



**NoWrongPath**

# **Irvine Royal Subject Options booklet 2026-27**

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## S3 curriculum overview

As pupils move from S2 into S3, there is the opportunity for some personalisation and choice within the timetable. All pupils will continue to study the following:

Mathematics

English

Modern languages

Physical Education

Personal and Social Education

Religious and Moral Education

They can choose a subject from each of the following curricular areas:

Science

Technologies

Social Subjects

Creative Arts

Health and Well being

## S4 Curriculum Overview

As pupils move into S4, it is expected that they will continue with five of the subjects that they studied in S3 along with Mathematics and English.

Some pupils will be given the opportunity to choose a developing Young Workforce project, this will be discussed at the parental option meeting.

When completing their choices, pupils must carefully consider the advice they are given at interview. This advice is based on evidence of **specific strengths and potential progression attainment in your Senior Phase** and has been provided by all of their teachers.

In some cases, we may not be able to offer the pupils their first choice, this will be discussed at a later date.

## S5/6 Curriculum overview

All returning S5/6 pupils will be expected to study five subjects. Within the curriculum, there is the opportunity for subjects to be studied at the next level and there is also breadth within the curriculum.

Not all subjects are offered at Advanced higher level within the school. Pupils who would like to do an Advance Higher may be able to do so within a consortium arrangement.

The school partners with Ayrshire College to offer a wide selection of courses that pupils can study whilst remaining at school. The list is at the back of the options booklet, with more information available on the website. Individual applications have to be completed for the College courses. This will be discussed at the parental options meeting.

There are a wide range of courses available, however, due to numbers some of the courses may not run. If this is the case then this will be discussed with the pupil.

# Sample Option forms

## S3 option form 2024/25

Pupil Name \_\_\_\_\_ Reg \_\_\_\_\_ Date of Interview \_\_\_\_\_ Career Choice \_\_\_\_\_

Core subjects which every pupil will continue to study –

English and Literacy (4 periods)	Personal and Social Education ( 1 period)	Religious and Moral Education (1 Period)
Mathematics and Numeracy ( 4 periods)	Physical Education ( 2 periods)	Modern Languages ( 2 periods)

When completing your choices below, you must carefully consider the advice you are given at interview. This advice is based on evidence or specific strengths and potential attainment in your Senior Phase and has been provided by all of your teachers. Pupils should choose **ONE** subject from each of the following columns.

Column C (3 periods)	Column D (3 periods)	Column E (3 Periods)	Column F ( 3 periods)	Column G ( 3 periods)	Column H (3 periods)
Art & Design Design & Manufacture Music Technology Music Photography Practical Cookery	Art & Design Business Management Childcare PE Games Practical Cookery	Business Management Geography History Modern Studies PE Games	Biology Chemistry Physics Science	Admin & IT Computing Science Design & Manufacture Games Development Graphic Communication Music PE Aesthetics	Chemistry Design & Manufacture History Music Photography Practical Cookery RMPS
Choice	Choice	Choice	Choice	Choice	Choice

# Sample Option forms

## Senior Phase – S4 Option Choice Form

### Session 2024 -25

Pupil Name \_\_\_\_\_ Reg \_\_\_\_\_ Date of Interview \_\_\_\_\_ Career Choice \_\_\_\_\_

Core subjects which every pupil will continue to study:

English ( 5 Periods)	Personal and Social Education RMPS ( 1 Period)
Mathematics (5 Periods)	Physical Education – Performance NQ ( 1 Period)

When completing your choices below, you must carefully consider the advice you are given at interview. This advice is based on evidence of **specific strengths and potential progression attainment in your Senior Phase** and has been provided by all of your teachers. Pupils should choose **ONE** subject from each of the following columns:

Column C – 4 periods	Column D – 4 periods	Column E – 4 periods	Column F – 4 periods	Column G – 4 periods
Biology Chemistry Games Development Music PE – Games Physics	Art & Design History Modern Studies Music Photography Practical Cookery	Art & Design Business Management Chemistry History Music PE Games Practical Cookery	Computing Science Design & Manufacture DYW – Barista L5 DYW – Bike maintenance L4 Early learning & Childcare Graphic Communication Practical Cookery	Biology Design & Manufacture DYW – Barista L5 DYW – Hair L5 French Practical Electronics
Choice _____	Choice _____	Choice _____	Choice _____	Choice _____
Level _____	Level _____	Level _____	Level _____	Level _____

# Sample Option forms

## Senior Phase – S5/6 Option Choice Form

### Session 2024 -25

Pupil Name \_\_\_\_\_ Reg \_\_\_\_\_ Date of Interview \_\_\_\_\_ Career Choice \_\_\_\_\_

Core subjects which every pupil will continue to study:

Personal and Social Education (1 period)

Physical Education – Performance NQ (1 period)

When completing your choices below, you must carefully consider the advice you are given at interview. This advice is based on evidence of **specific strengths and potential progression attainment in your Senior Phase** and has been provided by all of your teachers. S5 should choose **ONE** subject from each of the following columns. S6 pupils should choose **FOUR** subjects and a wider achievement subject from the next page (five choices can be made). **All levels are offered unless stated otherwise.**

Column A – 6 periods	Column B – 6 periods	Column C*– 6 periods	Column D – 6 periods	Column E – 6 periods**
English Childcare & development Lab skills Modern Studies Personal finance Physics	Application of Maths Maths Physical Education(N4/5/H) RMPS Travel & Tourism	Art (N4/5/H) College courses English (N4/5/H) First aid, leadership & well being Geography History Music (N4/5/H) Physics (AH) Practical electronics Sports Leader	Business & IT Business Management Chemistry Criminology Graphics Music (N4/5/H) Music for Wellbeing (L6) Photography Practical Cookery Woodwork	Art College courses Computing Design Human Biology (H) Music Physical Education Powering Futures (L6) Sociology
Choice	Choice	Choice	Choice	Choice

**AH Music technology is available in across Col D/E**



## Art & Design – S3, National 4, National 5, Higher & Advanced Higher

### Main points of the course/s

In S3 pupils are introduced to a variety of creative and artistic skills which include completing a drawing, painting, portraiture and graphics unit. Pupils will build on a variety of key techniques, with drawing and critical skills forming an important part of both.

Pupils will be involved in following coherent creative processes used in Art & Design.

They will acquire a deep knowledge and understanding of the practical skills required in Art & Design, and learn how to develop skills and techniques acquired throughout the junior phase. Pupils will learn drawing, painting, clay modelling and design techniques which will prepare them for National 4&5 coursework. Pupils will also learn critical thinking skills and how to evaluate other artists and designers work

**The aim of the national 4 & 5 courses, offered in S4 by the Creative Arts Faculty, is to develop an understanding of expressive art skill and following a design process.**

This involves working through some of the creative processes involved in Art & Design. Students will acquire a knowledge and understanding of practical skills when creating expressive artwork and following a design process. Students will also develop critical thinking skills and seek peer and tutor feedback.

Students will complete an expressive folio which aims to develop observational drawing and media handling skills. Pupils will also learn how to evaluate and use critical thinking skills when working through their expressive folio.

Students will complete a design folio which aims to develop their understanding of following a creative design process. Pupils will also learn how to evaluate and use critical thinking skills when working through their design folio.

**The Higher Art & Design course, delivered by the Creative Arts department, is designed to inspire and challenge students.**

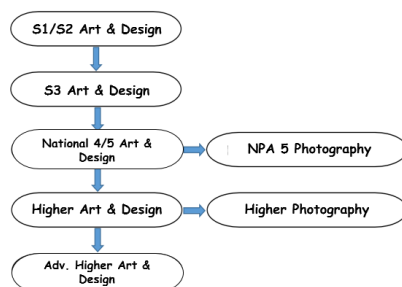
**Pupils are required to represent their personal thoughts visually through following a creative expressive and design folio. Using an integrated approach to learning, students research and develop their work to produce a final outcome. They also develop their appreciation of other artists & designers work and practice.**

The skills that students acquire are valuable for learning, life and work. Higher art & design allows students to broaden and deepen their skills base, and to widen their choice of possible future vocations. Students use creative and technical problem-solving skills, and are required to reflect critically on their own work and that of others.

### Entry requirements at each level

Pupils should be able to demonstrate the practical skills required to allow them to move on to level 4 and above. Ideally pupils should have studied Art & Design in S3 to move on to National 5 and then on to Higher and then finally Advanced Higher. However the final decision will be made based on practical ability due to the weighting of this component.

### Progression pathways



### DYW/Careers

#### Graphic Design

Advertising Director  
Logo / Branding Designer  
Sign Writer  
Magazine Layout Designer

#### Fashion / Textiles

Accessory Designer (Shoes / Bags / Hats)  
Dressmaker  
Fashion Consultant  
Fashion Designer  
Costume Designer  
Fabric / Textile Designer

#### Fine Art

Book Illustrator  
Graphic Illustrator  
Technical / Textbook Illustrator  
Cartoonist  
Fine Artist (Painter)  
Printmaker / Screen Printer

## Subject and levels offered

Music – S3, National 5, Higher & Advanced Higher

### Main points of the course/s

At all levels in Music, the course is split up into 3 different units with different skill sets: **Performing Skills, Understanding Music & Composing Skills.**

**Performing Skills** – In S3 music pupils will choose 2 instruments and continue to develop technique through the exploration of different repertoire and styles. There is more personalisation and choice when choosing pieces to play and this allows pupils to focus more on the music they enjoy.

In the senior phase, performance is worth **50% of the overall course award** and pupils will perform a practical programme on 2 instruments in front of a visiting examiner. N5 and Higher pupils will be examined in March and Advanced Higher pupils in May. The performance programmes must last for **8 minutes** at N5, **12 minutes** at Higher and **18 minutes** at AH.

