Illustrator, Teacher - Secondary
School - Art and Design, TV or Film Director ,Wardrobe Assistant - Film, TV or
Theatre

FACULTY HEAD: **Mr B. Johnstone**

Art And Design N4 & N5

AIMS OF THE COURSE

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work.

DESCRIPTION OF THE COURSE

Learners will investigate the factors influencing artists and designers work and practice and will use this understanding when developing and producing their creative expressive art and design work. They will develop creativity and complex problem solving skills when experimenting with materials, techniques and / or technology and experimenting with different ways to realise their creative ideas. Learners will also develop their creative thinking and reflective skills when reviewing and refining their work.

ASSESSMENT

To gain National 5, learners must complete the Course Assessment :

Design and Expressive Folios each worth 100 and a 50 mark Question Paper

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher

CAREER OPPORTUNITIES

Animator, Architect , Art Therapist, Cartoonist, Clinical Photographer, Fashion Designer
Fine artist, Furniture Designer, Graphic Designer, Illustrator, Landscape Architect,
Photographer, Product Designer, Scientific or Technical Illustrator, Teacher - Secondary
School - Art and Design, TV or Film Director ,Wardrobe Assistant - Film, TV or
Theatre

FACULTY HEAD: **Mr B. Johnstone**

Biology Advanced Higher

AIMS OF THE COURSE

Biology has a wide range of appeal and interest because of its relevance to people and the world around us. The course is designed to enable learners to develop an understanding of the way biological principles can be applied to many issues facing individuals and society today, such as fighting diseases, genetics and evolution, and increasing populations. The biological skills and knowledge you acquire will help you to become a confident citizen in a technological world where biology has a crucial role.

DESCRIPTION OF THE COURSE

There are three mandatory Units as follows. Cell and Molecular Biology (1 credit): cell structure, function and growth, cell components, molecular interactions and DNA technology. Environmental Biology (1 credit): circulation in ecosystems, interactions in ecosystems and human impact on the environment. Biology Investigation (0.5 credit): in individual research project on a biological topic of your choice. Optional Unit – Exercise, Physiology & Health and (0.5 credit): cardiovascular system, metabolism and the effects of exercise.

ASSESSMENT

Students sit an externally assessed examination set by the SQA. The Advanced Higher external examination will be graded A to D. In a standard year, students also complete an Investigation of a topic from Biology which is marked by the SQA.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND Courses

Degree Courses

CAREER OPPORTUNITIES

Anatomical Pathology Technologist, Biochemist, Biologist, Dental Nurse, Dental Technician, Dentist, Dietitian, Doctor, Food Scientist or Technologist, Food Technician, Forensic Scientist, Geneticist, Health and Safety Inspector, Health Care Assistant or Nursing Auxiliary, Herbalist, Laboratory Technician, Medical Representative, Meteorologist, Microbiologist, Midwife, Nurse, Occupational Therapist, Optometrist, Orthodontist, Paramedic, Pharmacist, Physiotherapist, Podiatrist or Chiropodist, Psychologist, Public Health Nurse or Health Visitor, Radiographer, Speech and Language Therapist, Sport and Exercise Scientist, Sports Therapist, Teacher - Secondary School - Biology with Science, Veterinary Nurse, Veterinary Surgeon

FACULTY HEAD: **Mr A. Jack**

Biology Higher

AIMS OF THE COURSE

Biology has a wide range of appeal and interest because of its relevance to people and the world around us. The course is designed to enable learners to develop an understanding of the way biological principles can be applied to many issues facing individuals and society today, such as fighting diseases, genetics and evolution, and increasing populations. The biological skills and knowledge you acquire will help you to become a confident citizen in a technological world where biology has a crucial role.

DESCRIPTION OF THE COURSE

The Cell Biology unit covers topics in cell structure, photosynthesis, respiration, proteins and how cells respond to invasion by bacteria and viruses.

The unit on Genetics & Adaptation involves learning about genes, chromosomes, mutations, evolution and adaptation of plants and animals to their environment.

The control & Regulation unit covers the effects of genes, hormones, and environment on life, mechanisms to regulate the body's internal environment and factors affecting the population size of plants and animals.

ASSESSMENT

Students sit an externally assessed examination set by the SQA. The Higher external examination will be graded A to D. In a standard year, students also complete an Assignment which is marked by the SQA

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher

HNC/HND courses

CAREER OPPORTUNITIES

Anatomical Pathology Technologist, Biochemist, Biologist, Dental Nurse, Dental Technician, Dentist, Dietitian, Doctor, Food Scientist or Technologist, Food Technician, Forensic Scientist, Geneticist, Health and Safety Inspector, Health Care Assistant or Nursing Auxiliary, Herbalist, Laboratory Technician, Medical Representative, Meteorologist, Microbiologist, Midwife, Nurse, Occupational Therapist, Optometrist, Orthodontist, Paramedic, Pharmacist, Physiotherapist, Podiatrist or Chiropodist, Psychologist, Public Health Nurse or Health Visitor, Radiographer, Speech and Language Therapist, Sport and Exercise Scientist, Sports Therapist, Teacher - Secondary School - Biology with Science, Veterinary Nurse, Veterinary Surgeon

FACULTY HEAD: Mr A. Jack

Biology N5

AIMS OF THE COURSE

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 covers major areas of biology ranging from cellular to whole organism and up to ecosystems. The key areas of biodiversity, interdependence, body systems and cells and inheritance are developed through the Course. The focus on cellular level processes will lead to an understanding of the importance and roles of the cell. By comparing processes in multicellular plants and animals, learners investigate increasing levels of complexity. In Life on Earth, the key areas of biodiversity and interdependence are covered, along with the processes leading to evolution as well as food security and ethical issues.

DESCRIPTION OF THE COURSE

In the Cell Biology unit, the key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

In the Multicellular Organisms unit, the key areas covered are: cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of life-style choices on animal transport and exchange systems.

In the Life on Earth unit, the key areas covered are: biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

ASSESSMENT

Students sit an externally assessed examination set by the SQA. The National 5 external examination will be graded A to D. In a standard year, students also complete an Assignment which is marked by the SQA.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher Biology/Human Biology

CAREER OPPORTUNITIES

Biochemist, Biologist, Dental Nurse, Dental Technician, Dentist, Dietitian, Doctor, Food Scientist or Technologist, Food Technician Forensic Scientist, Geneticist, Health Care Assistant or Nursing Auxiliary, Medical Representative, Microbiologist, Midwife, Nurse, Occupational Therapist, Optometrist, Orthodontist, Paramedic, Pharmacist, Physiotherapist, Radiographer, Speech and Language Therapist, Sports Therapist, Teacher - Secondary School - Biology with Science, Vet Nurse, Vet Surgeon

Business Management Advanced Higher

AIMS OF THE COURSE

The Advanced Higher Business Management Course prepares learners to play an active part in Scotland's vibrant and innovative business culture by equipping them with an understanding of the national and global nature of business. Learners develop analytical and research skills by investigating real organisations in a range of contexts. They gain a perspective that gives them the ability to research, analyse and interpret the actions and decisions taken by such organisations, and to explain how these actions and decisions might affect businesses and their economic success.

DESCRIPTION OF THE COURSE

1. The External Business Environment:

Learners who complete this Unit will be able to evaluate the impact of external influences on businesses and evaluate the global business context.

2. The Internal Business Environment:

Learners who complete this Unit will be able to evaluate the management and leadership of organisations and evaluate the management of change.

3. Researching a Business:

Learners who complete this Unit will be able to evaluate a range of information available to organisations and how it may be used to support effective decision making.

ASSESSMENT

To gain the award for the Course the learner must pass the course assessment which consists of two components – a project and a question paper.

The project is completed internally under a low level of supervision and control and marked externally by SQA and contributes towards the final grade. The question paper is the exam and contributes 80 marks toward the final grade.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Degree

CAREER OPPORTUNITIES

Bank or Building Society Customer Branch Adviser, Cinema or Theatre Manager, Clerical or Administrative Assistant, Company Secretary, Economist, Financial Adviser, Human Resources Officer or Manager, Insurance Account Manager, Investment Banker, Market Research Executive, Marketing Manager, Office Manager, Personal Assistant or Executive Secretary, Receptionist, Restaurant Manager, Retail Manager, Sports or Leisure Centre Manager, Stockbroker, Tax Inspector, Teacher- Business Education

FACULTY HEAD: **Mr M. Donnelly (Acting)**

Business Management Higher

AIMS OF THE COURSE

Business plays a key role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. The key purpose of this Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. A main feature of this Course is the development of enterprising and employability skills. By developing many transferable skills, the Course prepares learners for everyday life, the world of work or further study of business and other business-related disciplines.

DESCRIPTION OF THE COURSE

1. Management of Marketing and Operations:

Learners who complete this Unit will be able to apply knowledge and understanding of how the marketing function enhances the effectiveness of large organisations and apply knowledge and understanding of how the operations function contributes to the success of large organisations.

2. Management of People and Finance:

Learners who complete this Unit will be able to apply knowledge and understanding of how the management of people can meet the objectives of large organisations and analyse how the management of finance contributes to the effectiveness of large organisations.

3. Understanding Business:

Learners who complete this Unit will be able to analyse the features, objectives and internal structures of large organisations and analyse the environment in which large organisations operate.

ASSESSMENT

To gain the award for the Course, the learner must complete an assignment and a question paper. The assignment is completed internally under a high degree of supervision and control, marked externally by SQA and is worth 25% of the final grade (30 marks). The question paper is the exam and is worth 75% of the final grade (90 marks).

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher Business Management

CAREER OPPORTUNITIES

Bank Adviser, Clerical or Administrative Assistant, Economist, Insurance Account Manager, Investment Banker, Marketing Manager, Office Manager, Teacher- Business Education

FACULTY HEAD: Mr M. Donnelly (Acting)

Business Management N5

AIMS OF THE COURSE

The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals – this is achieved by combining theoretical and practical aspects of learning using real-life business contexts.

DESCRIPTION OF THE COURSE

1. Management of People and Finance:

Learners who complete this Unit will be able to apply knowledge and understanding of how the management of people contributes to the success of small and medium sized organisations and apply knowledge and understanding of how the management of finance contributes to the success of small and medium sized organisations.

2. Management of Marketing and Operations:

Learners who complete this Unit will be able to apply knowledge and understanding of how the marketing function contributes to the success of small and medium sized organisations and apply knowledge and understanding of how the operations function contributes to the success of small and medium sized organisations.

3. Understanding Business:

Learners who complete this Unit will be able to give an account of the key objectives and activities of small and medium-sized business organisations and apply knowledge and understanding of factors that impact on the activities of small and medium-sized business organisations.

ASSESSMENT

To gain the award for the Course, the learner must pass the course assessment which consists of two components - an assignment and a question paper.

The assignment is completed internally under some supervision and control and marked externally by SQA and is worth 25% of the final grade (30 marks). The question paper is the exam and is worth 75% of the final grade (90 marks).

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher Business Management

CAREER OPPORTUNITIES

Bank or Building Society Customer Branch Adviser, Cinema or Theatre Manager, Clerical or Administrative Assistant, Company Secretary, Economist, Financial Adviser, Human Resources Officer or Manager, Insurance Account Manager, Investment Banker, Market Research Executive, Marketing Manager, Office Manager, Personal Assistant or Executive Secretary, Receptionist, Restaurant Manager, Retail Manager, Sports or Leisure Centre Manager, Stockbroker, Tax Inspector, Teacher- Business Education

FACULTY HEAD: **Mr M. Donnelly (Acting)**

Chemistry Advanced Higher

AIMS OF THE COURSE

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.

DESCRIPTION OF THE COURSE

The first two units seek to develop knowledge and understanding, problem solving and practical abilities in the following areas:

Inorganic and Physical Chemistry – electronic structure; chemical equilibrium; thermochemistry; reaction feasibility; electrochemistry and kinetics.

Organic Chemistry and Instrumental Analysis- organic reaction types and mechanisms; physical properties of some organic compounds; systematic organic chemistry; stereoisomerism and structural analysis.