**Understanding Music** – Pupils will learn how to identify musical and stylistic features from a variety of musical styles and genres including, popular music styles, Classical music, world music and vocal Music. All listening content is delivered through active learning and performance tasks. In the senior phase, understanding music is worth **35% of the overall course award** and pupils will complete a number of listening tasks and the final exam will be a written listening paper in the May exam diet. The written exam lasts for **45 minutes** at N5, **1 hour** at Higher and **1 hour 15 minutes** at AH.

**Composing Skills** – Pupils will be asked to write an original composition from a genre of their choice demonstrating a variety of compositional methods as well as key musical and stylistic features. This component allows pupils to be creative and challenge their musical literacy. In the senior phase, composing is worth **15% of the overall course award**. A score or performance plan, a recording of the final piece and a composing review will be sent to SQA in April for external marking. Compositions are awarded marks for musical development and creativity. **Advanced Highers** will also be required to choose a piece of music and complete a written analysis of the compositional methods used.

For more information on Senior Phase courses please follow the links below:

National 5: <https://www.sqa.org.uk/sqa/47391.html>

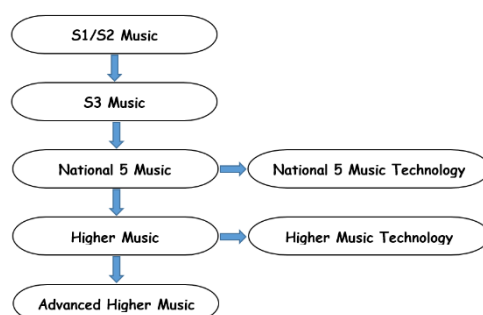
Higher: <https://www.sqa.org.uk/sqa/47895.html>

Advanced Higher: <https://www.sqa.org.uk/sqa/48450.html>

### Entry requirements at each level

Pupils should be able to demonstrate the performing skills required to allow them to move on to level 4 music and above. Ideally pupils should have studied music in S3 to move on to National 5 and then follow the flow chart below however the final decision will be made based on practical ability due to the weighting of this component. The performance criteria is **Grade 3** or equivalent for N5, **Grade 4** or equivalent for Higher and **Grade 5** or equivalent for AH.

### Progression pathways



### DYW/Careers

By choosing music pupils could have careers in the following areas:

Performer, Composer, Teacher, Music Producer, Music Advertiser, Events Management, Music Journalism, Music Therapy & Community Music. Universities like to see music on certificates as it shows specialist skills, discipline and creativity. Medicine and Dentistry also favour a music qualification as performing skills help with dexterity.

## Subject and levels offered

### Music Technology – National 5 & Higher

#### Main points of the course/s

At all levels in Music Technology, the course is split up into 3 different units:

**Music Technology Skills** – Pupils will learn how to operate all of the hardware and software used for recording, manipulating sound and mixing and editing. This will include microphone techniques and placement, using Mixcraft software for editing recordings and learning how to use effects to manipulate sound.

**Music Technology Skills in Context** – Pupils will use all of their technology skills within a context. We will cover audio books, a multi-track recording of a chosen song, EDM, sound for animation and a radio show. All sound will be recorded and/or imported and then edited and mixed.

**Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music** – Pupils will learn how to identify musical and stylistic features from a variety of musical styles and genres from the 20<sup>th</sup> and 21<sup>st</sup> Centuries including, Rock, Punk, EDM, Jazz, Country & Reggae. They will complete a number of listening tasks and research activities, as well as exploring technological developments from the Player Piano and Vinyl LPs to MP3 players and DAWs. Pupils will also gain an insight into copyright infringement and the importance of Intellectual Property.

#### SENIOR PHASE COURSE ASSESSMENT:

**Understanding 20<sup>th</sup> & 21<sup>st</sup> Century Music (30% of the overall course award)** – The final exam will be a written listening paper in the May exam diet. The written exam lasts for **1 hour** at both N5 and Higher.

**Assignment (70% of the overall course award)** – **National 5** pupils will choose 2 of the contexts mentioned above and complete 2 final productions. **Higher** pupils will only choose one context however within their chosen context they must also include a multi-track recording. Assignments will be sent to SQA in March to be externally assessed and should include final recordings and detailed session logs.

**It is important to note that pupils do not need to play an instrument to be successful in this course however, it can be helpful for recording.**

For more information on Senior Phase courses please follow the links below:

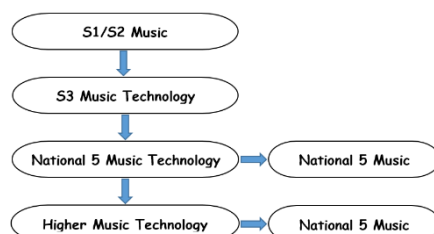
National 5: <https://www.sqa.org.uk/sqa/56950.html>

Higher: <https://www.sqa.org.uk/sqa/56951.html>

#### Entry requirements at each level

Pupils should be able to demonstrate the practical skills required to allow them to move on to level 4 music technology and above. Ideally pupils should have studied music technology in S3 to move on to National 5 and then follow the flow chart below however the final decision will be made based on practical ability due to the weighting of this component. A solid understanding of ICT will benefit pupils opting in to this course.

#### Progression pathways



#### DYW/Careers

By choosing music pupils could have careers in the following areas:

Music Producer, Sound Engineer, Theatre Operations, Sound Technician, Music Advertiser, Events Management, Music Journalism & Community Music.

## Photography – S3, Level5 NPA, Higher & Advanced Higher

### Main points of the course/s

**The aim of this S3 photography course is to introduce pupils to digital photography and allow them to experience photography in everyday use.**

Pupils will be involved in working through some of the creative processes involved in photography and creative media.

They will acquire a basic knowledge and understanding of the practical skills required in photography, and learn how to create good photos using particular skills and themes such as framing, portraiture, and group shots and using a sequence of photos to tell a story.

**The aim of the NPA course, offered in S4 by the Creative Arts Faculty, is to develop an understanding of photography in everyday use.**

This involves working through some of the creative processes involved in photography and creative media. Students will acquire a basic knowledge and understanding of practical skills when working with photographs, and learn how to create images in two main categories – ‘People’ and ‘Places’. Students will also develop critical thinking skills and seek peer and tutor feedback. Pupils will use their literacy skills to evaluate the work of professional photographers, and their own work.

**The Art and Design department has been running the NPA for 2 years and students enjoy the projects and have fun collaborating on shoots on various themes.** Highlights include the out on location shoots and the influences of music in photography shoots, where students get to include props and costumes!

S4 students will get 4 periods a week to plan, shoot and evaluate their work in outdoor and indoor locations, as well as learning post-production techniques using Adobe Photoshop. There is no exam for this course.

The Higher Photography course, delivered by the Creative Arts department, is designed to inspire and challenge students. Candidates are required to represent their personal thoughts visually through the medium of photography in a personal project, which is worth 100 marks and assessed by SQA. The project uses an integrated approach to learning, students plan, develop and produce imaginative photographs.

They also must develop their skills in photographic analysis and techniques for a written exam worth 30 marks. All pupils’ projects are kept on their own Google Drives online so pupils can access the course work from home.

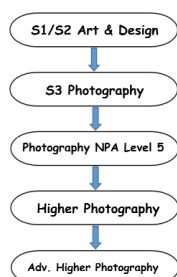
Students use creative and technical problem-solving skills, and are required to reflect critically on their own work and that of others. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice.

In the examples above, you can see examples of students’ projects, showcasing the range of themes they chose to express their ideas. Many aspects of photography are explored, including portraiture, landscape and still life. Students often include their friends and family in a wide range of shooting scenarios and styles.

### Entry requirements at each level

Pupils should have a keen interest in Photography and be able to demonstrate the practical skills required to allow them to move on to level 4. Our S3 Photography course would help the pupil progress into the NPA5 Photography. Pupils who have taken S3 Photography would get priority in the S4 NPA class. To move into the Higher Photography course National 5 English and the NPA is preferred but this is not essential.

### Progression pathways



### Further & Higher education options include:

**HNC Photography (HNC Year 1)** West College Courses /  
**HND Photography (HND Year 2)** City of Glasgow **BA**  
**(hons) Photography Degree**, City of Glasgow College and  
 validated by the **University of the West of Scotland**. **BA (hons)**  
 Fine Art Photography - Glasgow School of Art.

### DYW/Careers

You would normally specialise in one area of photography, such as:

General or social events, like weddings and portraits, advertising and editorial, for adverts, magazines and photo libraries, press and photojournalism, for newspapers and other news publications, fashion - photographing models and clothing for magazines and catalogues, corporate, producing promotional material for industrial and commercial companies and scientific or medical, recording scientific research, or medical conditions and treatments

## English – National 4, National 5, Higher & Advanced Higher

### Main Points of the course/s

#### National 4

This course offers candidates the opportunity to study elements of reading, writing, talking and listening. A compulsory part of the course is the Added Value Unit. Pupils will study a variety of texts ranging from fiction to non-fiction.

#### National 5

Candidates are afforded the opportunity to show a range of skills in English through assessments on:

- Portfolio – personal/ creative and discursive piece of writing (800-1000 words). This folio piece is assessed by SQA.
- Reading for Understanding, Analysis and Evaluation. This entails reading the text and answering questions.
- Critical Reading – this entails Scottish Set Text and critical essay. Students might study key texts such as *Father & Son*, *Sailmaker*, and the poetry of Norman McCaig and Edwin Morgan.