The third Unit seeks to develop investigative skills: Chemical Investigation - a short chemical investigation is completed.

ASSESSMENT

Students sit an externally assessed examination set by the SQA. The Advanced Higher external examination will be graded A to D. In a standard year, students also complete an Investigation which is marked by the SQA.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND courses

Degree courses

CAREER OPPORTUNITIES

Acupuncturist, Air Quality Consultant, Chemical Engineer, Chemist, Clinical or Biomedical Engineer, Dentist, Dietitian, Doctor, Food Technician, Forensic Scientist, Geneticist, Geologist, Health and Safety Inspector, Herbalist, Homeopath, Laboratory Technician, Marine Biologist, Medical Pathologist, Medical Representative, Microbiologist, Midwife, Occupational Therapist, Paramedic, Pharmacist, Physiotherapist, Nurse or Nurse, Psychologist, Radiographer, Renewable Energy Consultant, Scenes of Crime Officer or Scene Examiner, Teacher - Secondary School - Chemistry with Science, Technical Brewer Veterinary Nurse

FACULTY HEAD: Mr A. Jack

Chemistry Higher

AIMS OF THE COURSE

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.

DESCRIPTION OF THE COURSE

The Chemical Changes & Structure unit of the course further builds on the knowledge gained in N5 Chemistry by looking at how to control the rates of chemical reactions, examining trends in the Periodic Table, and linking the bonding within substances with their properties.

The Nature's Chemistry unit involved learning about Organic Chemistry in the context of food chemistry, and the chemistry of cosmetics.

In the Chemistry in Society unit, the scaling up of chemical reactions into full scale production will be studied, along with how analytical chemistry can be used to determine the purity of substances.

In the Researching Chemistry unit, a practical investigation linked to an application of chemistry on society or the environment will take place. The findings of the research will be written up as a scientific report.

ASSESSMENT

Students sit an externally assessed examination set by the SQA. The Higher external examination will be graded A to D. In a standard year, students also complete an Assignment which is marked by the SQA.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher, HNC/HND courses

CAREER OPPORTUNITIES

Acupuncturist, Air Quality Consultant, Chemical Engineer, Chemist, Clinical or Biomedical Engineer, Dentist, Dietitian, Doctor, Food Technician, Forensic Scientist, Geneticist, Geologist, Laboratory Technician, Marine Biologist, Microbiologist, Midwife, Occupational Therapist, Paramedic, Pharmacist, Physiotherapist, Nurse or Nurse, Psychologist, Radiographer, Renewable Energy Consultant, Scenes of Crime Officer or Scene Examiner, Teacher - Veterinary Nurse

FACULTY HEAD: Mr A. Jack

Chemistry N5

AIMS OF THE COURSE

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.

DESCRIPTION OF THE COURSE

The Chemical Changes & Structure unit of the course, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated.

The Nature's Chemistry unit, learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels.

In the Chemistry in Society unit, learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear of radiation. Learners will investigate chemical analysis techniques used for monitoring the environment.

ASSESSMENT

Students sit an externally assessed examination set by the SQA. The National 5 external examination will be graded A to D. In a standard year, students also complete an Assignment which is marked by the SQA.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher

CAREER OPPORTUNITIES

Acupuncturist, Air Quality Consultant, Chemical Engineer, Chemist, Clinical or Biomedical Engineer, Dentist, Dietitian, Doctor, Food Technician, Forensic Scientist, Geneticist, Geologist, Laboratory Technician, Marine Biologist, Medical Pathologist, Medical Representative, Microbiologist, Midwife, Occupational Therapist, Paramedic, Pharmacist, Physiotherapist, Nurse or Nurse, Psychologist, Radiographer, Renewable Energy Consultant, Scenes of Crime Officer or Scene Examiner, Teacher - Secondary School - Chemistry with Science, Technical Brewer Veterinary Nurse

FACULTY HEAD: Mr A. Jack

Computing Advanced Higher

AIMS OF THE COURSE

Computing science is vital to everyday life — socially, technologically and economically; it shapes the world in which we live and its future. Computing is embedded in the world around us and plays an important part in many aspects of our lives at home, work and at leisure. Our society needs computing professionals with the imagination and ability to extend and design the computers, programs, applications and networks of the future in fields which include science, education, business and industry.

The Course provides a broad and challenging exploration of these areas, focusing on the development of advanced programming, development and research skills to gain an understanding of the role and impact of contemporary computing technologies. Because of its relevance and its focus on developing transferable skills it will be valuable to many learners.

DESCRIPTION OF THE COURSE

1. **Software Design and Development:** Learners who complete this Unit will be able to explain how well-structured, complex modular programs work, drawing on understanding of programming constructs, algorithms and data integration, they will develop well-structured, complex modular programs using one or more software development languages, and investigate and report on some contemporary programming paradigms.
2. **Information System Design and Development:** Learners who complete this Unit will be able to explain how contemporary information system projects are developed and managed, and explain the implications of a contemporary information system development.

ASSESSMENT

To gain the award for the Course, the learner must complete the course assessment which consists of two components - an assignment and a question paper.

The assignment is completed internally under supervision and control. This is worth 50% (80 marks) of the final grade. The question paper is the exam and is worth 50% (80 marks) of the final grade.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Degree

CAREER OPPORTUNITIES

Air Traffic Controller, Airline Pilot, Astronomer, CAD Technician, Database Administrator, Forensic Scientist, Games Designer, Geologist, Geophysicist, Helicopter Pilot, IT Support Engineer, Management Consultant, Manufacturing Systems Engineer, Mathematician, Medical Physicist, Meteorologist, Software Engineer, Systems Analyst Teacher - Secondary School – Computing, Web Developer

FACULTY HEAD: Mr M. Donnelly (Acting)

Computing N5

AIMS OF THE COURSE

The purpose of these courses is to develop knowledge and understanding of Computing Science. These skills are vital as computing pervades our everyday life — socially,technologically and economically. Understanding computational processes and thinking is also vital to many other fields, including science, economics, business and industry. While many learners will want to become computing professionals, all will benefit from the development of these skills and the underpinning knowledge necessary to meet the needs of society today and for the future.

DESCRIPTION OF THE COURSE

1. **Information System Design and Development:** Learners who complete this Unit will be able to develop information systems, using appropriate development tools and consider the factors involved in the design and implementation of an information system.
2. **Software Design and Development:** Learners who complete this Unit will be able to explain how programs work, drawing on understanding of concepts in software development and basic computer architecture, develop short programs using one or more software development environments, and produce a short detailed report comparing two contemporary software development languages or environments.

ASSESSMENT

To gain the award for the Course, the learner must achieve a pass in both the above Units of the course as well as pass the course assessment which consists of two components - an assignment and a question paper.

The units are completed and marked internally. There will be one formal re-assessment opportunity.

The assignment is completed internally under some supervision and control and marked internally in line with SQA Marking Instructions. This is worth 40% of the final grade. The question paper is the exam and is worth 60% of the final grade.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher Computing

CAREER OPPORTUNITIES

Air Traffic Controller, Airline Pilot, Astronomer, CAD Technician, Database Administrator, Forensic Scientist, Games Designer, Geologist, Geophysicist, Helicopter Pilot, IT Support Engineer, Management Consultant, Manufacturing Systems Engineer, Mathematician, Medical Physicist, Meteorologist, Software Engineer, Systems Analyst Teacher - Secondary School – Computing, Web Developer

FACULTY HEAD: Mr M. Donnelly (Acting)

Computing Higher

AIMS OF THE COURSE

The purpose of this course is to build on the skills, knowledge and understanding of Computing Science developed at National 5. 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.

DESCRIPTION OF THE COURSE

1. Information System Design and Development:

Learners who complete this Unit will be able to develop information systems using appropriate development tools and consider the factors involved in the design and implementation of an information system.

2. Software Design and Development:

Learners who complete this Unit will be able to explain how programs work, drawing on an understanding of advanced concepts in software development and computer architecture, develop modular programs using one or more software development environments and produce a detailed report on the impact of contemporary computing technologies.

ASSESSMENT

To gain the award for the Course, the learner must complete the course assessment which consists of two components - an assignment and a question paper.

The assignment is completed internally under supervision and control. This is worth 31% (50 marks) of the final grade. The question paper is the exam and is worth 69% (110 marks) of the final grade.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher

CAREER OPPORTUNITIES

Air Traffic Controller, Airline Pilot, Astronomer, CAD Technician, Database Administrator, Forensic Scientist, Games Designer, Geologist, Geophysicist, Helicopter Pilot, IT Support Engineer, Management Consultant, Manufacturing Systems Engineer, Mathematician, Medical Physicist, Meteorologist, Software Engineer, Systems Analyst Teacher - Secondary School – Computing, Web Developer

FACULTY HEAD: Mr M. Donnelly (Acting)

Cyber Security Levels 4 & 5

AIMS OF THE COURSE

The Cyber Security NPA provides basic knowledge and skills in data security, digital forensics and ethical hacking. It provides a skills pipeline into the cyber security industry where there is a skills shortage to defend against cyber-attacks. Learners will improve their cyber hygiene and be able to identify security weakness safely, legally and ethically. The award aims to produce knowledgeable and skilled people, aware of potential misuses of computer systems but who use these skills for legal and ethical purposes.

DESCRIPTION OF THE COURSE

In the Data Security Unit learners use knowledge and tools to defend personal and corporate data from cyber-attacks. They are given the chance to create a solution that may prevent data security breaches and take into account legal and ethical considerations.

In the Ethical Hacking Unit learners discover basic methods used by malicious and ethical hackers to compromise computer systems, as well as applying these in a controlled environment. They are reminded at all times to adhere to the law and not to use any skills acquired without agreement.

In the Digital Forensics Unit learners are introduced to the principles and integrity of digital forensic process. They apply digital forensics in a legal, professional and ethical way. Learners develop a full understanding of data acquisition, data analysis and reporting of forensic examination through a hands-on approach.

ASSESSMENT

Assessment of this award will be a combination of practical and knowledge assessments under closed and open-book assessment conditions. They include short tests, practical assignments and a case study report.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Opportunity to study an apprenticeship at local companies such as BT or further education at college.

CAREER OPPORTUNITIES

There is a current skills shortage in this area. This skills shortage will get significantly worse in the coming years, when demand for expertise in this field will far outstrip supply resulting in a global skills shortage. All kinds of businesses and organisations need people with cyber security skills.

FACULTY HEAD: **Mr M. Donnelly (Acting)**

Dance NPA L4 & N5

AIMS OF THE COURSE/COURSE DESCRIPTION

The purpose of the courses is to enable students to develop a range of technical dance and choreographic skills. The courses are made up of three elements: performance, practical activity and theory.

Performance:

Students are required to demonstrate their technical and performance skills in a two minute, teacher taught solo dance in either Jazz, Contemporary or Commercial. Technical and performance skills include use of parallel/turnout; posture and alignment; stamina, strength and flexibility; spatial awareness; timing and musicality; quality and dynamics; self-expression, sense of performance, concentration and focus.

Practical Activity:

The practical activity is split into two parts: choreography and choreography review. Students must create a piece of choreography, based on a theme of their choice, which lasts between 1:30-2:00 minutes for two people. Within their choreography, students must include original movements, a structure, choreographic devices, spatial elements and use music/sound that is appropriate to the theme. In their choreographic review, students explain and justify the choices they made when creating their choreography in a written document or powerpoint presentation.

Theory:

There are three sections within the theory/exam paper: evaluation of own work/personal performance; knowledge and understanding of a chosen dance style; evaluation of professional choreography.

ASSESSMENT

NPA Level 4 – all elements are pass/fail. A pass must be achieved in all elements to complete the award

N5 – elements are marked and weighted as follows:

Performance	35 marks	35%
Practical Activity	Choreography 35 marks	45%
	Choreography Review 30 marks	
Question Paper	30 marks	20%

FACULTY HEAD: Mrs K. Moore (Acting)

Dance Higher

AIMS OF THE COURSE/COURSE DESCRIPTION

The purpose of the courses is to enable students to develop a range of technical dance and choreographic skills. The courses are made up of three elements: performance, practical activity and theory.