Throughout the duration of course, pupils will consolidate their learning through timed assessments to prepare them for the final exam. Talking and listening is also an internally assessed aspect of the curriculum.

#### Higher

Successful National 5 candidates will have the opportunity to progress to Higher English. Students will be expected to enhance their skills in English through assessments on:

- Portfolio – personal/creative and discursive piece of writing (1000-1300 words). This folio piece is assessed by SQA.
- Reading for Understanding, Analysis and Evaluation. This entails reading the text and answering questions.
- Critical Reading – this entails Scottish Set Text and critical essay. Students might study key texts such as *The Great Gatsby*, *Men Should Weep*, and the poetry of Carol Ann Duffy and Seamus Heaney.

Throughout the duration of course, pupils will consolidate their learning through timed assessments to prepare them for the final exam. Talking and listening is also an internally assessed aspect of the curriculum.

#### Advanced Higher

Advanced Higher English offers the opportunity to develop complex language skills which are essential for learning, life and work. Through study at this level you will develop the ability to interpret, produce and appreciate a wide range of literature and texts in different genres. This enables you to access your own cultural heritage and history, as well as the culture and history of others.

The course is comprised of 4 parts, two of which (Literary Study and Textual Analysis) are predominantly teacher led. In previous years we have studied a range of rich and sophisticated texts such as drama by Tennessee Williams and Henrik Ibsen, novels like *Jane Eyre* and *Rebecca* and the poetry of Seamus Heaney. You will also have the opportunity to personalise your study through the other two components (Dissertation and Writing Portfolio) which are expected to be completed independently.

### Entry requirements at each level

There is no exam, pupils will be assessed internally by their teachers. Pupils will also have the opportunity to sit National 4/5 Literacy.

To sit National 5 English pupils must have successfully completed N4 English

To sit Higher English pupils must have successfully completed N5 at level C or above.

A Pass at Higher A or B is necessary for success in this course, as is a willingness to read texts well ahead of time and work independently.

### DYW/Careers

Topics will often link into career opportunities. Career advisor will visit class for a career pathways talk.

### Progression Pathways

#### National 5 Literacy

This important module provides a useful bridge between National 4 and National 5 and allows pupils to enhance skills for progression into the full National 5 English course.

## French and Spanish, BGE with potential for N4-5

### Main points of the course/s

Pupils in the Broad General Education focus on the languages skills on Talking, Writing, Listening and Reading as they study the foreign languages on offer, currently French, German and Spanish.

S1 topics; Greetings, Family, School.

S2 topics; House & Home, Free Time and Town.

S3 topics; Tourism and Holidays, Food & Drink, My World of Work and Media.

Pupils also have the opportunity to study films in the foreign language, typically studying two each year.

#### French Films

Ratatouille, Les Choristes, Au Revoir Les Enfants, Populaire, Petit Nicolas

#### Spanish films

Valentin, Zipe y Zape, El libro de la vida, Ferdinand, Nacho Libre, Coco, Voces Inocentes

#### German Films

Vorstadtkrokodile 1 & 2, Goodbye Lenin !, Lola Rennt, Ostwind

In addition, Modern Language teachers will introduce pupils to cultural topics learning about festivals and traditions such as La Tomatina or that are typical in the countries where French, Spanish or German are spoken.

### Progression pathways

By the end of the BGE pupils may choose to be presented for National Level 3 Award in the language of their choice.

Moving into the Senior Phase pupils can choose to study French, Spanish or German at National level which would involve covering the contexts of Society, Culture, Learning and Employability.

### DYW/Careers

S3 event on Modern Languages to show their use in different employability contexts.

## NPA Achieving Excellence in Sport – Level 6

**S5/6 only**

**Over the course of the year pupils will work towards achieving both qualification detailed below within the same class.**

### **Achieving Excellence in Sport**

This is a predominately practical based course with some written evidence required to be gathered to gain qualification. Pupils will complete 3 units in this NPA which are all internally assessed. Pupils will need to complete all units to achieve the overall award. These units will be completed through the same activity.

Unit
Individual Performance in Sport; Codes of Conduct; SCQF level 6
Individual Sporting Performance; SCQF level 6
Individual Performance in Sport: Analysis and Evaluation; SCQF level 6

<https://www.sqa.org.uk/sqa/47188.html>

### **SCQF Level 6 Higher PE Performance Skills Unit**

Pupils will perform two activities to the required standard to achieve this unit (different activities to NPA). This is a practical unit with practical performances as assessment. Pupils will spend time refining and developing their practical performance to achieve this unit.

<https://www.sqa.org.uk/sqa/81236.html>

*Activities will be agreed with pupils and teacher at start of course.*

### **Progression pathways**

NPA Level 7

HNC Sports courses at college or university

### **Entry requirements at each level**

Interest in sport, National 5 in Sport & Recreation

### **DYW/Careers**

Sports, Physical Education, Active schools, Leisure industry, Coaching, Professional sports.

## Subject and levels offered

### Dance – NPA Level 4, National 5, Higher

#### Main Points

All levels of Dance will complete units in Choreography, Hip Hop and Contemporary. The assessment for each level is detailed below. The National Progression Awards (NPA) in Dance are all internally assessed. The National 5 and Higher courses have SQA exams. Pupils will explore choreographic principles to enhance their creativity and develop the skills and knowledge they need to plan and create a group choreography. Pupils will explore a minimum of two contrasting dance styles (Hip Hop and Contemporary) through structured technique classes. Pupils will then apply these dance techniques in choreographed solos. They will also learn to evaluate their performance, investigate the history of dance and composition.

NPA Level 4 & 5	National 5	Higher
Choreography Unit (practical and written assessment)	Written exam - 20% one hour exam	Written exam – 30% two hour exam
Contemporary Unit (practical and written assessment)	Practical activity – choreography and review 45%	Practical activity - choreography and review 30%
Hip Hop Unit (practical and written assessment)	Solo Performance 35%	Solo Performance 40%

**NPA Dance** - <https://www.sqa.org.uk/sqa/66294.html>

**National 5 Dance** - <https://www.sqa.org.uk/sqa/47389.html>

**Higher Dance** - <https://www.sqa.org.uk/sqa/47893.html>

#### Entry requirements at each level

NPA Level 4 – Pupils should have successfully achieved BGE Level 3 Dance (or involved in dance in community)

National 5 – Pupils should have successfully achieved BGE Level 4 Dance through S3 Elective (or involved in dance in community)

Higher Dance – Pupils should have successfully achieved a Grade A-C pass in National 5 Dance and passed National 5 English

If you have a background in Dance these levels could be negotiated with Mrs Cains during the course.

*Please discuss your suitability for any of the Dance courses with Mrs Cains*

#### Progression pathways

NPA Level 4 Dance would progress to NPA Level 5 or National 5 Dance

National 5 Dance would progress to Higher Dance

Higher Dance would progress on to Further Education Dance Course or Advanced Higher PE (with Dance Project)

#### DYW/Careers

Professional Dancer, Dance Teacher, theatre shows



## S3, National 5 Early Learning and Childcare & Higher Childcare and Development

### **National 5 - Early Learning and Childcare**

This course has four units detailed below. There is not a final SQA exam for this course and it is all internally assessed on an ongoing manner in a Pass / Fail manner. Pupils must successfully pass all four units of this course to gain the overall award. The four units are –

- Development & Wellbeing of Children and Young People
- Play in Early Education and Childcare
- Care and feeding of Children and Young People
- Working in Early Learning and Childcare.

For each unit there will be a formal written assessment approx. 1000 words per unit. This will be done in a controlled assessment environment in class. Pupils will be able to fully prepare for this prior to sitting assessment. On successful completion of the four units they will be awarded with a Course Award Pass.

<https://www.sqa.org.uk/sqa/69529.html>

### **Higher - Childcare and Development**

Within this course, pupils gain an understanding of 3 main areas. Pupils will apply all knowledge to a case study-based project. Knowledge is then also demonstrated through a written exam. The overall grade is determined by adding both of these components together, graded A-D.

The three main areas are –

- **Child development** – aspects of child development and how they interrelate, methods of assessing development and how normative development can be impacted from a variety of factors.
- **Theories of child development** – research various famous theories of cognitive, emotional, social and language development. Analysing these theories and drawing conclusions.
- **Services for children and young people** – legislation, strategies and initiatives which are used in a childcare setting. Understanding what they are and why they are required.

The project is a 4000-word assignment which will be carried out over the second half of the year. This will be done in a controlled environment and will require a high level of literacy and research skills. This is worth 70% of the overall grade and is due for submission in April.

The written exam consists of 3 sections which assigns a section to each area within the course. This is worth 30% of the overall grade and is sat during the May exam diet.

<https://www.sqa.org.uk/sqa/47898.html>

### **Entry requirements at each level**

**National 5** – Successful pass in Level 4 Literacy and an interest in working with children.

**Higher** – Successful pass at National 5 Early Learning and Childcare. In addition, a successful pass at National 5 English to access the 5000 project.

### **Progression pathways**

On a successful completion of National 5 Early Learning and Childcare, pupils can progress on to Higher.

*Please discuss your suitability for Higher course with Mrs Cains and your Guidance Teacher.*

On completion of course pupils can progress on to Level 6 / 7 college courses in childcare and Development. In addition, can progress onto foundation Apprenticeships in Childcare, Social Services: Children and Young People

### **DYW/Careers**

Childcare, Social Services, Education

## First Aid – SCQF Level 6, Wellbeing Level 5 & Leadership Level 6

**Pupils will receive two periods per week of each of these 3 courses. If they complete all, they will have achieved 5 different qualifications by the end of the year.**

### **First Aid courses**

All qualifications are internally assessed. There are practical and written assessments for all qualifications. You will cover topics including the roles and responsibilities of the first-aider; assessing an incident; providing first aid to an unresponsive casualty; how to treat choking, external bleeding; conduct a secondary survey; suspected injuries to bones, muscles and joints; provide first aid to a casualty with suspected head and spinal injuries; burns and scalds; eye injury; poisoning; anaphylaxis; medical conditions.