PERFORMANCE:

Students are required to demonstrate their technical and performance skills in a two minute, teacher taught solo dance in **TWO CONTRASTING** dance styles. All pupils will perform a Contemporary solo and choose either Jazz OR Commercial as their second solo. Technical and performance skills include use of parallel/turnout; posture and alignment; stamina, strength and flexibility; spatial awareness; timing and musicality; quality and dynamics; self-expression, sense of performance, concentration and focus.

PRACTICAL ACTIVITY:

The practical activity is split into two parts: choreography and choreography review. Students must create a piece of choreography, based on a theme of their choice, which lasts between 2:00-3:00 minutes for a minimum of three people. Within their choreography, students must include original movements, a structure, choreographic devices, spatial elements and use music/sound that is appropriate to the theme. In their choreographic review, students explain and justify the choices they made when creating their choreography in a written document or PowerPoint presentation.

THEORY:

There are two sections within the theory/exam paper: dance appreciation in context and study of a professional choreography

ASSESSMENT:

Performance	2x35 marks (70 marks)	40%
Practical Activity	Choreography 45 marks Choreography Review 25 marks (70 marks)	30%
Question Paper	Section 1- 24 marks Section 2 – 16 marks (40 marks)	30%

FUTURE PROGRESSION ROUTES IN THE SUBJECT: Advanced Higher Dance Units

CAREER OPPORTUNITIES:

Actor, Choreographer, Community Arts Worker, Cruise Ship Worker, Dance Movement Therapist, Dance Teacher, Dancer, Fashion Model, Health and Fitness Instructor, Play Worker/Assistant, Retail Assistant, Retail Manager, Teacher - Secondary School, TV or Radio Presenter, Yoga Teacher

FACULTY HEAD: Mrs K. Moore (Acting)

Design And Manufacture Higher

AIMS OF THE COURSE

The Higher Design and Manufacture Course develops skills in design and manufacturing models, prototypes and products, and knowledge and understanding of manufacturing processes and materials. Learners also gain an understanding of the impact of design and manufacturing technologies on our environment and society.

DESCRIPTION OF THE COURSE

Design covers the processes of product design from brief to resolved design proposals and specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals for products. It allows them to gain skills and experience in evaluating design proposals to refine, improve and resolve them. It allows them to develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

Materials and Manufacturing covers the processes of product design from design proposals to prototype. It allows learners to gain skills in planning and making models and prototypes. It helps learners to 'close the design loop' by manufacturing a set of design ideas. It allows them to develop an appreciation of manufacturing practicalities. It allows them to strengthen an appreciation of the numerous factors that influence the design and manufacture of products. It allows learners to consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

ASSESSMENT

The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course. These will be assessed through a combination of an assignment (53%) and a question paper (47%).

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND courses

Degree courses

CAREER OPPORTUNITIES

Aeronautical Engineer, Architect, Automotive Engineer, Building Technician, Cabinet Maker, Carpenter or Joiner, Civil Engineering Technician, Civil or Structural Engineer, Construction Manager or Site Manager, Construction Plant Mechanic, Driller, Drilling Engineer, Electrical Engineer, Electronic Engineer, Facilities Manager, Furniture Designer, IT Support Engineer, Land-based Mechanic, Locksmith, Manufacturing Systems Engineer, Mechanical Engineering, Merchant Navy Engineering Officer, Model Maker, Musical Instrument Technologist, Naval Architect, Renewable Energy Engineer, Sculptor (Art and Design - 3 Dimensional Design), Sheet Metal Worker, Sound Technician, Tailor or Dressmaker, Teacher - Secondary School - Technological Education

FACULTY HEAD: Mr B. Johnstone

Design And Manufacture N4 / N5

AIMS OF THE COURSE

The National 5 Design and Manufacture Course develops skills in design and manufacturing models, prototypes and products, and knowledge and understanding of manufacturing processes and materials. Learners also gain an understanding of the impact of design and manufacturing technologies on our environment and society.

DESCRIPTION OF THE COURSE

Design covers the product design process from brief to resolved design proposals, including specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals. It allows them to develop an appreciation of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. It allows them to develop an appreciation of design concepts and the numerous factors that influence the design of products.

Materials and Manufacturing covers the product design process from design proposals to prototype or product. It helps learners to 'close the design loop' by manufacturing their design ideas. It allows learners to develop practical skills that are invaluable in the design/make/test process. It helps them gain an appreciation of the properties and uses of materials as well as a range of manufacturing processes and techniques. It allows them to evaluate, refine and resolve design and manufacturing solutions.

ASSESSMENT

The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course. These will be assessed through a combination of an assignment (60%) and a question paper (40%).

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher

CAREER OPPORTUNITIES

Aeronautical Engineer, Architect, Automotive Engineer, Building Technician, Cabinet Maker, Carpenter or Joiner, Civil Engineering Technician, Civil or Structural Engineer, Construction Manager or Site Manager, Construction Plant Mechanic, Driller, Drilling Engineer, Electrical Engineer, Electronic Engineer, Facilities Manager, Furniture Designer, IT Support Engineer, Land-based Mechanic, Locksmith, Manufacturing Systems Engineer, Mechanical Engineering, Merchant Navy Engineering Officer, Model Maker, Musical Instrument Technologist, Naval Architect, Renewable Energy Engineer, Sculptor (Art and Design - 3 Dimensional Design), Sheet Metal Worker, Sound Technician, Tailor or Dressmaker, Teacher - Secondary School - Technological Education

FACULTY HEAD: Mr B. Johnstone

Drama Advanced HIGHER

AIMS OF THE COURSE

Pupils will further develop the complex practical skills they have learned by creating and presenting drama. The course provides scope for personalisation and choice by encouraging candidates to be creative and express themselves in different ways. By exploring and analysing the work of influential theatre practitioners, the course extends the study of the art of professional theatre, its forms and its practices.

DESCRIPTION OF THE COURSE

The course enables pupils to:

- analyse professional theatrical performance
- develop knowledge and understanding of professional theatre practice and influential practitioners
- investigate how theatre practitioners have influenced professional theatre
- develop knowledge and understanding of historical, social, cultural and/or political influences on drama
- apply critical, investigative and analytical skills to a performance issue
- develop analytical skills in the interpretation of texts
- develop and extend skills in performing within their chosen area of acting, directing or design
- develop their skills in devising drama and interpreting complex texts
- explore how to use theatre and performance skills to communicate effectively with an audience

ASSESSMENT

Project-dissertation

Pupils identify a performance issue. They research relevant and current performance theories and practice and communicate their findings in a dissertation. The dissertation must reference at least one influential theatre practitioner.

Assignment

Pupils analyse a professional theatrical production, as well as the work of at least one theatre practitioner (actor, director, and/or designer) involved in the production and produce an assignment based on a choice of two questions.

Performance

Pupils prepare concepts for their chosen text(s) from full-length published play(s) as an:

Actor,

Director, or

Designer

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND, Degree

CAREER OPPORTUNITIES:

Actor, Broadcaster, Community Arts, Drama therapist, Runner, broadcasting/film/video, Theatre director, Theatre stage manager, Arts administrator, Choreographer, Media researcher, Music producer, Teacher, Special effects technician, Talent agent, Television floor manager, Theatre manager

FACULTY HEAD: Mrs K Moore (Acting)

Drama NPA L6 (Acting and Performance)

AIMS OF THE COURSE

The National Progression Award (NPA) in Acting and Performance at SCQF level 6 will give pupils the opportunity to further develop their skills in acting and performing as well as developing their knowledge and understanding of theatre. This NPA is designed to develop pupils' communication skills, interpersonal skills, self-presentation, self-evaluative analytical skills, ability to work independently, confidence, professional attitudes and skills as actors and performers. There will be a balance of types of assessment - written assignments and projects, but with an emphasis on practical assignments which reflects the nature of the subject

DESCRIPTION OF THE COURSE

The course enables pupils to:

- develop a range of appropriate skills in voice, movement, acting and stagecraft
- integrate voice, movement, acting and stagecraft in production
- work with text
- work in rehearsal and performance creatively and innovatively
- work cooperatively in teams
- develop adaptability skills
- develop an understanding of theatre practice
- develop an ability to respond to direction
- explore and develop an awareness of the self

ASSESSMENT

The course has two units:

- **Drama: Theatre Skills in Performance**
In this unit pupils will learn about the roles and responsibilities of the actor and director, learn stage craft and prepare, perform and evaluate their skills as an actor in a theatre production.
- **Professional Theatre in Context**
In this unit pupils will select two contrasting styles/genres of professional theatre and investigate the elements within these, explore the role of the theatre production team in creating a production and evaluate the effectiveness of two contrasting professional theatre productions.

Both Units are assessed internally.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher

CAREER OPPORTUNITIES:

Actor, Broadcaster, Community Arts, Drama therapist, Runner, broadcasting/film/video, Theatre director, Theatre stage manager, Arts administrator, Choreographer, Media researcher, Music producer, Teacher, Special effects technician, Talent agent, Television floor manager, Theatre manager

FACULTY HEAD: Mrs K Moore (Acting)

Drama N4/5/HIGHER

AIMS OF THE COURSE

Pupils develop practical skills in creating and presenting drama, and knowledge and understanding of historical, social and cultural influences on drama. They analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. They also develop critical-thinking skills as they investigate, develop and apply a range of complex drama skills and production skills.

DESCRIPTION OF THE COURSE

The course enables pupils to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the historical, social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore drama form, structure, genre and style

ASSESSMENT

Question paper

The question paper assesses the application of skills, knowledge and understanding from across the course. Pupils demonstrate their ability to interpret questions and respond in an informed way

Performance

Section 1: preparation for performance

All pupils are assessed on their preparation for performance which includes:

- research into their chosen text(s)
- process (development and progression) of an acting, directing or design concept

All pupils must demonstrate skills by exploring a text (or texts for actors) from the perspective of one of the following production roles:

- actor
- director
- designer

Section 2: performance

Candidates prepare a concept for their chosen text(s) from full-length published plays. This will be chosen from the context of actor, designer or director.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

NPA Acting and Performance, Advanced Higher

CAREER OPPORTUNITIES:

Actor, Broadcaster, Community Arts, Drama therapist, Theatre director, Theatre stage manager, Arts administrator, Choreographer, Teacher, Special effects technician, Talent agent, Television floor manager, Theatre manager

FACULTY HEAD: Mrs K Moore (Acting)

Early Education and Childcare N5

AIMS OF THE COURSE

National 5 Skills for Work: Early Learning and Childcare (previously Early Education and Childcare) is an introductory qualification that develops the skills, knowledge, and attitudes needed for work in the early learning and childcare sector.

DESCRIPTION OF THE COURSE

At National 5, learners begin to prepare for working in the sector. They also 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

ASSESSMENT

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

Unit specifications provide detailed information on the Evidence Requirements for each Unit. The Unit Support Notes provide information on approaches to assessment for each Unit.

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

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC Childcare - West Lothian College

CAREER OPPORTUNITIES

Education consultant, Family support worker, Health play specialist, School teacher, Special educational needs coordinator (SENCO), Social worker, Teaching assistant, Youth worker

FACULTY HEAD: Miss L. Quigly (Acting)

English N4/N5/Higher/Advanced Higher

AIMS OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to build on the skills of listening, talking, reading and writing.

DESCRIPTION OF THE COURSE

Content

The Course offers learners opportunities to extend a wide range of skills and develop their ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

ASSESSMENT

External Assessments

Internal Unit Assessment on Speaking and AVU at National 4

Portfolio of Coursework – Writing (2 pieces: one Creative and one Discursive) 30 marks.

Question Paper – Reading for Understanding, Analysis and Evaluation 30 marks.