<https://www.sqa.org.uk/sqa/90539.html>

### **Level 5 in Wellbeing.**

The Wellbeing Award will explore factors that influence personal wellbeing, and to make decisions that contribute to improving personal wellbeing. The Award will encourage pupils to look at connections between mental, emotional, social and physical health, and to look at different ideas of health and wellbeing at a personal, community, societal or global level.

<https://www.sqa.org.uk/sqa/57044.html>

### **Level 6 in Leadership**

Pupils will complete two units in this award. They are Leadership: An introduction and Leadership in Practice. Pupils will learn about leadership styles and use these skills to plan, organise and host a school based event. Pupils will work together and choose what this event is – potentially a charity fundraiser.

<https://www.sqa.org.uk/sqa/47258.html>

### **Entry requirements at each level**

No prior knowledge / experienced required before commencing this course.

You must be prepared to demonstrate your practical skills to your teacher and peers during your practical assessments and classwork. You must also participate in organising a school Event for Leadership and complete a Wellbeing development plan.

### **Progression pathways**

This is the full First Aid at Work certificate and therefore within the First Aid area this is the highest level of qualification you would be asked for. Leadership is good progression for a wide variety of careers and further education.

### **DYW/Careers**

Nursing, medicine, Health and Social Care, lifeguard, Sports Centre, Childcare, any workplace that requires First Aid at Work certificate,

## Health and Food Technology – National 5 and Higher

### Key Points

Health and Food Technology Course focuses on health, the influence of food and its nutritional properties, and the dietary needs of individuals. It also focuses on the application of safe, hygienic and informed practices in food preparation. This is a heavily theory based course with some practical cookery skills. .

Pupils develop their understanding of the relationship between food, health and nutrition. They will develop knowledge and understanding of dietary needs for individuals and groups at various stages of life and explain current dietary advice. Through practical activities, pupils will produce and reflect on food products which meet individual needs.

Pupils will look at the functional properties of ingredients in food and their use in developing new food products. They will develop an understanding of the stages involved in developing food products and produce a food product to meet specified needs. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. Pupils will develop knowledge and understanding of food labelling and how it helps consumers make informed food choices.

National 5	Higher
Written SQA exam 60 marks (50%) 1 hour 50 minute exam.	Written SQA exam worth 60 marks (50%) 2 hour exam
Assignment 60 marks (50%) <i>(completed in class and submitted to be marked by SQA)</i>	Assignment 60 marks (50%) <i>(completed in class and submitted to be marked by SQA)</i>

<https://www.sqa.org.uk/sqa/47397.html> National 5

<https://www.sqa.org.uk/sqa/47899.html> Higher

### Entry requirements at each level

Successfully passed National 5 Practical Cookery  
Biology / Science would be beneficial

### Progression pathways

Successfully passing National 5 Health and Food Technology would progress on to Higher Health and Food Tech

Successfully passing Higher Health and Food Tech would progress on to Advanced Higher Health and Food Tech or Level 7 courses at college / university.

### DYW/Careers

Nutrition, Medicine, Nursing, Health and Social Care, Home Economics Teacher.

## Physical Education – National 4 & 5, Higher and Advanced Higher.

### Physical Education

All National Qualifications (NQs) within Physical Education will look at the Factors (Physical, Mental, Social and Emotional Factors) and how they Impact your Performance. You will gather information on performance, identify strengths and area of development. You will then plan, carry out and evaluate your progress within your performance. At most NQ levels you can choose your best two activities to perform, in Advanced Higher it is one activity. These could be sports you perform in the community or within our PE Curriculum. We spend time on variety of activities over the course. Some examples of these are Badminton, Basketball/Netball, Volleyball, Football, Fitness or Gymnastics.

Nat 4	Nat 5	Higher	Advanced Higher
Performance Skills Unit (2 activities)	1 <sup>st</sup> Practical Activity – 25%	1 <sup>st</sup> Practical Activity – 25%	Practical Activity – 30%
Factors Impacting performance Unit (written unit)	2 <sup>nd</sup> Practical Activity – 25%	2 <sup>nd</sup> Practical Activity – 25%	Project – 70%. 4000-5000 word dissertation
Added Value Unit (AVU) Performance	3 sections of Written Portfolio – 50%	2.5 hour written exam – 50%	

In Nat 5 you will have 3 practical lesson and one theory every week. In Higher you will have four practical and two theory lessons every week. You need to bring PE Kit for your practical lessons – you will be unable to successfully pass the course if you do not participate in the practical lessons.

<https://www.sqa.org.uk/sqa/45845.html>

### Entry requirements at each level

National 4 – Successfully achieved Level 3 BGE PE and Level 3 Literacy.

National 5 – Successfully achieved Level 4 BGE PE or National 4 PE. In addition, Level 4/Nat 4 English  
Higher PE – Grade A-C pass at National 5 and a successful pass at National 5 English.

Advanced Higher – Grade A or B at Higher PE. Strongly recommended pupil has high level of English.

*There will be exceptions to these levels. Please speak to Miss Howie if you want more information on this.*

### Progression pathways

Nat 4 PE will progress on to Nat 5 PE / Nat 5 Sport & Rec / Level 5 Sports Leaders

Nat 5 PE will progress on to Higher / Level 6 NPA Excellence in Sport / Nat 5 Sport & Rec

Higher PE will progress on to Advanced Higher PE

AH progress on to Further or Higher Education at college / university

### DYW/Careers

Sports Coaching, Health & Fitness, Sports Development, Personal Training, Sports Science, PE Teacher, Active Schools, Leisure Industry, KA Leisure, Active Schools

## Practical Cake Craft – National 5 & NPA Bakery Level 4

### Main Points

The course, which is practical and experiential in nature, develops a range of cake baking and finishing skills in hospitality-related contexts. It enables pupils to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items. It develops the thinking skills of understanding, analysing and evaluating, and creating. The pupils develop knowledge of methods of cake production and functional properties of ingredients used in the production of a range of cakes and other baked items. The pupils acquire skills in baking a range of cakes and other baked items, demonstrating specialist skills, techniques and processes safely and hygienically. The pupils further develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes pupils apply specialised skills and creative techniques.

Component	Marks	Assessment Details
Exam	25%	45 minutes SQA exam
Assignment	22%	The assignment and practical are Interlinked – The assignment would be to design the project before hand and evaluate the project after. The practical would be to carry out / implement this.
Practical activity	53%	

<https://www.sqa.org.uk/sqa/56929.html>

### NPA Bakery Level 4

<https://www.sqa.org.uk/sqa/38611.html>

### Entry requirements at each level

Successfully pass National 5 Practical Cookery (practical cookery skills are essential skills for Cake Craft)

An interest / skills in Art & Design would be beneficial.

### Progression pathways

National 5 or Higher Health and Food Technology

Level 6 courses at college / university

### DYW/Careers

Great British Bake Off ☺ Hospitality sector, Food and Drink

### DYW/Careers

Nutrition, Medicine, Nursing, Health and Social Care, Home Economics Teacher.

## Practical Cookery – National 4 and National 5

### **National 5**

In this course you will learn a range of cookery skills, food preparation techniques and cookery processes when following recipes. You will develop an understanding of the characteristics of ingredients and an awareness of their sustainability. You will be able to develop an understanding of current dietary advice relating to the use of ingredients. You will plan and produce meals and present them appropriately whilst working safely and hygienically

### **Practical Activity**

For the final exam in March you will complete a 2.5 hour practical exam to cook a 3 course meal for four people to a restaurant standard. This will be done in exam conditions in school with a SQA verifier. This is worth 62% of your overall grade.

### **Planning Assignment**

You will complete a time plan for your 3 course meal. This will be done in exam conditions prior to the practical exam. This is worth 13% of your overall grade. This work is sent to the SQA for external marking. You will also complete Service Details and Equipment Requisition for your practical.

### **Question Paper**

You will also complete a written question paper during SQA exam diet which is worth 30 marks (25%).

<https://www.sqa.org.uk/sqa/47439.html>

### **National 4**

You will complete four units in class, each with a unit assessment. You need to pass all four units to gain course Award

- Understanding and using ingredients
- Cookery skills, techniques and processes
- Organisation skills for cooking
- Added Value Unit (AVU) – Produce a two course meal for four people to restaurant standard. You will have 1.5 hour to complete this practical exam.

For Cookery you will need to bring your own container for practical lessons. You will cook two periods per week and have two theory lessons per week. You will receive regular homework and you would be expected to practice your cooking skills at home. You will look at a variety of topics during the year including dietary goals and how diet links to health.

### **Entry requirements at each level**

National 5 – previously passed Nat 4 Cookery or achieved level 4 BGE in Home Economics through the S3 elective course. In addition pupils should have a good literacy level to access the extensive written side.

National 4 – completed level 3 BGE Home Economics through S1/S2 or S3 elective.

### **Progression pathways**

If successful with National 4 Practical Cookery you can progress on to National 5 Practical Cookery.

On successful completion of National 5 Cookery you can progress on to National 5 or Higher Health and Food Technology, National 5 Practical Cake Craft or College Courses in practical cookery at level 6.