Critical Reading (Scottish Text analysis and Critical Essay on a second text) 40 marks

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher

HNC/HND courses

Degree courses

CAREER OPPORTUNITIES

Actor, Administrative Assistant or Officer – Courts, Advertising Account Executive, Advocate, Archivist, Arts Administrator, Broadcast Journalist, Call Centre Agent, Clerical or Administrative Assistant, Court Reporter, Customer Service Administrator, Diplomatic Service Operational Officer, Library or Information Assistant, Literary Agent, Medical Secretary, Member of Parliament, Office Manager, Paralegal, Personal Assistant or Executive Secretary, Political Researcher, Procurator Fiscal, Producer, Project Manager, Public Relations Officer, Radio Broadcast Assistant, Receptionist, Recruitment Consultant, Registrar of Births, Deaths, Marriages and Civil Partnerships, Reporter to the Children's Panel, Researcher – Broadcasting

FACULTY HEAD: Mrs M. Porch

French N4/ N5/ Higher/ Advanced Higher

AIMS OF THE COURSE

Course Information

Throughout the course, the key skills of reading, listening, talking and writing will be developed to understand and use the Modern Language. Creative and critical thinking skills will be developed in order to further improve language skills.

DESCRIPTION OF THE COURSE

Content

There are two units to the course: Understanding Language and Using Language.

There are four contexts in which language is developed: Society, Learning, Employability and Culture.

In Understanding Language, receptive skills are developed – listening and reading in the four contexts.

In Using Language, productive skills are developed – talking and writing in the four contexts.

ASSESSMENT

There are two questions papers and one performance:

Paper One—Reading and Writing (worth 50 marks)

Paper Two—Listening (worth 20 marks)

Performance—Speaking (worth 30 marks)

Writing Assignment (worth 20 marks)

FUTURE PROGRESSION ROUTES IN THE SUBJECT

College

Degree

HND/C

CAREER OPPORTUNITIES

Air Cabin Crew, Airline Pilot, Archivist, Broadcast Journalist, Civil Service Administrator, Cook or Chef, Copy Editor, Cruise Ship Worker, European Union Administrator, Hotel General Manager, Immigration Officer, Interpreter, Journalist or Reporter, Library or Information Professional, Literary Agent, Medical Secretary, Researcher – Broadcasting, Resort Representative, Restaurant Manager, Revenue and Customs Officer, Teacher - Secondary School - Modern Foreign Languages, Tour Guide, Tourist Information Centre Assistant, Translator, Travel Agency Manager, Travel Consultant, Writer or Author

FACULTY HEAD: Mrs M. Porch

Games Design Levels 4 & 5

AIMS OF THE COURSE

The computer games industry remains strong in Scotland and the rest of the UK. Coding is an important part of this qualification and skills in software development are in demand. This short, introductory qualification is designed to teach you how to write computer games.

DESCRIPTION OF THE COURSE

During the award, you will gain a variety of knowledge and skills including the following:

- What media assets are available and how to capture them
- What makes a good game
- How to modify media assets for your game
- How to program a computer game
- How to design a good game
- How to test a game

The games that you are expected to produce will depend on the level. At the lowest level, the games will be simple; at the highest level they will be quite complex. Although you will be expected to write code, the media side is equally important since a good game comprises more than good code.

Each level consists of three topics: media assets, design and development. The media assets part of the award focuses on finding and capturing digital media that could be used within a game, such as sounds, images and videos, and customising these assets to fit into a game. The design part of the award focuses on creating a plan for the development of a computer game. The development part of the award focuses on writing code to actually produce the game.

ASSESSMENT

The award is assessed by a practical task that will require you to actually create a computer game. You are required to do this by yourself but you will learn in a collaborative way, along with other learners.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

At the completion of the qualification you could do a higher level (of the same qualification) or progress to different qualifications in this area such as an HNC or HND or a degree course.

CAREER OPPORTUNITIES

A games designer produces new ideas for computer games of all types: puzzle, adventure, role-play, combat, shooters and sports. They design games for different platforms: PCs, laptops, consoles, the internet, interactive TV and mobile phones.

FACULTY HEAD: **Mr M. Donnelly (Acting)**

Geography N4 / N5 / Higher

AIMS OF THE COURSE

Geography qualifications provide a broad range of flexible learning contexts covering physical, human and global geographical environments, and bring together the natural and social sciences. The Courses provide geographical perspectives on prominent issues concerning the environment, sustainability and citizenship. They encourage fieldwork and the use of local environments and the acquisition of geographical skills.

DESCRIPTION OF THE COURSE

The course is delivered in three units: Physical Environments: develop the student's geographical skills and techniques by looking at physical landscapes and environments. Human Environments: develop a detailed knowledge and understanding of the human environment through the comparative study of more economically developed and less economically developed countries. Global Issues: develop the student's geographical knowledge and understanding of significant global issues, by studying two from the following list of topics: the impact of human activity on the natural environment; tourism and its impact; development and health in both developed and less developed countries; climate change; trade and globalisation and environmental hazards. Students will also embark on fieldwork, exploring coastal environments and traffic management.

ASSESSMENT

Regular Unit Assessment Tasks, Prelim Exam. Regular Class and Homework Tasks. Students will also undertake an Assignment (N5 and Higher) or an Added Value Unit (N4) on a Geographical issue

FUTURE PROGRESSION ROUTES IN THE SUBJECT

N5, Higher, Advanced Higher Geography; HNC Social Subjects Courses; Degree level qualifications in Geography, Archaeology, Geology and more.

CAREER OPPORTUNITIES

Cartographer, Civil or Structural Engineer, Environmental Engineer, Forest Manager, Surveyor, Town and Country Planner, Travel Agency Manager

FACULTY HEAD: Mr M. Donnelly (Acting)

Graphic Communication Higher

AIMS OF THE COURSE

The Higher Graphic Communication Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others and to continue to develop graphic awareness in often complex graphic situations, expanding their visual literacy.

DESCRIPTION OF THE COURSE

2D Graphic Communication 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.

3D and Pictorial Graphic Communication 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.

ASSESSMENT

The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course. These will be assessed through a combination of an assignment and a question paper.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher

HNC/HND courses

Degree courses

CAREER OPPORTUNITIES

Animator, Architect, Architectural Technologist, Building Control Officer, CAD Technician, Cartoonist, Civil or Structural Engineer, Construction Manager or Site Manager, Craft Designer or Worker, Exhibition Design, Fine artist, Games Designer, Graphic Designer, Illustrator, Interior Designer, Mechanical Engineering Technician, Model Maker, Multimedia Developer, Product Designer, Scientific or Technical Illustrator, Set Designer, Signwriter, Surveying Technician, Teacher - Secondary School - Art and Design, Town Planning Technician, Web Developer

FACULTY HEAD: Mr B. Johnstone

Graphic Communication N4 & N5

AIMS OF THE COURSE

The National 5 Graphic Communication Course enables learners to develop skills in graphic communication techniques, including the use of equipment, graphics materials and software. Learners extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, and develop an understanding of the impact of graphic communication technologies on our environment and society.

DESCRIPTION OF THE COURSE

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

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

In both Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.

ASSESSMENT

The learner will draw on, extend and apply the skills, knowledge and understanding they have developed during the Course. These will be assessed through a combination of an assignment and a question paper.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher

CAREER OPPORTUNITIES

Animator, Architect, Architectural Technologist, Building Control Officer, CAD Technician, Cartoonist, Civil or Structural Engineer, Construction Manager or Site Manager, Craft Designer or Worker, Exhibition Designer, Fine artist, Games Designer, Graphic Designer, Illustrator, Interior Designer, Mechanical Engineering Technician, Model Maker, Multimedia Developer, Product Designer, Scientific or Technical Illustrator, Set Designer, Signwriter, Surveying Technician, Teacher - Secondary School - Art and Design, Town Planning Technician, Web Developer

FACULTY HEAD: Mr B. Johnstone

Health Food Technology N4 / N5 / Higher

AIMS OF THE COURSE

Our Health and Food Technology qualifications provide opportunities to study the relationships between health, nutrition, the functional properties of food, lifestyle choices and consumer issues. These Courses develop an awareness of informed food and dietary choices that can have a positive effect on the health of learners and enable them to advise others. Learners also develop a range of skills and applications of food preparation techniques.

DESCRIPTION OF THE COURSE

Three elements and AVU or Assignment.

Food for Health/Food Product Development and Contemporary Food issues are the three areas covered, most units are theory based with some practical lessons.

Assignment/AVU is a project based element of the course which includes a practical design project.

ASSESSMENT

Three areas of the course must be completed with an AVU or Assignment making up half the marks awarded. The Assignment is mostly externally marked and a portion is internal.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

National 5

Higher

Advanced Higher

BSc in food science related courses

CAREER OPPORTUNITIES

Food technologist, Dietician, Nutritional therapist, Product/process development scientist, Quality manager, Regulatory affairs office, Scientific laboratory technician, Technical brewer /distiller, Production manager, Purchasing manager, Research scientist (life sciences), Toxicologist, Health and Food Technology Teacher

FACULTY HEAD: **Mr B. Johnstone**

History N4 / N5 / Higher / Advanced Higher

AIMS OF THE COURSE

This Course develops a breadth and depth of knowledge and understanding of the past, and provides opportunities to consider how political, social, economic and cultural history relate to the world of today. Students will build up a framework of historical knowledge and understanding and will develop a wide range of transferable skills, including: researching and investigating themes and events; synthesising information from a wide range of sources to produce detailed and reasoned lines of argument; and drawing well-reasoned conclusions supported by evidence.

DESCRIPTION OF THE COURSE

There are three compulsory Units which study issues in Scottish, British and European History.

The theme for study at Advanced Higher is The Scottish Wars of Independence.

The themes for study at Higher are: The Scottish Wars of Independence; Britain 1851-1951; Germany 1815-1939

The themes for study at Nationals are: Changing Britain 1750-1914; Free At Last? Civil Rights in the USA; Scottish Wars of Independence

ASSESSMENT

Regular Unit Assessment Tasks, Prelim Exam. Regular Class and Homework Tasks. Students will also undertake a Dissertation (Advanced Higher); Assignment (Higher and N5); or Added Value Unit (N4) on a Historical Issue/Theme.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

N5, Higher or Advanced Higher History; HNC Social Subjects; Degree courses in History, Archaeology and more.

CAREER OPPORTUNITIES

Archaeologist , Civil Service Fast Stream , Journalist. Reporter or Broadcast Researcher, Museum or Art Gallery Curator or Keeper, Political Researcher

FACULTY HEAD: **Mr M. Donnelly (Acting)**

Hospitality (SfW) N5

AIMS OF THE COURSE

This is a Skills for Work Course, and it has been designed to provide a qualification which reflects skills required for the Hospitality Industry. The Course will enable candidates to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the Hospitality Industry.

DESCRIPTION OF THE COURSE

Skills for Work Hospitality introduces the different commercial and non-commercial sectors of the hospitality industry and the types of provision they offer. Candidates will also learn about the organisational aims of hospitality establishments and the products and services they provide.

Candidates will develop vocational skills and knowledge and gain practical experience in menu planning; preparing, cooking and presenting a range of foods in a professional kitchen; serving food and drinks; undertaking reception duties and customer care; and planning, organising and running two hospitality events. Front of House & Kitchen experience and willingness to work in a team are key skills needed here.

ASSESSMENT

To achieve the course award the candidate must successfully undertake 4 key areas which make up the Course and undertake "real-life" assessment situations such as a commitment to the annual and high-profile 'Burns Supper'. At S5/6 a level 6 West Lothian Employability Award.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

NC (National Certificate) Hospitality Practical Cookery, a Scottish Vocational Qualification (SVQ) in Catering and Hospitality,

NC in Events Management,

Employment in the Hospitality sector.

CAREER OPPORTUNITIES

Bar Manager, Bar Worker, Butcher – Retail, Catering Manager, Cook or Chef, Cruise Ship Worker, Food Counter Assistant, Food Technician, Fruiterer or Greengrocer, Home Carer, Hotel General Manager, Hotel Receptionist, Housekeeping Manager, Kitchen Assistant, Play worker or Play Assistant, Technical Brewer, Waiter/Waitress

FACULTY HEAD: Mr B. Johnstone

Human Biology Higher

AIMS OF THE COURSE

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.

Higher Human Biology provides the opportunity for learners 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.

DESCRIPTION OF THE COURSE

In the Human Cells unit, learners will develop knowledge and understanding through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. DNA technology is covered, including sequencing and medical and forensic applications. In addition, the Unit covers metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.