### **DYW/Careers**

The skills you would develop in this course would be beneficial to jobs in the hospitality trade, food and drink, childcare, sports, nutrition, nursing, dietetics, health profession.

## Sports Leaders Level 5 & 6

S5/6 only

### Main Points-

Level 5 Sports Leaders is a practical based course which offers pupils the opportunity to learn how to design and deliver sports coaching sessions and events within both the school and the local community. Pupils will be trained in how to practically deliver coaching sessions across a wide range of activities as well as recording evidence of this knowledge in the form of an evidence booklet. Once pupils feel competent and confident in their abilities they will then be allocated a local primary school which they will complete a coaching placement over a set period of time. This placement will see pupils accrue 10 practical volunteer hours which are required by all pupils if they wish to pass the course.

For Level 6 Sports Leaders, the course is of a similar nature. There are two key differences between Level 5 and 6 which are that you need to have turned age 17 on completion of the Level 6 course and you will be expected to complete 30 hours of practical volunteer hours. The unit assessment and evidence at Level 6 is more in depth but is on the same topics as detailed above.

In addition, pupils will complete an SQA Level 5 Leadership or Higher Leadership course.

<https://www.sportsleaders.org/>

### Recommended Entry requirements at each level-

**Level 5 Leadership** - Successfully achieved a National 4 pass in PE.

**Level 6 Leadership** - Successfully achieved a pass in National 5 Sport and Recreation management (and be age 16 turning 17 during the year) or have some experience delivering or leading sport sessions.

*These are recommended levels, if you are not sure if this course is suited to you please discuss with Mr McKelvie.*

### Progression pathways-

Progress onto College to study courses in Sports Coaching, Sports Development, Teaching, Health and Fitness, Personal Training, Leisure Industry

**DYW/Careers** Sports Coaching, Health & Fitness, Sports Development, PT, Sports Science, KA Leisure, Health & Leisure, Active Schools

## **The National Progression Award (NPA) in Computer Games Development**

The qualification is available at SCQF level 4 [GP02 44], level 5 [GP03 45] and 6 [GP04 46]. These are equivalent to National 4, National 5 and Higher qualifications.

### **Main points of the course**

The course is assessed by several tasks for each component unit over an extended period. Learners will build up a **portfolio** of practical evidence in electronic format. There is no final exam. At level 4 learners will take a multiple-choice test for each unit. This can be retaken if required.

The qualifications aim to develop skills in computer programming, computational thinking and problem solving, collaboration and team working skills as well as stimulating interest in STEM and providing an enjoyable learning experience.

The qualification, at each level, comprises three component units:

- |  |  |
|--|--|
| <b>1. Computer Games: Design</b>       | Students will identify elements of game design, create proposals and a design document for a game. |
| <b>2. Computer Games: Media Assets</b> | Students identify sources of media assets, plan and produce the production of assets for a game.   |
| <b>3. Computer Games: Development</b>  | Students: Create a working computer game, test, and evaluate the computer game.                    |

<https://www.sqa.org.uk/sqa/38437.html>

### **Entry requirements at each level**

Entry to this qualification is at the discretion of the centre. The NPA at Level 4 and Level 5 can be undertaken without previous experience of computer games development. However, it is recommended that learners have some prior knowledge and experience of computer games development before attempting the Level 6 award.

### **Progression Pathways**

Learners can progress to the next SCQF level. Those who gain the Level 5 or Level 6 awards would be considered for entry into HNC/D Computer Games Development at college. Learners who gain the Level 6 award, together with appropriate National Qualifications at Higher, would be considered entry to degree courses at university. The course will also complement the study of Computing Science and other STEM subjects.

### **DYW/Careers**

The course provides an up-to-date curriculum which can lead directly to a career in computer games development or computer programming. Skills learned are readily transferable to many well paid STEM fields.



## **Computing Science – National 4, National 5 and Higher**

### **Main points of the course**

#### **National 4 Computing Science [C716 74]**

Course comprises two units of work which are assessed internally.

1. Software Design and Development
2. Information System Design and Development.

The other assessment component is an assignment which involves the **application of skills and knowledge** from the other two course units. The National 4 course is not graded – “Pass” or “Fail” only.

#### **National 5 Computing Science [C816 75]**

The course has four areas of study.

1. Software Design and Development
2. Computer Systems
3. Database Design and Development
4. Web Design and Development

The course assessment has two components:-

Exam Question Paper – 2 hours [110 marks] and Course Assignment which is worth 50 marks.

The National 5 course is graded, A to D, and is based on the total marks achieved across the two assessment components.

#### **Higher National 6 Computing Science [C816 76]**

The course has four areas of study

1. Software Design and Development
2. Computer Systems
3. Database Design and Development
4. Web Design and Development

The course assessment has two components:-

Exam Question Paper – 2 hours and 30 minutes [110 marks] and the Course Assignment which is worth 50 marks.

The Higher course is graded, A to D, and is based on the total marks achieved across the two assessment components.

<https://www.sqa.org.uk/sqa/48477.html>

### **Entry requirements at each level:**

**National 4** – suitable for students who have gained a National 3 Computing Science course award or students who have achieved Third Level in Technologies from S2.

**National 5** – suitable for students who have achieved Fourth Level in Technologies or students who have gained a National 4 Computing Science course award.

**Higher** - students should have achieved a course award in N5 Computing Science in S4 or S5.

A course award in other equivalent National 5 qualifications is also acceptable.

### **Progression Pathways**

All Computing Science courses provide progression to other qualifications in Computing Science or related areas, further study, employment and/or training.

**DYW/Careers** <https://www.myworldofwork.co.uk/my-career-options/subjects?group=all&subjects=4226>

These courses are aimed at students with an interest in Computing and who may be considering moving on to further study of Computing or a course that will involve any of the sciences, mathematics or any form of engineering.

Computing, particularly programming skills are increasingly being viewed as being extremely advantageous and a significant factor in the ability to problem solve.

## **Applications of Mathematics/Mathematics/Personal Finance**

**Applications of Mathematics (N3/N4/N5/Higher)    Mathematics (N5/Higher)    Personal Finance (L4/5/6)**

### **Main points of the courses:**

#### **Applications of Mathematics - National 3 and National 4**

This course, which is not graded, includes the study of number, money, data, shape, space and measurement in everyday life. It is designed to develop learners' skills relevant to learning, life and work. This course is internally assessed through Unit Assessments in class time.

#### **Applications of Mathematics - National 5**

This course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.

**Question Paper 1** [Non-Calculator]                      Time: 50 minutes                      35 marks

**Question Paper 2** [Calculator Allowed]                      Time: 1 hour 40 minutes                      55 marks

The grade awarded is based on the total marks achieved across the two question papers.

#### **Applications of Mathematics – Higher**

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 with finances. It also shows candidates how they can use appropriate digital technology to manipulate and model mathematical, statistical and financial information. The course assessment has two components.

**Question paper**    Time: 2 hours and 5 minutes    65 marks                      **Project**    Time: 8 hours                      30 marks

The grade awarded is based on the total marks achieved across the two sections.

#### **Mathematics - National 5**

This course, which is graded A to D, includes knowledge, understanding and application of skills in numeracy, algebra, geometry, statistics and trigonometry. It is designed to develop mathematical reasoning skills and gain experience for possible further study in the subject. The course is assessed externally and comprises of two components:-

**Question Paper 1** [Non-Calculator]                      Time: 1 hour                      40 marks

**Question Paper 2** [Calculator Allowed]                      Time: 1 hour 30 minutes                      50 marks

The grade awarded is based on the total marks achieved across the two question papers.

#### **Mathematics - Higher**

This course, which is graded A to D, develops, deepens and extends the knowledge, understanding and application of algebraic, geometric and trigonometric skills, as well as introducing learners to Calculus.

It is designed to develop mathematical reasoning skills and gain experience for possible further study in the subject.

The course is assessed externally and comprises of two components:-

**Question Paper 1** [Non-Calculator]                      Time: 1 hour 15 minutes                      55 marks

**Question Paper 2** [Calculator Allowed]                      Time: 1 hour 30 minutes                      65 marks

The grade awarded is based on the total marks achieved across the two question papers.

#### **Personal Finance Award (L4/L5/L6)**

The Personal Finance Awards at SCQF levels 4, 5 and 6 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives. This award is internally assessed through online assessments on SQA's SOLAR.

### **Entry Requirements:**

**National 3 and National 4 Level Courses** – prior learning from Broad General Education (BGE).

**National 5 Level Courses** – students should have achieved Fourth Level from the BGE or gained a pass at National 4 level.

**Higher Level Courses** – students should have achieved a National 5 course award prior to embarking on this course.

### **DYW/Careers:**

Mathematics is everywhere around us and is very important for being successful in the following careers:

Medicine, Veterinary Surgery, Dentistry, Engineering, Science, Software Development, Marketing, Finance, Retail, Teaching, Design, Landscaping and all traditional trades.

## Chemistry - National 4 & 5, Higher

### **Course Summary**

The study of chemistry contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and its applications in the real world. The course gives opportunities for learners to develop the ability to think analytically, creatively and independently, and to make evaluations. The Course covers a variety of contexts relevant to chemistry's impact on the environment and society.

The units in National 4 and National 5 Chemistry are:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society

### **Course Assessment**

National 4 is internally assessed. There are 3 unit assessments where the pupil must achieve 50% in order to pass and an Added Value Unit (AVU). The AVU is a research task where the pupil has to meet the success criteria given to them.

National 5 is assessed over 2 components, an end of course exam and an assignment. The exam last 2.5 hours with a multiple choice section worth 25 marks and an extended answer section worth 25 marks. The assignment is completed in class time and a report is written under exam conditions. The assignment is worth 20 marks and is marked externally by SQA.