In the Physiology & Health unit, learners will develop knowledge and understanding by focusing on the key areas of reproduction and the cardiovascular system. The Unit also covers relevant tissues and circulation and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.

In the Neurobiology & Communication unit, learners will develop knowledge and understanding through the key areas of the nervous system and communication and social behaviour.

ASSESSMENT

Students sit an externally assessed examination set by the SQA. The Higher Human external examination will be graded A to D. In a standard year, students also complete an Assignment which is marked by the SQA.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND courses

Degree courses

CAREER OPPORTUNITIES

Biochemist, Biologist, Dental Nurse, Dental Technician, Dentist, Dietitian, Doctor, Food Scientist or Technologist, Geneticist, Health Care Assistant or Nursing Auxiliary, Microbiologist, Midwife, Nurse, Occupational Therapist, Optometrist, Orthodontist, Paramedic, Pharmacist, Physiotherapist, Radiographer, Speech and Language Therapist, Sports Therapist, Teacher-Biology with Science, Vet Nurse, Vet Surgeon

FACULTY HEAD: Mr A. Jack

Mathematics Advanced Higher

AIMS OF THE COURSE

Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value. The Course develops and expands a range of mathematical skills. It allows the learner to develop further skills in calculus and algebra. Areas such as number theory, complex numbers and matrices (used in game theory and economics) are introduced. The learner's mathematical thinking will also benefit from examples of rigorous proof.

DESCRIPTION OF THE COURSE

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

ASSESSMENT

To gain the award for the Course, the learner must achieve pass the Course Assessment which consists of two question papers. A non calculator paper worth 35 marks and a calculator paper worth 80 marks. This is externally marked.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Degree

CAREER OPPORTUNITIES

Accountant, Actuary, Aeronautical Engineer, Economist, Insurance Risk Surveyor
Investment Banker, Management Consultant, Radiographer, Statistician, Teacher

FACULTY HEAD: Mr A. McIntosh

Mathematics Higher

AIMS OF THE COURSE

Motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations.

Develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment.

Deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world.

Allow learners to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research and development.

DESCRIPTION OF THE COURSE

1. **Applications:** The aim of this Unit is to develop knowledge and skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, geometry, calculus, skills in mathematical reasoning and modelling.

2. **Relationships and Calculus:** The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus and skills in mathematical reasoning and modelling.

3. **Expressions and Functions:** The aim is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry, trigonometry and skills in mathematical reasoning and modelling.

ASSESSMENT

To gain the award for the Course, the learner must pass the Course Assessment which consists of two components – a non-calculator paper and a calculator paper.

The Course Assessment (external exam) will be produced and marked by SQA. Paper 1 (Non-Calculator) will have 70 marks and Paper 2 (Calculator) will have 80 marks.

The external assessment will provide the basis for attainment in the Course award.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher Mathematics

CAREER OPPORTUNITIES

Accountant, Actuary, Aeronautical Engineer, Economist, Insurance Risk Surveyor
Investment Banker, Management Consultant, Radiographer, Statistician, Teacher

FACULTY HEAD: Mr A. McIntosh

Mathematics N5

AIMS OF THE COURSE

The Course aims to motivate and challenge Students by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations. Student confidence in the subject and a positive attitude towards further study in mathematics will be developed. Skills in the manipulation of abstract terms to solve problems and to generalise will also be developed.

The Course allows Students to interpret, communicate and manage information in mathematical form; skills which are vital to scientific and technological research.

DESCRIPTION OF THE COURSE

1. Applications:

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real life contexts. The Outcomes cover aspects of these skills and skills in reasoning.

2. Expressions and Formulae:

The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

3. Relationships:

The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

ASSESSMENT

To gain the award for the Course, the learner must pass the Course Assessment which consists of two components – a non-calculator paper and a calculator paper.

The Course Assessment (external exam) will be produced and marked by SQA. Paper 1 (Non-Calculator) will have 50 marks and Paper 2 (Calculator) will have 60 marks.

The external assessment will provide the basis for grading in the Course award.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher Mathematics

CAREER OPPORTUNITIES

Accountant, Actuary, Aeronautical Engineer, Economist, Insurance Risk Surveyor
Investment Banker, Management Consultant, Radiographer, Statistician, Teacher

FACULTY HEAD: Mr A. McIntosh

Media Studies N4 / N5/ Higher

AIMS OF THE COURSE

Course Information

The purpose of the Course is to provide students with the opportunity to develop their knowledge of the key aspects of media literacy, knowledge of the role of media within society and the constraints and freedoms that affect producers of media content, to understand and use the language of Media in line with SQA Course Specifications.

DESCRIPTION OF THE COURSE

Content

The course offers students the opportunity to develop and extend a wide range of skills, for a variety of purposes, audiences and contexts, including:

Understanding, analysing and evaluating increasingly complex media texts

Creating and producing increasingly complex media texts

Planning and researching

Applying knowledge of the language of media and digital literacy studying a range of genres including advertising, factual programming and feature films

ASSESSMENT

Assessment

To gain the award for the Course, the learner must achieve pass the Course Assessment which consists of one question paper worth 60 marks. This is produced by the SQA and externally marked. Students must also complete a Media Assignment which is worth 60 marks and is externally assessed by the SQA. You must complete a trailer as part of the Media Assignment.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND courses

Degree courses

CAREER OPPORTUNITIES

Actor, Advertising, Advocate, Archivist, Arts Exhibition Organiser, Bookseller, Broadcast Journalist, Civil Service Administrative Assistant and Officer, Clerical or Administrative Assistant, Copy Editor, Court Reporter, Customer Service Administrator, Diplomatic Service Executive Assistant, Health Service Manager, Housing Officer, Human Resources Officer or Manager, Journalist or Reporter, Judge or Sheriff, Lecturer, Librarian, Marketing Manager, Medical Secretary, Member of Parliament, Paralegal, Personal Assistant or Executive Secretary, Political Researcher, Procurator Fiscal, Producer – Radio, TV or Film, Production Assistant, Project Manager, Public Relations Officer, Radio Broadcast Assistant, Recruitment Consultant

FACULTY HEAD: Mrs M. Porch

Modern Studies N4 / N5 / Higher

AIMS OF THE COURSE

Modern Studies is the social, economic and political study of local, national and international issues. This subject helps you understand the most prominent issues in the world today. Modern Studies encourages students to develop informed decisions and attitudes towards different values, cultures and beliefs. Modern Studies is an excellent qualification for higher education as well as good preparation for life and work.

DESCRIPTION OF THE COURSE

The Course has three compulsory topics:-

National 4/5: Democracy in Scotland; Crime and the Law; World Power - The USA.

Higher: Democracy in the UK and Scotland; Social Inequality in the UK; World Power - The USA

Each unit considers an in-depth social, political or international issue. Students are encouraged to stay up to date with news and current affairs to inform their understanding.

ASSESSMENT

Regular Unit Assessment Tasks, Prelim Exam. Regular Class and Homework Tasks. Students will also undertake an AVU (N4); Assignment (N5/Higher) on a Social, Economic, International or Political Issue.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

N5, Higher, Advanced Higher Modern Studies; HNC Social Subjects; Degree Courses in Politics, International Relations, Social Policy and more.

CAREER OPPORTUNITIES

Journalist, Lawyer, Teacher, Civil Service Fast Stream, Local Councillor, MP, MSP, Police Officer, Political Researcher, Social Worker

FACULTY HEAD: Mr M. Donnelly (Acting)

Music N5 / Higher / Advanced Higher

AIMS OF THE COURSE

The Music Course is designed to help learners develop their knowledge of music concepts and music literacy, and to integrate and apply this understanding in practical learning activities.

DESCRIPTION OF THE COURSE

Content

Performing Skills: Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice. Perform challenging music with sufficient accuracy while maintaining the musical flow.

Composing Skills: Create original music using compositional methods and music concepts creatively when composing, arranging or improvising

Understanding Music: Broaden their knowledge and understanding of music and musical literacy by listening to music and identifying music signs, symbols and music concepts. Develop knowledge of the influence of social and cultural factors on music self-reflect on and evaluate their own work

ASSESSMENT

Students must demonstrate competency of performance to National 5 standard in 2 instruments. (internally assessed). Complete composition piece to National 5 standard (internally assessed). Course award:

- Performance on 2 instruments (SQA assessed) 50%
- Composition (SQA assessed) 15%
- Listening (SQA assessed) 35%

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher, Adv. Higher, University

CAREER OPPORTUNITIES

Music Promotions Manager, Music Therapist, Musical Instrument Technologist, Musician – Classical, Musician – Popular, Piano Tuner, Playworker or Play Assistant, Private Tutor

FACULTY HEAD: **Mrs K. Moore (Acting)**

Music Technology N5 & Higher

AIMS OF THE COURSE

The National 5 Music Technology course encourages candidates to become successful, independent and creative in their use of technologies and to develop attributes and capabilities including creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; confidence and enterprise.

DESCRIPTION OF THE COURSE

Content

The course aims to enable candidates to:

- develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres

- develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights

- develop skills in the use of music technology hardware and software to capture and manipulate audio

- use music technology creatively in sound production in a range of contexts

- critically reflect on their own work and that of others

ASSESSMENT

Assessment

The assignment has 100 marks. Each of the tasks has 50 marks, providing a combined total of 100 marks (70% of the overall course award). For each task, marks are awarded for:

- Planning the production 10 marks
- Implementing the production 30 marks
- Evaluating the production 10 marks

The question paper has 40 marks (30% of the overall course award). It consists of questions relating to music excerpts in a range of 20th and 21st century styles and genres. A range of question types are used, assessing understanding of relevant music and technological concepts. All questions in the paper are compulsory

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher/University

CAREER OPPORTUNITIES

Producer – Radio, Producer - TV or Film, Production Assistant, Radio Broadcast Assistant, Retail Assistant, Retail Manager, Singer - Classical- Popular, Sound Technician, Stage Manager, Teacher - Primary or Nursery School

FACULTY HEAD: Mrs K. Moore (Acting)

PDA: Scottish Football Association: Refereeing L7 (S6 Only)

AIMS OF THE COURSE

This award is for learners who are interested in raising their awareness of the *Laws of the Game* of football and practical refereeing, it will enable successful learners to referee football matches. This award will enable learners to:

1. Apply the Laws of the Game of football, in a professional manner, taking account of the Scottish FA requirements.
2. Utilise appropriate problem solving when dealing with interpretation of the Laws of the Game in a refereeing context.
3. Improve their professional effectiveness by means of developing their fitness, practical skills and knowledge in football analysis.
4. Present match reports using suitable analytical techniques.

DESCRIPTION OF THE COURSE

Students will learn the course knowledge through a mixture of practical and classroom based lessons. The award has been developed in partnership with the SFA's Referee Development Department. The award consists of two units; Unit 1: Laws of the Game and Unit 2: Practical Refereeing. Unit 1 is mainly comprised of classroom lessons where pupils are to develop an understanding of the 17 Laws of the Game of football, pupils are required to identify the key elements of each law and demonstrate the ability to apply this in a suitable scenario. Unit 2 requires pupils to analyse audio-visual playback of match incidents and apply a suitable response, produce misconduct and match reports in both formal letter and pro forma styles, achieve the fitness standard required by the SFA and Referee a football match using the format controls and procedures.

ASSESSMENT

Laws of the Game: Online multiple-choice assessment under closed book conditions. The questions will be supplied by the SFA and follow their criteria. To achieve success candidates must achieve 80%.

Misconduct and Match Reports: Candidates must display an understanding of the Laws of the Game in a practical setting and produce suitable reports demonstrating an understanding of the technical language and terminology used in the reports. Both formal and pro forma report types to be produced.

Fitness Tests: Candidates are required to achieve success in two fitness tests determined by the SFA.

Referee a match: Candidates are required to referee a football match in a game of two halves. The game must be of 11-a-side. This will be assessed by an SFA Referee.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Learners who achieve the PDA and wish to progress have direct access to full membership of their local referee association, details of which can be obtained from the SFA website.

CAREER OPPORTUNITIES

Referees are a vital part of football and as the Scottish FA continually grow and develop the Scottish game there is a constant need to recruit and develop referees. The aim should be to achieve the highest level of refereeing as per the SFA Referee Pathway.

FACULTY HEAD: Mrs K. Moore (Acting)

Personal Development & Exercise and Fitness NPA L6

AIMS OF THE COURSE

The Personal Development and Leadership Award is an award which aims to help learners become more independent and develop their potential as contributing members of their societies. Learners will develop self-reliance, self-esteem and confidence through supported and independent learning. Full details are on page 70 and this is completed in partnership with the National Progression Award in Exercise and Fitness Leadership. This course is designed for students with an interest in fitness related fields, and for candidates who may wish to pursue a career in sporting or fitness related fields. The NPA equips candidates with the skills, knowledge and understanding required for progression to further academic and/or professional qualifications. Students who select this course should be keen to develop their fitness through a variety of training methods. The award is designed to lead into current HNC/D Fitness, Health and Exercise courses.

DESCRIPTION OF THE COURSE

Students will engage in fitness based practical lessons across 3 units of work:

- Circuit Training,
- Free Weights
- Fixed Weights.

Students will lead sessions, analyse exercise technique and develop their own training programmes across all three of the units.

Through classroom based lessons, students will learn about the physiology associated with each unit, self-evaluate their own exercise technique and plan sessions to deliver to their peers.

ASSESSMENT

Outcomes will be assessed internally. There is a large number of internal outcomes mixed with some practical assessments. These are completed under exam conditions and all must be passed in order to achieve the course award.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

N/A

CAREER OPPORTUNITIES

Health and Fitness Instructor, Lifeguard or Pool Attendant, Outdoor Pursuits Instructor or Leader, Physiotherapist, Psychologist - Sports and Exercise, Sport and Exercise Scientist, Sports Coach or Instructor, Sports Development Officer, Sports or Leisure Centre Assistant, Sports or Leisure Centre Manager, Sports Therapist, Teacher - Secondary School - Physical Education, Track and Field Athlete

FACULTY HEAD: Mrs K. Moore (Acting)

Personal Development And Leadership L5 & L6

AIMS OF THE COURSE

The Personal Development and Leadership Award is an award which aims to help learners become more independent and develop their potential as contributing members of their societies. Learners will develop self-reliance, self-esteem and confidence through supported and independent learning.

The course itself is made up of two separate awards: Personal Development (SCQF Level 6 - equivalent to Higher) and Leadership (SCQF Level 6 - equivalent to Higher) This means that the Students who undertake this course will achieve both awards and their equivalent points. The course is purely coursework based and is assessed throughout the year. There is no end of year exam, however the SQA will send an external assessor out to school throughout the year to assess progress.

This course is a fantastic opportunity to develop a variety of leadership and study skills that will benefit your child in their future endeavours and allow them to build up SCQF points that they may otherwise miss. Participation in the Personal Development Award can also strengthen UCAS or College applications as it shows your child taking a leadership role in the life of the school.

DESCRIPTION OF THE COURSE

- The Course offers learners opportunities to extend a wide range of skills and develop their ability to:
- Explore the idea of leadership and develop their own leadership skills
- Reflect on their strengths and areas for development in preparation for further education or employment
- Take a leadership role in several projects both in school and in the wider community

ASSESSMENT

There are eight internal units. All units are internally assessed and verified by an external SQA assessor.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND courses

Degree courses

CAREER OPPORTUNITIES

Advertising, Arts Exhibition Organiser, Bookseller, Broadcast Journalist, Civil Service Administrative Assistant and Officer, Clerical or Administrative Assistant, Court Reporter, Health Service Manager, Housing Officer, Journalist or Reporter, Judge or Sheriff, Lecturer, Librarian, Marketing Manager, Medical Secretary, Personal Assistant

FACULTY HEAD: Mr M. Brown (Acting)

Photography Higher

AIMS OF THE COURSE

This Course is suitable for all learners with an interest in photography. It is suitable for learners with a general interest in the subject, and for those wanting to progress onto higher levels of study. This qualification will allow learners to consolidate and extend creative skills developed through, for example, the National 5 Art and Design Course. On completing the Course, learners will be able to plan, develop, produce and present creative photographic work using a range of photographic media, techniques and processes. They will be able to communicate personal thoughts, feelings and ideas in their photographic work and analyse the impact of outside influences on photographers and photography. They will use creative and technical problem solving skills and will be able to critically reflect on and evaluate their own work and the work of others. The learning experiences in the Course are flexible and adaptable, with opportunities for personalisation and choice. This makes the qualification accessible, as it can be contextualised to suit a diverse range of learners' needs

DESCRIPTION OF THE COURSE

In the Course, learners will demonstrate technical photography skills and show imaginative and personal creative responses when photographing a variety of subjects. They will also evaluate their photographic work and practice. This Course encourages learners to be creative, reflective practitioners, who are critically self-aware and who can express themselves and use photography in visually imaginative ways.

ASSESSMENT

Project: 100 marks (77%)

Completed over an extended period of time .Maximum 500 words for evaluation

Question paper: 30 marks (23%) 1 hour

2 sections (Section 1: Multiple Choice – 10 marks; Section 2: Analysis – 20 marks) Candidates will answer ten multiple choice questions in Section 1 and two extended response questions in Section 2

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC Photography

HND Photography

Degree Level

CAREER OPPORTUNITIES

Fine Art Photographer, Photojournalist, Commercial / Industrial Photographer, Nature / Science Photographer, Cinematographer, Gallery / Museum Curator, Imaging Technician, Media Production Specialist, Photo Editor, Studio Lighting Assistant

FACULTY HEAD: Mr B. Johnstone

Pyhsical Education - Higher

AIMS OF THE COURSE

The main purpose of the Course is to enable learners to develop, demonstrate and evaluate movement and performance skills for effective performance in a range of challenging contexts. Learners will use evaluation and analysis to develop and apply strategies, techniques and skills that will enable them to build on and enhance their performance.

Each Unit of the Course enables the learner to develop specific skills, knowledge and understanding, which will be integrated and applied in the Course Assessment

DESCRIPTION OF THE COURSE

The Higher P.E. course centres around key factors that impact on performance including: Physical, mental, social and emotional. Learning be delivered through different practical activities such as (but not limited to) volleyball, gymnastics, swimming & table tennis. The delivery will be through a mixture of practical and classroom based sessions. Practical performance is assessed in 2 activites negotiated with the class teacher.

ASSESSMENT

Performance mark (50%) for practical performance in 2 activities (25% each)

Exam paper worth 50% marks consisting of a 32 mark question paper, 10 marks about your own Personal Development Plan and a 8 mark scenario.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher

Level 6 Exercise & Fitness

CAREER OPPORTUNITIES

Dancer, Diver, Footballer, Golf Professional , Health and Fitness Instructor, Lifeguard or Pool Attendant, Motorsports Person, Outdoor Pursuits Instructor or Leader, Physiotherapist, Physiotherapy Assistant, Psychologist - Sports and Exercise, Sport and Exercise Scientist , Sports Coach or Instructor, Sports Development Officer, Sports or Leisure Centre Assistant, Sports or Leisure Centre Manager, Sports Therapist, Stunt Performer, Teacher - Secondary School - Physical Education, Track and Field Athlete

FACULTY HEAD: Mrs K. Moore (Acting)

Physical Education N4 & N5

COURSE DESCRIPTION AND AIMS:

The purpose of the course is to provide students with the opportunity to develop their practical ability across a range of activities such as, **but not limited to**, Badminton, Gymnastics, Volleyball, Swimming, Basketball and Fitness. Activity blocks will rotate on a 6 to 7 week basis and will be dependent on facility availability.

In relation to each practical activity, students will consider factors that can impact performance from a mental, emotional, social and physical standpoint and learn a range of approaches to overcome these factors. These approaches will include skills practices and drills aimed at improving students level of technique as well as conditioned games focussing on improving tactical awareness within different activities.

ASSESSMENT CRITERIA AND EXPECTATIONS

	National 4	National 5
Practical Assessment	'One off performance' in one physical activity. Pass/Fail	'One off performance' in two contrasting physical activities. (You will be asked to identify your activities at course choice interview) Each performance 30 marks (50%)
Theory Assessment	Complete 'Factors Impacting Performance' booklet in class time. Pass/Fail	Written portfolio Section 1 under exam conditions Section 2 & 3 completed in the classroom 60 marks (50%)

As a performance based course, it is expected that students opting into a National Physical Education qualification will fully participate in **ALL** activities throughout the year.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

- National 5 PE
- Higher PE
- Exercise and Fitness Level 6

CAREER OPPORTUNITIES

A range of sporting careers; professional sports person; health and fitness instructor; lifeguard or pool attendant; outdoor education instructor/leader; physiotherapist; sports psychologist; sport and exercise scientist

FACULTY HEAD: Mrs K. Moore (Acting)

Physics Advanced Higher

AIMS OF THE COURSE

Through learning in physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

The Advanced Higher Physics Course allows learners to understand and investigate the world in an engaging and enjoyable way. It develops learners' ability to think analytically, creatively and independently, and to make reasoned evaluations. The Course provides opportunities for learners to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions. This can lead to learners developing an informed and ethical view of complex issues.

DESCRIPTION OF THE COURSE

In the Mechanics unit, learners will deepen their understanding of kinematic relationships and relativistic motion; angular motion; rotational dynamics; gravitation; simple harmonic motion & wave-particle duality.

The Electrical Phenomena unit covers topics in electric fields, electromagnetism, motion in a magnetic field and self inductance.

The Waves Phenomena unit deepens the wave knowledge gained in Higher Physics by investigating waves, interference – division of amplitude; Interference - division of wavefront & polarisation.

Students must also complete a practical investigation in an area of interest.

ASSESSMENT

Students sit an externally assessed examination set by the SQA. The Advanced Higher external examination will be graded A to D. In a standard year, students also complete an Investigation which is marked by the SQA.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND courses

Degree courses

CAREER OPPORTUNITIES

Airline Pilot, Astronomer, Broadcasting Engineer, Chemical Engineer, Construction Plant Mechanic, Doctor, Electrical Engineer, Geophysicist, Helicopter Pilot, Marine Engineer, Mechanical Engineer, Motor Vehicle Technician, Network Manager, Nuclear Engineer, Physicist, Physiotherapist, Physiotherapy Assistant, Radiographer, Scenes of Crime Officer or Scene Examiner, Surveyor, Teacher - Physics with Science

FACULTY HEAD: Mr A. Jack

Physics Higher

AIMS OF THE COURSE

Through learning in physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society. The Higher Physics Course allows learners to understand and investigate the world in an engaging and enjoyable way. It develops learners' ability to think analytically, creatively and independently, and to make reasoned evaluations. The Course provides opportunities for learners to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions. This can lead to learners developing an informed and ethical view of complex issues.

DESCRIPTION OF THE COURSE

In the Our Dynamic Universe unit, learners deepen their understanding of motion, forces and energy, while also learning about the big bang theory and the expansion of the Universe.

In the Electricity unit, the construction and use of semiconductors is investigated, along with applications of capacitors.

The Particles & Waves unit deepens the knowledge gained in National 5 Physics by investigating the fundamental particles that make up all matter, how energy interacts with matter, deepening understanding of nuclear reactions. The unit will also help to deepen understanding of the behaviour of electromagnetic waves.

In the Researching Physics unit, a practical investigation linked to an application of Physics on society or the environment will take place. The findings of the research will be written up as a scientific report.

ASSESSMENT

Students sit an externally assessed examination set by the SQA. The Higher external examination will be graded A to D. In a standard year, students also complete an Assignment which is marked by the SQA.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher

HNC/HND courses

CAREER OPPORTUNITIES

Airline Pilot, Astronomer, Broadcasting Engineer, Chemical Engineer, Construction Plant Mechanic, Doctor, Electrical Engineer, Geophysicist, Helicopter Pilot, Marine Engineer, Mechanical Engineer, Motor Vehicle Technician, Network Manager, Nuclear Engineer, Physicist, Physiotherapist, Physiotherapy Assistant, Radiographer, Scenes of Crime Officer or Scene Examiner, Surveyor, Teacher - Physics with Science

FACULTY HEAD: Mr A. Jack

Physics N5

AIMS OF THE COURSE

Through learning in physics, learners develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

DESCRIPTION OF THE COURSE

The Electricity & Energy unit covers the key areas of energy transfer, heat and the gas laws. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

The Waves & Radiation unit covers the key areas of waves and nuclear radiation. Learners will research the properties and uses of various waves, and develop an understanding of the advantages and disadvantages of nuclear power and radiation.