Higher is assessed over three components. Component 1 is a question paper made of 25 multiple choice questions worth 1 mark each and lasts 40 minutes. Component 2 is a second question paper worth 95 marks and lasts 2 hours 20 minutes. Component 1 & 2 externally assessed by SQA and completed on the same day. The final component is an assignment. The assignment is completed in class time and a report is written under exam conditions and assessed by SQA. The assignment is worth 20 marks.

### **SQA Links**

You can find more information about the courses using the following links:

[https://www.sqa.org.uk/files\\_ccc/CfE\\_CourseSpec\\_N4\\_Sciences\\_Chemistry.pdf](https://www.sqa.org.uk/files_ccc/CfE_CourseSpec_N4_Sciences_Chemistry.pdf)

[https://www.sqa.org.uk/files\\_ccc/N5CourseSpecChemistry.pdf](https://www.sqa.org.uk/files_ccc/N5CourseSpecChemistry.pdf)

[https://www.sqa.org.uk/files\\_ccc/HigherCourseSpecChemistry.pdf](https://www.sqa.org.uk/files_ccc/HigherCourseSpecChemistry.pdf)

### **Pupil Progression**

National 4: National 5 Chemistry or National 5 Lab Skills

National 5: Higher Chemistry and/or another Science at National 5.

Higher: Advanced Higher Chemistry, Higher Education degree courses, Employment

### **Course Requirements:**

Entry requirement: While entry is at the discretion of the school, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: CfE level 4 Chemistry, National 4 Chemistry Course or relevant components, National 5 Chemistry Course or relevant component Units.

### **DYW/Careers:**

Medicine, Agriculture, Biochemistry, Animal Husbandry, Chemical Engineering, Food science, Forensic Science, Geoscience, Naturopath, Nursing, Pharmacist, Radiography, Scene of crime officer, Vet.

## Environmental Science

### National 4 & 5

#### Main points of the course/s

The Environmental Science courses give pupils a scientific understanding of important and topical environmental issues that affect us all in the modern world. You will investigate key areas of the living environment such as biodiversity and the relationships between plants and animals and their non-living surroundings. You will also find out about how we as humans use a wide variety of resources from the Earth, be they plant, animal or mineral, and you will explore ways in which we can utilise those resources sustainably.

Our courses will allow you to use knowledge and skills from many other subjects including Biology, Geography, Chemistry, Physics and Modern Studies. You will be encouraged to take a problem solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

#### This course has 3 units;

The course comprises **three** areas of study.

- Living environment
- Earth's resources
- Sustainability

#### Course Assessment

National 4 is internally assessed. There are 3 unit assessments where the pupil must achieve 50% in order to pass and an Added Value Unit (AVU). The AVU is a research task where the pupil has to meet the success criteria given to them.

Entry requirement: While entry is at the discretion of the school, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

N4 : CfE level 3 science subject. N5 :CfE level 4 science subject, National 4 science subject. Higher : N5 science subject or equivalent

#### Progression pathways

Attainment of National 4 Environmental Science allows for progression to the National 5 course. Pupils who attain the National 5 award will have developed the skills required to study Chemistry and Biology at National 5.

#### DYW/Careers

Environmental Engineer, Conservation, Agriculture and Horticulture, Water quality, Meteorology, Ecologist

## BIOLOGY

### NATIONAL 4 / 5 BIOLOGY

#### Main points of the course/s

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.

Biology Courses encourage development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in biology think creatively, analyse and solve problems. Biology aims to produce responsible citizens, through studying of relevant areas of biology, such as health, environment and sustainability.

#### The unit titles are:

Cell Biology

Multicellular Organisms

Life on Earth

#### Course Assessment

National 4 is internally assessed. There are 3 unit assessments where the pupil must achieve 50% in order to pass and an Added Value Unit (AVU). The AVU is a research task where the pupil has to meet the success criteria given to them.

National 5 is assessed over 2 components. The exam last 2.5 hours and is marked out 100. The assignment is completed in class time and a report is written under exam conditions. The report is worth 20 marks (scaled to 25 marks) and is marked externally by SQA.

#### SQA Link

N4: <https://www.sqa.org.uk/sqa/47422.html>

N5: <https://www.sqa.org.uk/sqa/47427.html>

#### Entry requirements at each level

While entry is at the discretion of the school, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: CfE level 4 biology, National 4 Biology Course or relevant components Units.

#### Progression pathways

CfE Higher Human Biology.

#### DYW/Careers

Dentist, Dietician, Doctor, Forensics, Laboratory Technician, Lecturer, Microbiologist, Nurse, Paramedic, Physiotherapist, Police, Researcher, Sports Scientist, Teacher, Vet.

## Higher Human Biology

### Main points of the course/s

Learners will develop knowledge and understanding, scientific inquiry, investigative skills, as well as scientific analytical thinking skills, including scientific evaluation through the context of human biology eg. research and therapeutic value of stem cells, cancer cells, DNA technology, including sequencing and medical and forensic applications, reproduction and the cardiovascular system, the biology of controlling fertility, contraception, ante-natal care and post-natal screening.

### The unit titles are:

Human Cells  
Physiology and Health  
Neurobiology and Immunology

In addition learners complete an assignment which is worth 20 marks. This is 20% of the overall marks for the course. This is sent to the SQA for marking.

The assignment has two stages:

- research
- report

### SQA Link

To find out more information on Higher Human biology please look at the following link:

<https://www.sqa.org.uk/sqa/47915.html>

### Entry requirement

While entry is at the discretion of the school, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: National 5 Biology Course or relevant component Units.

### Progression pathways

Advanced Higher Biology  
Higher education - HND and degree courses  
Employment including work based training

### DYW/Careers

Dentist, Dietician, Doctor, Forensics, Genetic Counsellor, Immunologist, Laboratory Technician, Lecturer, Microbiologist, Neuroscientist, Nurse, Paramedic, Pharmacologist, Physiotherapist, Police, Prosthetist/Orthotist, Researcher, Sports Scientist, Teacher.

## Laboratory Skills with Forensic Science

### National 5

#### **Course Summary**

This is a combination of the Level 5 Laboratory Skills course and the stand-alone Forensic Science unit. Laboratory Science is an introductory qualification, the course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities. Pupils will develop the basic practical skills and knowledge needed for working in a laboratory in conjunction with context specific skills for microbiology, measuring radioactivity, chemical handling and laboratory instrumentation.

The units in Laboratory Skills are:

- Careers using Laboratory Science
- Working in a laboratory
- Practical Skills
- Practical Investigation

Forensic Science introduces learners to fundamental techniques of forensic science allowing them to develop skills in biology, chemistry and physics in this contemporary context. The Unit also enables candidates to develop basic research and information handling skills.

#### **Course Assessment:**

Laboratory Skills is assessed internally. Learners are assessed on a pass/fail basis on completion of each unit. Forensic Science has three internally assessment components.

#### **SQA Links:**

You can find more information about the courses using the following links:

Laboratory Skills: [https://www.sqa.org.uk/sqa/files\\_ccc/N5LabScienceSkillsForWorkCourseSpec.pdf](https://www.sqa.org.uk/sqa/files_ccc/N5LabScienceSkillsForWorkCourseSpec.pdf)

Forensic Science:

<https://www.sqa.org.uk/files/nq/J45V45.pdf>

#### **Pupil Progression:**

Further study in applied sciences.

Employment or training in Science Laboratories.

#### **Course Requirements:**

Entry requirement: While entry is at the discretion of the school, students would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience: CfE level 4 / National 4 course or relevant components

#### **DYW/Careers:**

Laboratory Technician, Pathology, Scene of Crime Officer, Food Scientist, Forensic Scientist, Microbiologist.

## Physics - National 4 & 5, Higher

### **Course Summary**

The purpose of the course is to develop the candidate's interest and enthusiasm for physics in a range of contexts. The skills of scientific enquiry are integrated and developed, throughout the course, by investigating the application of physics. The course enables candidates to develop a deeper understanding of physics concepts and the ability to describe and interpret physical phenomena using mathematical skills. The units in National 4 and National 5 Physics are:

- Dynamics & Space
- Energy & Electricity
- Waves & Radiation

### **Course Assessment**

National 4 is internally assessed. There are 3 unit assessments where the pupil must achieve 50% in order to pass and an Added Value Unit (AVU). The AVU is a research task where the pupil has to meet the success criteria given to them.

National 5 is assessed over 2 components. The exam last 2.5 hours and is marked out 135 and scaled to 100 marks. The assignment is completed in class time and a report is written under exam conditions. The report is worth 20 marks and is marked externally by SQA.

Higher is assessed over three components. Component 1 is question paper made of multiple choice questions and worth 25 marks and lasts 45 minutes. Component 2 is a second question paper worth 95 marks and last 2 hours 15 minutes. Component 1 & 2 externally assessed by SQA and completed on the same day. The final component is an assignment. The assignment is completed in class time and a report is written under exam conditions and assessed by SQA. The assignment is worth 20 marks.

### **SQA Links**

You can find more information about the courses using the following links:

[https://www.sqa.org.uk/files/nq/CfE\\_CourseSpec\\_N4\\_Sciences\\_Physics.pdf](https://www.sqa.org.uk/files/nq/CfE_CourseSpec_N4_Sciences_Physics.pdf)

[https://www.sqa.org.uk/files\\_ccc/N5CourseSpecPhysics.pdf](https://www.sqa.org.uk/files_ccc/N5CourseSpecPhysics.pdf)

[https://www.sqa.org.uk/files\\_ccc/HigherCourseSpecPhysics.pdf](https://www.sqa.org.uk/files_ccc/HigherCourseSpecPhysics.pdf)

### **Course Requirements:**

National 5: Pupils should have achieved the fourth curriculum level or the National 4 Physics course. National 5 Physics Course or relevant component Units.

### **Pupil Progression**

Advanced Higher Physics, college or university course.

### **DYW/Careers**

Medical physicist, Engineer (Mechanical, Civil, Chemical), Pilot, Air Traffic Controller, Electrician, Studio Sound Engineer, Aircraft maintenance, Geoscientist, Robotics Engineer



## Practical Electronics National 4 & 5

### Course Summary

The Practical Electronics course provides a broad practical introduction to electronics. The course encourages candidates to become responsible and creative in their use of technologies and to develop attributes such as flexibility, enthusiasm, perseverance, reliability and confidence.

The three areas of study are:

- Circuit Design
- Circuit Simulation
- Circuit Construction

### Course Assessment

National 4 is internally assessed. Pupils have to pass the 3 units detailed above and an added value unit (AVU).

National 5 is assessed over 2 components. Component 1 is question paper lasting 1 hour and worth 30 marks. Component 2 is a practical activity. The practical activity assesses candidates' ability to apply electronic knowledge and skills to solve an appropriately challenging practical problem, and is designed to allow candidates to demonstrate their ability to work independently. The practical activity is set by SQA.

### SQA Link

To find out more information on Practical Electronics please look at the following link:

[https://www.sqa.org.uk/files\\_ccc/PracticalElectronicsCourseSpecN5.pdf](https://www.sqa.org.uk/files_ccc/PracticalElectronicsCourseSpecN5.pdf)

[https://www.sqa.org.uk/files/nq/CfE\\_CourseSpec\\_N4\\_Technologies\\_PracticalElectronics.pdf](https://www.sqa.org.uk/files/nq/CfE_CourseSpec_N4_Technologies_PracticalElectronics.pdf)

### **Entry requirements**

National 4: Level 3 numeracy

National 5: Candidates should have achieved Level 4 BGE.

### **Progression pathways**

National 4: National 5 Practical electronics, other training/college course

National 5: National 5 Physics, other training/college course

### **DYW/Careers**

Electronics engineer, Audio-visual technician, Rail engineering technician, Mechanic, Satellite systems engineer, Sound designer

## Administration and IT – National 3/4/5, Higher

This is primarily a practical course which builds excellent IT skills which will be of great general use in the world of work, in the next stage of learning and in day-to-day personal organisation. The course develops a range of skills for learning, life and work, which have a universal application and are essential to individuals' effective functioning in all three areas.

They include IT and aspects of literacy, numeracy and thinking skills.

The Course contains a significant practical component, which involves experiential learning, encouraging the integration of skills, knowledge and understanding through practical activities and is set in a business context. It will enable students to develop skills in Word Processing, Information Technology, Communications, Personal Effectiveness, Organisation and Time Management. Students will also be able to produce a variety of business documents.

### Areas of Study

#### IT Solutions for Administrators

- Use functions of word processing to interpret a given brief.
- Use a spreadsheet application, to interpret a given brief.
- Use functions of a relational database to interpret a given brief.

#### Communication in Administration

- Use technology to extract information.
- Use functions of technology to prepare and communicate information.

#### Administrative Practices

- Provide an account of administration in the workplace
- Carry out administrative tasks in the context of organising and supporting events.

At Higher Level, the practical skills developed are more complex and utilise additional features of MS Office programmes to support an organisation. The course also adds the element of a managerial/supervisory element to theoretical knowledge and more in depth study of concepts taken at N5 level.

### Assessment

**N3/4** – Internally assessed units throughout year and completion of AVU assignment piece.

**N5** – 3 hour practical assignment (70 marks) covering all elements of course excluding Spreadsheets and Database content, followed by 2 hour practical exam (50 marks) covering Spreadsheets, Database and Administration theory.

**Higher** – 2 hour practical assignment (70 marks) covering all practical elements of course, followed by 1.5 hour written paper (50 marks) in exam hall assessing knowledge on administrative theory.

### Entry requirements at each level

Candidates should have a strong pass at National 5 level to study Higher Administration and IT.

Candidates should have a National 4 Administration qualification, or proven ability to work in IT applications to a reasonable standard if wishing to study National 5 Administration and IT.

On successful completion of this course at National level, students can progress to the next level of learning up to and including Higher Administration and IT. On successful completion of the Higher course, students could progress to Further Education courses in ICT and Business related subjects. Students will also be well equipped to apply for a range of employment opportunities in this field.

Achieving a qualification in Administration and IT is not only suitable for anyone wishing to undertake a career specifically in this field, but for anyone who requires a reasonable level of digital literacy and competence for their chosen career. Administration and IT teaches valuable life skills which are transferrable in any career path.

## National 3/4 Business, National 5 – Higher Business Management

### Main points of the course/s

N3/4 Business introduces candidates into the business world looking at how businesses operate and structure themselves across the various sectors of industry and the economy, as well as evaluating the impacts of various factors both internal and external to the organisation. The course looks at securing finance for a business and what sources are appropriate for different sectors of society.

### N5/Higher

Management skills have become increasingly important for workers in all fields and at all levels.

Business Management promotes the development of these skills while familiarizing students with the main functions of business.

The course is split into three areas of study (taught as 5 separate units).

#### **Understanding Business**

This unit will allow learners to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

#### **Management of Marketing and Operations (taught as 2 units)**

- Pupils will develop an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness.
- Pupils will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality

#### **Management of People and Finance (taught as 2 units)**

- Pupils will carry out activities that will enable them to grasp theories, concepts and processes relating to human resource management. This will allow them to demonstrate an understanding of how to manage people in order to maximise their contribution to an organisation's success.
- Pupils will also study processes relating to the use of financial information to solve financial problems facing businesses.

### Assessment

N3/4 – Individual units internally assessed and completion of investigative research project at N4 (AVU).

N5/Higher - To achieve certification a pupil must pass the course assessment which is based on a combination of a written investigative assignment where candidates choose a business related issue and company to research and make recommendations for improvement (25%/30 marks) and a final exam (75%/90 marks) where candidates apply knowledge to case studies and answer general questions assessing their knowledge of the course. All elements are externally marked by SQA.

### Entry requirements at each level

It is advantageous to have a previous qualification in Business prior to choosing National 5/Higher Business Management, but it is not essential to be successful in this subject. Students should have achieved successful completion of similar courses e.g. other Social Studies such as Modern Studies, History or Geography.

### DYW/Careers

This course is beneficial to all, as every industry has a business element to their organisation, however may be more useful to those wishing to have a career in Accountancy, Business or Management

### Progression pathways

The course also provides a foundation on which future academic study and vocational training in management studies can be built. It will therefore be of value to students wishing to study Accountancy, Management, Business Studies and Finance at College or University, and also to those planning a career in these fields.

## Geography - National 3, 4, 5 & Higher

### Main points of the course/s

#### National Qualifications:

All courses are made up of three units, which between them cover a range of topics - some familiar from their previous studies and others "new".

- ***Physical Environments – Weather and Landscape Types (Glaciation & Coasts)***
- ***Human Environments – Population, Rural and Urban***
- ***Global Issues – Global Climate Change and Development and Health***

Students have two elements that are assessed internally. For each of the units completed an end of unit assessment must be completed. The Added Value Unit element of the course provides pupils with the opportunity to select a topic of their choice to research and provide their findings on. At National 3 level the Added Value Unit element is removed.

#### **How is National 5 Geography Assessed?**

Students have two elements that are assessed externally by the SQA and is worth a total of 100 marks. The Question Paper is completed as part of the May/June exam diet. This is worth 80 marks and completed in 2 hours and 20 minutes. For the Assignment section pupils have 1 hour to complete a write up on the question of their choice and this is worth a total of 20 marks.

#### Higher Qualification:

The Higher Geography course is perfect for those who have a real interest in Geography and also pupils who have enjoyed their time in Geography throughout the BGE.

Higher Geography is made up of three units -

***Physical Environments – Atmosphere, Hydrosphere, Lithosphere and Biosphere.***

***Human Environments – Population, Rural and Urban***

***Global Issues – Global Climate Change and Development and Health***

#### **How is Higher Geography assessed?**

Students have two elements that are assessed externally by the SQA. The Question Paper is completed as part of the May/June exam diet which assesses content from all three units. Also in the exam is a **Geographical Skills** section where pupils are able to apply the skills they have gained throughout the year to form an answer. Pupils will also undertake fieldwork and computer based research to enable them to produce an Assignment which will be sent to the SQA to be marked externally, contributing to their final overall grade.

### Entry requirements at each level

National 5 Geography: Pupils who have made good progress throughout the S4 course will attempt National 5 Geography. The option of National 3 and 4 Geography are also available for pupils who would be more successful working within these levels.

Higher Geography: Pupils should have a National 5 level pass in Geography, however, it is possible for **well-motivated** and able senior students without a National background to tackle it successfully.

### Progression pathways

Higher Geography is an extremely broad subject teaching a wide range of transferable skills which allows pupils to access science, social science and arts courses at University. Geography is recognised as being the most employable subject in the world. Successful completion of the Higher course can lead to entry into an alternative Higher within Social Subjects.

### DYW/Careers

Teacher, GIS Officer, Engineer, Environmental Consultant, Town Planner, Quality Surveyor, Meteorologist, Geomorphologist, Landscape Architect, Cartographer, Travel and Tourism, Emergency Management.