The Dynamics & Space unit covers the key areas of kinematics, forces and space. Learners will discover the science behind the movement of objects, the effects of forces, and how motion and forces vary throughout space.

ASSESSMENT

Students sit an externally assessed examination set by the SQA. The National 5 external examination will be graded A to D. In a standard year, students also complete an Assignment which is marked by the SQA.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Higher

CAREER OPPORTUNITIES

Airline Pilot, Astronomer, Broadcasting Engineer, Chemical Engineer, Construction Plant Mechanic, Doctor, Electrical Engineer, Geophysicist, Helicopter Pilot, Marine Engineer, Mechanical Engineer, Motor Vehicle Technician, Network Manager, Nuclear Engineer, Physicist, Physiotherapist, Physiotherapy Assistant, Radiographer, Scenes of Crime Officer or Scene Examiner, Surveyor, Teacher - Physics with Science

FACULTY HEAD: Mr A. Jack

Politics Higher

AIMS OF THE COURSE

What is Politics? It's everything!

Our society is governed by the political decision we make and the ways in which our government exerts the power we give them. Politics governs all aspects of our lives from when we can leave school to how much we are paid at work when we do and so much more in between.

The purpose of this course is to develop knowledge and understanding of how differing political theories and ideologies, systems and parties resolve the pursuit of power, authority and legitimacy. It enables Students to identify, explore and analyse political issues to develop their own views and perspectives.

DESCRIPTION OF THE COURSE

This course has three units

Political Theory – considering the concepts of Power, Legitimacy and Authority. Who holds power in a nation? How do we know it is legitimate? What is the difference between power and authority? We will also study the key political ideologies of Liberalism, Socialism and Conservatism.

Political Systems is a comparative unit, comparing the political systems of the USA and the UK. This includes comparing the powers of the Prime Minister and the President; considering how each government is held to account and how effective scrutiny is in each system. We also examine how legislation is created in each system and how powerful the branches of government are.

Political Parties and Elections develops an understanding of why people vote the way they do; how the ideas of a party can impact on its electoral performance and the strategies parties use to campaign for votes.

The course will develop investigating, analysing and evaluating skills and deepen your understanding of the society in which we live.

ASSESSMENT

Assessment is via ongoing essay and skills work. There is also an assignment which is worth 30% of your overall grade. This is written on a political topic of your choice.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC courses in Social Studies; Degree courses in Politics, Social Policy, Sociology, Journalism and more.

CAREER OPPORTUNITIES

Government social research officer, Journalism, Lawyer, Policy Officer, Political researcher or caseworker, Politician, Public affairs consultant

FACULTY HEAD: Mr M. Donnelly (Acting)

Practical Cookery N4 & N5

AIMS OF THE COURSE

This Course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery, providing a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

DESCRIPTION OF THE COURSE

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.

The Course makes an important contribution to general education through developing a range of essential skills. Its contribution to vocational education is important because it allows progression to a range of careers in the hospitality industry. The Course also supports the wider curriculum through developing learners' understanding of the importance of sustainable ingredients.

ASSESSMENT

To gain the award of the Course, the learner must pass all key areas in the Practical Activity course assessment. In addition an externally assessed question paper must be undertaken.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

N5 Hospitality Skills for Work

HNC/HND courses

CAREER OPPORTUNITIES

Bar Manager, Bar Worker, Butcher – Retail, Catering Manager, Cook or Chef, Cruise Ship Worker, Food Counter Assistant, Food Technician, Fruiterer or Greengrocer, Home Carer, Hotel General Manager, Hotel Receptionist, Housekeeping Manager, Kitchen Assistant, Playworker or Play Assistant, Technical Brewer

FACULTY HEAD: **Mr B. Johnstone**

Practical Electronics N5

AIMS OF THE COURSE

Electronics impact greatly on our everyday lives. From our mobile phones to our laptops to our simple calculators, electronic circuits drive them all and they are invaluable in today's society but how do they work? How are electronic circuits constructed?

This course provides an insight into the world of electronics. You will learn how simple electronic circuits work and will have the opportunity to build a variety of circuits and develop your practical skills in conjunction with your knowledge and understanding of electronics. This course will lead to a National 4 or National 5.

DESCRIPTION OF THE COURSE

This course is offered at both Nat 4 and Nat 5 level by SQA. The course itself is delivered in 3 units which allow students to develop their knowledge and skills in different key areas of the electronics field. The units are outlined as follows:

- 1 - Circuit design: Pupils gain an understanding of key electrical concepts and electrical components leading them to analyse electronic problems and learn how design a solution.
- 2 - Circuit simulation: Pupils will work with simulation software to design and test circuits
- 3 - Circuit building: Pupils will gain experience building electronics circuits on breadboards and develop skills in wiring, assembly and testing.

ASSESSMENT

Assessment will be through a combination of written reports, answers to written questions and teacher observation. At National 5 level there is an end of course practical assessment.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Upon completion of this course at National 5, you could move to the study of the level 5 NPA course; Laboratory Science, undertake another Science at N5 level or look at foundation apprenticeships at local colleges.

CAREER OPPORTUNITIES

Through an understanding of electronic circuits and their construction opportunities would be opened up in the world of electronic engineering. The skills and knowledge developed could lead to jobs with companies manufacturing or repairing electronic devices, many of which are located throughout central Scotland.

FACULTY HEAD: **Mr Jack**

Practical Metalwork N5

AIMS OF THE COURSE

The National 5 Practical Metalworking Course enables learners to gain skills in metalworking techniques and in measuring and marking out metal sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical metalworking context.

DESCRIPTION OF THE COURSE

Practical Metalworking: Bench Skills (National 5) - This Unit helps learners develop a range of metalworking hand tool skills including bench-fitting work, routine sheet-metal work, and measuring and marking out. Tasks will involve some complex features. Learners will be able to read and interpret drawings and diagrams depicting both familiar and unfamiliar metalworking tasks.

Practical Metalworking: Machine Processes (National 5) - This Unit helps learners build their measuring and marking out skills and to develop skills in using common metalwork machines, equipment and related processes. Tasks will involve some complex features. Learners will work with an appropriate range of metals in both familiar and unfamiliar contexts.

Practical Metalworking: Fabrication and Thermal Joining (National 5) - This Unit helps learners develop skills in fabrication, forming and joining of metalwork components with some complex features. Learners will develop skills in thermal joining techniques. They will also build skills in measuring and marking out.

ASSESSMENT

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. This will be assessed through a practical activity which involves producing a finished product in metal to a given standard. The task will be sufficiently open and flexible to allow for personalisation and choice and for the learners to demonstrate practical creativity.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Alternative CDT (Craft Design & Technology) subject (N5 Woodwork)

College / World of Work

CAREER OPPORTUNITIES

CNC Programmer, CNC Operater, Model maker, Pattern Maker, Welder, Pipefitter, Blacksmith, Furniture Maker, Jeweller

FACULTY HEAD: Mr B. Johnstone

Practical Woodwork N4 & N5

AIMS OF THE COURSE

Practical Woodworking Course enables learners to gain skills in woodworking techniques and in measuring and marking out timber sections and sheet materials. Learners develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical woodworking context.

DESCRIPTION OF THE COURSE

Practical Woodworking: Flat - Frame Construction 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 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 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

The learner will draw on, extend and apply the skills and knowledge they have developed during the Course. This will be assessed through a practical activity which involves producing a finished product in wood to a given standard. The task will sufficiently open and flexible to allow for personalisation and choice and for the learners to demonstrate practical creativity. The assessment is worth 70 marks plus a written exam of 60.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

HNC/HND COURSES

Apprenticeships

CAREER OPPORTUNITIES

Boat or Ship Builder, Cabinet Maker, Carpenter or Joiner, Craft Designer or Worker, Furniture Designer, Furniture Polisher or Finisher, Glazier, Musical Instrument Technologist, Picture Framer, Prop Maker, Set Designer, Stagehand, Wood Machinist

FACULTY HEAD: Mr B. Johnstone

RMPS N4 / N5 / Higher

AIMS OF THE COURSE

RMPS aims to develop critical thinking skills among learners via the study of world religions, ethical and moral issues and philosophical concepts. RMPS gives young people the opportunity to explore crucial issue of life. They develop the skills of being able to analyse why there are so many differing opinions on these and evaluate the validity of these differing claims. The Students are given the opportunity to form their own opinions and learn how to state these with valid supporting arguments. It is a chance to debate some of the most controversial dilemmas of our age.

DESCRIPTION OF THE COURSE

This course has three units:

World Religion—Students will develop skills to explain and comment on the meaning and context of beliefs and practices related to Judaism or Islam

Morality and Belief— Students develop skills to explain and express reasoned views about contemporary moral questions and responses to issues such as Medicine and the Human Body or Religion and Justice

Religious and Philosophical questions— Students examine the nature of belief looking at reason, science and religion., focusing on Origins.

Each unit focusses on developing factual and theoretical knowledge specific to that theme.

ASSESSMENT

Regular Unit Assessment Tasks, Prelim Exam. Regular Class and Homework Tasks. Students will also usually undertake an Assignment.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

National 5 or Higher; further study at college or university in HNC or degree level qualifications including Social Subjects, Theology, Philosophy, Sociology and more.

CAREER OPPORTUNITIES

Charity Fundraiser, Counsellor, Journalist, Lawyer, Psychologist, Social Worker, Teacher, Medical and Psychological fields.

FACULTY HEAD: **Mr M. Donnelly (Acting)**

Spanish N4/ N5 / Higher

AIMS OF THE COURSE

Course Information

Throughout the course, the key skills of reading, listening, talking and writing will be developed to understand and use the Modern Language. Creative and critical thinking skills will be developed in order to further improve language skills.

DESCRIPTION OF THE COURSE

Content

During the course you will look at a variety of areas such as Society, Learning, Employability and Culture.

You will also develop your skills in reading, writing, talking and listening in the four contexts.

ASSESSMENT

Assessments

External Assessments

There are two questions papers and one performance:

Paper One—Reading and Writing (worth 50 marks)

Paper Two—Listening (worth 20 marks)

Performance—Speaking (worth 30 marks)

Writing Assignment (worth 20 marks)

FUTURE PROGRESSION ROUTES IN THE SUBJECT

Advanced Higher

HNC/HND courses

Degree courses

CAREER OPPORTUNITIES

Air Cabin Crew, Airline Pilot, Archivist, Broadcast Journalist, Civil Service Administrator, Cook or Chef, Copy Editor, Cruise Ship Worker, European Union Administrator, Hotel General Manager, Immigration Officer, Interpreter, Journalist or Reporter, Library or Information Professional, Literary Agent, Medical Secretary, Researcher – Broadcasting, Resort Representative, Restaurant Manager, Revenue and Customs Officer, Teacher - Secondary School - Modern Foreign Languages, Tour Guide, Tourist Information Centre Assistant, Translator, Travel Consultant, Writer or Author

FACULTY HEAD: Mrs M. Porch

Travel And Tourism (SfW): N4 & N5

AIMS OF THE COURSE

This Skills for Work course is designed to provide an introductory qualification in Travel & Tourism which reflects the initial skills required for the travel & tourism industry. Combined with the West Lothian Enterprise and Employability Award it focuses on skills that employers value. It will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry and the wider employment market.

Successful Students will achieve multiple qualifications: Travel and Tourism; Communication; the West Lothian Employability and Enterprise Award.

DESCRIPTION OF THE COURSE

The course is delivered in four units which allows students to develop and apply skills and a knowledge and understanding of tourism on a local, regional and global scale:

- Travel & Tourism: Employability (National 4 or 5)
- Travel & Tourism: Customer Service (National 4 or 5)
- Travel & Tourism: Scotland (National 4 or 5)
- Travel & Tourism: UK and Worldwide (National 4 or 5)

Students will have the opportunity to complete a work placement and take part in a mock interview to prepare them for real-life work – all this forms part of the West Lothian Enterprise and Employability Award.

ASSESSMENT

There is no external exam for this course. All units have their own individual assessments and may be subject to external verification by SQA. The units are completed and marked internally. These are graded on a pass or fail basis.

FUTURE PROGRESSION ROUTES IN THE SUBJECT

This course provide progression to NC in Travel and Tourism, Scottish Vocational Qualifications (SVQs) in Travel and Tourism, training or employment in the Travel and Tourism industry.

CAREER OPPORTUNITIES

Students who undertake this course can apply their skills and knowledge to range of jobs and careers. These include holiday rep, call centre advisor, customer care, travel agent, air cabin crew, tourist guide, airport information assistant, hotel manager /assistant / receptionist.

FACULTY HEAD: **Mr M. Donnelly (Acting)**

West Lothian Virtual Academy 2024-25

What is the West Lothian Virtual Academy?

Purpose/Rationale

Digital technology is globally recognised as making a significant contribution to current and future learning, teaching and assessment strategies in schools, further and higher education and an essential for component of 21st Century employment. It is a key feature of national thinking and the foundation of recent policy drivers in society.

West Lothian Academy is designed for the following key reasons:

1. Provide a range of Advanced Higher courses (and some Higher courses) to support young people to access subjects at these levels that they may otherwise, not be able to access/study.
2. Provide high quality online/digital learning experiences for young people, as appropriate, across West Lothian Council, providing further opportunities to attain qualifications whilst also further developing required future employability skills in a rapidly evolving 21st Century context.
3. To further enhance the breadth of the curriculum, offer for young people in the senior phase across West Lothian Council and provide equity of access to as many courses and experiences as possible.

Each secondary school is likely to offer a range of Advanced Higher courses in their own school to meet the needs of their young people and curriculum as part of their school timetable.

The West Lothian Virtual Academy is separate and different to this and applies a different operating model. It is important to recognise this prior to expressing interest in studying a course in the West Lothian Virtual Academy. It is not comparable to 'in-school offers' are therefore schools will work closely with young people to ensure that students are in the most appropriate and suitable courses for them. This will be ensured during schools' usual course options programmes.

The West Lothian Virtual Academy is an extended/additional online (digital) programme offered to support schools and young people to access courses and qualifications that may otherwise not be available to them, therefore, widening their access to further experiences and outcomes.

Young people are required to be able to work independently during more distant learning strategies and be adaptable to take responsibility to engage fully in online learning supported by teachers from across West Lothian who are unlikely to have taught them previously or even be from their own school.

West Lothian Academy Operating Model

As has been the case in the past, young people will engage in extensive conversations with staff from their own school about their options and pathways. This usually happens in each school between January and March in preparation for the new session. Once young people have completed their course choices, their new timetable would normally begin prior to the summer holidays (June). If they have chosen to study a course offered in the West Lothian Academy, a relevant allocation of periods of the subject will appear on their Timetable. It is the responsibility of each individual school to course young people appropriately into the West Lothian Academy, as they know their young people best and are fully responsible for providing them with and supporting them on the pathways that are most suitable for them.

Students

The operating model for the West Lothian Academy in 2023-24 will consist of the following:

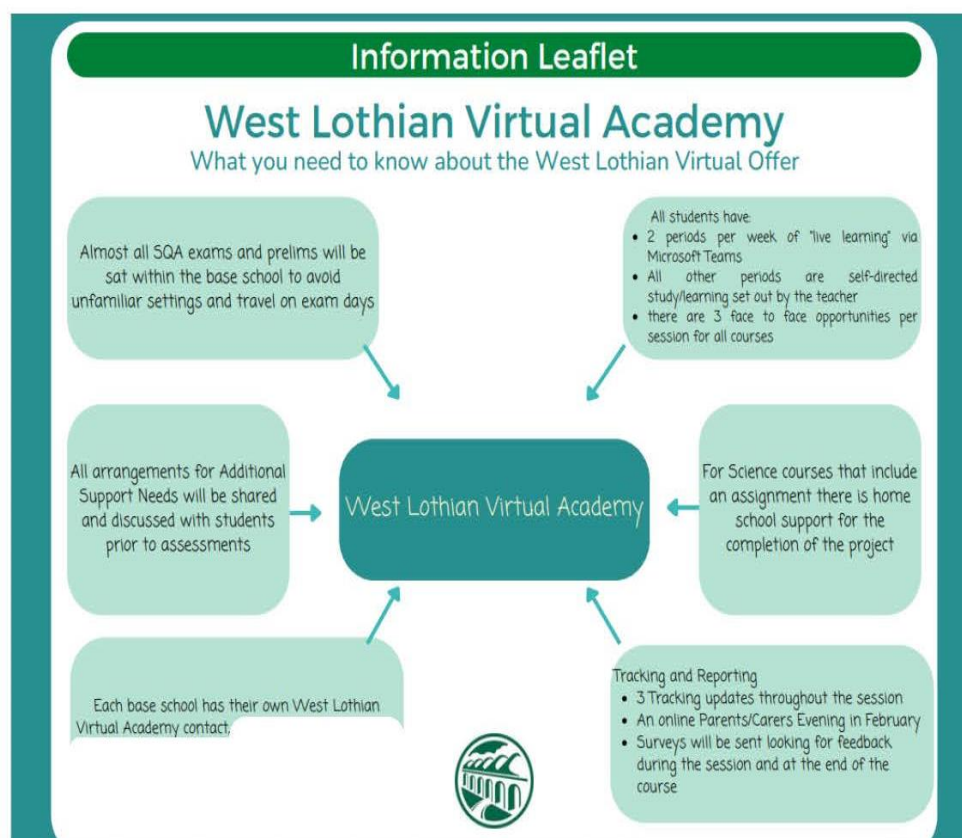
1. **Two periods per week of 'live learning' via Microsoft Teams** (either Tuesday or Thursday afternoon depending on course – this will be reflected in your individual timetable as allocated by your school. During these 'live learning' classes, students must keep their **cameras turned on** and are expected to fully engage in and contribute positively to the class otherwise, attendance will not be registered.
2. All other allocated periods will be self-directed study/learning as set out in communication with the class teacher. Via **Microsoft Teams and Class Notebook**, students will be able to access class assignments, course notes, revision/consolidation tasks, relevant web/video links and feedback from the class teacher.
3. At least once per term, students will attend an **in-person taught tutorial with the class teacher** at a central location – transport is arranged/provided
4. One **Parent/Carer online feedback evening/appointment** for the class teacher to meet with and update (February)
5. Students receive **regular tracking updates** (3 occasions throughout the session) completed by the class teacher, distributed via email to the student's main contact.
6. Students have one **point of contact in their own school** as identified by their Depute Head Teacher, this may be a Digital Lead Teacher or the DHT (this is the student's point of contact for any support or to raise any queries/concerns about their course/class/learning experience).
7. Any **ASN requirements** are communicated with and supported by the class teacher.
8. Surveys and other **opportunities to provide feedback** about the West Lothian Virtual Academy will be provided termly within the school session.
9. Staff absence sometimes cannot be avoided. If the absence is planned, the teacher will agree in advance with classes what should be done during that time. If the absence is unplanned, classes cannot be covered so students will be expected to continue with any work that has been set for their "non-live" periods unless otherwise instructed by the staff member via Teams.

Staff (Class Teachers)

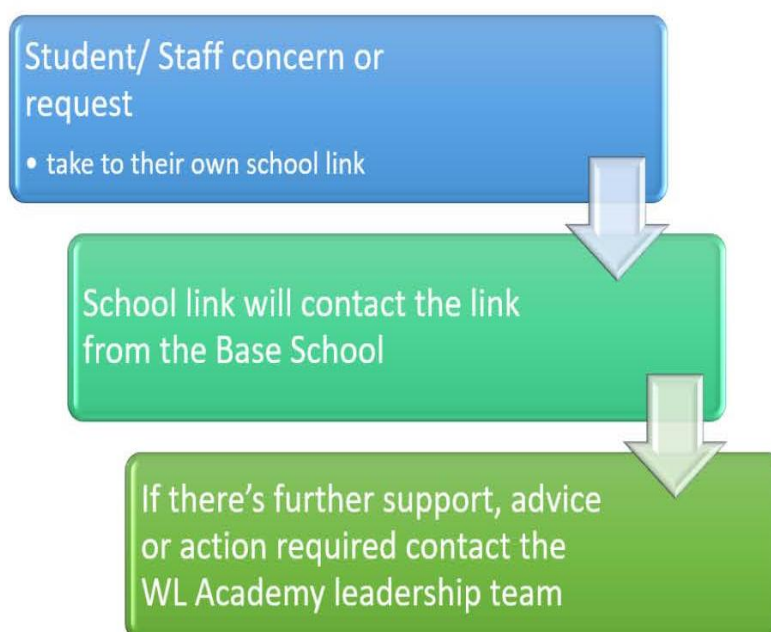
1. Provided with **4 allocated periods** on the Timetable.
2. **Two of the allocated periods are planned and delivered 'live' via Microsoft Teams** (either a Tuesday afternoon or a Thursday afternoon, 2pm – 3.30pm).
3. A further two periods are **allocated to further support students' learning** (uploading resources, providing feedback and communicating with students).
4. **Approximately once per term**, teachers will plan and lead an 'in-person' tutorial at a central venue as arranged by the central West Lothian Virtual Academy staff team – all students in the class are expected to attend.
5. There is a parent-carer online Parent Evening designed to **feedback to parents**, this will take place in February.
6. Class teacher will **complete regular tracking updates for young people** (3 occasions per session).
7. Staff have one point of contact in their school for support (Digital Lead or DHT). This is the contact for the class teacher for any queries, concerns and the school Digital Lead/DHT will liaise with partner schools and/or West Lothian Virtual Academy staff as appropriate.
8. Class teachers will be aware of and **support ASN requirements of students in their class**.
9. Staff absence sometimes cannot be avoided and if the absence is planned, there is an expectation that staff will have agreed in advance what the students should do at that time i.e. a recorded lesson or set tasks etc. If the absence is unplanned, classes cannot be covered so students will be expected to continue with any work that has been set for their "non-live" periods unless otherwise instructed by the staff member via Teams.
10. Individual schools where the student is based will provide an appropriate environment and required resources for them to engage fully in their West Lothian Virtual Academy classes.

Parents/Carers

1. **Regular progress tracking updates (3 occasions)** will be made available to parents/carers throughout the school session.
2. An **online Parent Evening** will be arranged for class teachers to meet parents/carers to provide progress updates in February.
3. A West Lothian Virtual Academy staff member in each **base school** will be identified and this is the point of contact for any questions, queries or concerns (this may be a Digital Lead or DHT, depending on the school).
4. All ASN arrangements and support will be provided in discussion with parents, students, own school and West Lothian Academy class teacher.
5. Surveys and other opportunities to provide feedback about the West Lothian Virtual Academy will be provided for parents/carers at certain points of the school session.



Flowchart for West Lothian Virtual Academy Support



West Lothian Virtual Academy

Course Offer & Presentation Centres 2024-25

Courses	SCQF Level
Biology	Advanced Higher (SCQF 7)
Business	Advanced Higher (SCQF 7)
Chemistry	Advanced Higher (SCQF 7)
Computing	Advanced Higher (SCQF 7)
English	Advanced Higher (SCQF 7)
Graphics	Advanced Higher (SCQF 7)
History	Advanced Higher (SCQF 7)
Maths	Advanced Higher (SCQF 7)
Modern Studies	Advanced Higher (SCQF 7)
Music	Advanced Higher (SCQF 7)
PE	Advanced Higher (SCQF 7)
Physics	Advanced Higher (SCQF 7)
Philosophy	Higher (SCQF 6)
RMPS	Advanced Higher (SCQF 7)