## History – National 3, 4, 5 & Higher

In S5/6 the National 5 and Higher courses are run in conjunction with one another. The three units studied for National 5 in S5/6 are:

- *Historical Study Scottish: Migration and Empire, 1830-1939.*
- *Historical Study British: The Making of Modern Britain, 1880-1951*
- *Historical Study World and European: Hitler and Nazi Germany, 1919-39*

If completing National 3/4/5 in S4, the three units studied are:

- *Historical Study Scottish: The Wars of Independence, 1286-1328*
- *Historical Study British: The Making of Modern Britain, 1880-1951*
- *Historical Study World and European: Free At Last, Civil Rights in the USA, 1918-1968*

### How is National 3/4 History Assessed?

This year, due to SQA updates, pupils are required to complete three end of unit assessments on the topics studied in class. There is no requirement to complete an Added Value Unit this year to achieve N4 or 3 qualifications.

### How is National 5 History Assessed?

Students have one element that is assessed externally by the SQA. The Question Paper is completed as part of the May/June exam diet. This is worth 80 marks and completed in 2 hours and 20 minutes. For the Assignment section pupils have 1 hour to complete a write up on the question of their choice and this is worth a total of 20 marks. The Assignments will be completed prior to the Easter holidays.

### Higher History

Higher History is made up of three units that focus on the following historical periods:

- *Historical Study Scottish: The Scottish Wars of Independence, 1249-1328*
- *Historical Study British: Britain, 1851-1951*
- *Historical Study World and European: Germany, 1815-1939*

### How is Higher History assessed?

Students have three elements that are assessed externally by the SQA. The Question Paper and Source Paper are completed as part of the May/June exam diet which assesses content from all three units. For the Britain and European and World section (The Question Paper) pupils will have the opportunity to demonstrate their essay writing skills. The Scottish unit (Source Paper) focuses on the assessment of source handling skills. Pupils will also complete an Assignment under timed conditions which is sent to the SQA to be marked externally, contributing to their final overall grade. The Assignment will be completed prior to the Easter holidays.

### Entry requirements at each level

#### National 3/4/5

Entry requirement: Pupils who have made good progress throughout the S4 course and achieved a National 4 pass will attempt National 5 History. The option of National 3 and 4 History are also available for pupils who would be more successful working within these levels.

#### Higher

A National 5 in a Social Subject. The Higher History course is perfect for those who have a real interest in History and also pupils who have enjoyed their time in History throughout S4 and the BGE. Completing the Higher History course will allow pupils to progress on to Higher level courses within the subject.

**Progression pathways:** Higher History is an extremely broad subject teaching a wide range of skills which allows students to access science, social science and arts courses at University. Successful completion of the Higher History course can lead to entry into an alternative Higher within Social Subjects.

## Modern Studies National 3, 4, 5 & Higher

### **National 3-5 Modern Studies is made up of three units:**

Democracy in Scotland and the United Kingdom – Democracy in UK

Social Issues in the UK – Crime and the Law

International Issue – World Power: USA

### **Higher Modern Studies is made up of three units:**

Democracy in Scotland and the United Kingdom

Social Inequalities in the UK

International Issue – World Power: USA

### **How is National 3/ 4 Modern Studies assessed?**

For each of the units completed an end of unit assessment must be completed and passed. At N4 The Added Value Unit (AVU) element of the course provides pupils with the opportunity to select a topic of their choice to research and provide their findings on.

### **How is National 5/ Higher Modern Studies assessed?**

In undertaking these units, pupils will have opportunities to develop their extended writing and source handling skills. Learners will have two elements that are assessed externally by the SQA. The Question Paper(s) are completed as part of the exam diet which assesses content from all three units.

Pupils will also complete an assignment under timed conditions which is sent to the SQA to be marked externally, contributing to their final overall grade.

### **Entry requirements at each level**

Entry requirement: A National 5 in Modern Studies or other Social Subject will allow a learner to attempt Higher level.

The Higher Modern Studies course is perfect for those who have a real interest in Modern Studies and also pupils who have enjoyed their time in Modern Studies throughout S4 and the BGE. It is well suited to those with an interest in current affairs, and an ability to present a structured and balanced argument. Completing the Higher Modern Studies course will allow pupils to progress on to Higher level courses within the department.

### **Progression pathways**

Successful completion of the Higher course can lead to entry into an alternative Higher within Social Subjects. Higher Modern Studies is an extremely broad subject teaching a wide range of skills which allows pupils to access many courses, such as Social Sciences, at college and university.

Progression can also be enhanced through college courses in subject similar areas such as criminology. These will built upon skills and knowledge learned within Modern Studies and push learners to develop a critical understanding of the world around them.

### **DYW/Careers**

The skills from Modern Studies are widely transferable and desirable for future employment. Modern Studies lends itself to many jobs in both the public and private sector. Potential career prospects include: law/legal studies, police, civil servant, politics, teaching, librarian etc.

## Religious, Moral and Philosophical Studies (RMPS)

### Higher and National

Religious, Moral and Philosophical Studies is a relevant and engaging subject which pupils find both interesting and thought-provoking. There are a diverse range of beliefs, values and moral stances within the world today. By studying RMPS, students develop a deeper understanding of their own views as well as a tolerance and understanding of the beliefs and values of others. Students develop analytical and evaluative skills in RMPS which demonstrates to potential employers as well as further and higher education institutions that they can think deeply and critically for themselves.

#### Students will study the following three units:

1. **World Religion: Buddhism**
2. **Morality and Belief: Morality and Justice (S5/6) and Morality, Medicine and the Human Body (S4)**
3. **Religious and Philosophical Questions: The Existence of God**

#### How is Higher and National 5 Assessed?

Students have two elements that are assessed externally by the SQA. The Question Paper is completed as part of the May/June exam diet which assesses content from all three units. Pupils will also complete an Assignment under timed conditions which is sent to the SQA to be marked externally, contributing to their final overall grade.

#### How is National 3/4 RMPS Assessed?

Students have two elements that are assessed internally. For each of the units completed an end of unit assessment must be completed. The Added Value Unit element of the course provides pupils with the opportunity to select a topic of their choice to research and provide their findings on. At National 3 level the Added Value Unit element is removed.

<https://www.sqa.org.uk/sqa/45772.html>

#### Entry requirements at each level

Higher – A National 5 pass in RMPS or any other subject within the Social Studies and RME department.

National 5 – A National 4 pass in RMPS or any other subject within the Social Studies and RME department.

#### Progression pathways

Successful completion of the Higher course can lead to entry into an alternative Higher within Social Subjects. Higher RMPS is an extremely broad subject teaching a wide range of skills which allows pupils to access many courses, such as Social Sciences, medicine, law and the Arts, at college and university.

#### DYW/Careers

The skills from RMPS are widely transferable and desirable for future employment in both the public and private sector. Potential career prospects include: teaching, police, law/legal studies, medicine, civil servant, politics, social work, librarian etc.

## Sociology – National 5 and Higher

S5/6 only

### Main points of the course/s

The Higher and National 5 Sociology courses enable learners to develop an understanding of society through gaining knowledge and understanding of sociological perspectives, theories and concepts. The courses develop learners' ability to challenge 'common sense' explanations about human social behaviour using sociological understanding and evidence as well as giving a good understanding of how society works. Learners will look further into topics such as gender socialisation (why we behave in a certain way and what shapes our identity), the influence of the media, different perspectives on what causes poverty and inequalities, plus the advantages and disadvantages of using different research methods.

Pupils will study the following units:

- Human Society
- Culture and Identity
- Social Issues

### Assessment

Higher - Pupils complete a final exam worth 80 marks and an assignment worth 30 marks. Both are marked externally and contribute to the overall award.

National 5 – Pupils complete a final exam worth 70 marks and an assignment worth 30 marks. Both are marked externally and contribute to the overall award.

<https://www.sqa.org.uk/sqa/45850.html>

### Entry requirements at each level

A National 5 or Higher qualification in English or another Social Subject is preferred, but not essential.

### Progression pathways

Successful completion can lead to entry into an alternative National 5/ Higher course within Social Subjects. Higher Sociology is an extremely broad subject teaching a wide range of skills which allows pupils access to Social Science and arts courses at University.

### DYW/Careers

A qualification in Sociology is beneficial for many jobs within the creative, financial, healthcare and social services, including housing officer, social worker, teacher, researcher, judge, solicitor, private investigator and prison officer



## National Progression Award – Business with Information Technology (level 5/6)

### Main points of the course/s

The National Progression Award (NPA) in Business with Information Technology at SCQF level 5/6 provides candidates with the fundamental business and information technology skills that they will need for life, learning and work. This NPA will develop candidates' problem solving and information technology skills and enable them to be more confident in the use of software application packages for administrative and business purposes. It will also develop an awareness of issues facing organisations today.

### Course Structure

The course involves the study of 2 units from the Business Management course, along with 2 units from the Administration and IT course which will improve confidence and ability in digital literacy whilst aiding understanding of the nature of the business world and issues which can have an impact on an organisation.

The course is split into separate areas of study.

### Understanding Business

This unit will allow learners to explore issues relating to the external environment in which organisations operate and their effects on organisational activity, decision making and survival.

### Management of Marketing and Operations

- Pupils will develop an understanding of how marketing can be used to communicate effectively with consumers, maximise customer satisfaction, and enhance competitiveness.
- Pupils will explore and identify the processes and procedures required to produce goods or services to an appropriate standard of quality

### IT Solutions for Administrators

- Use functions of word processing to interpret a given brief.
- Use a spreadsheet application, to interpret a given brief.
- Use functions of a relational database to interpret a given brief.

### Communication in Administration

- Use technology to extract information.
- Use functions of technology to prepare and communicate information.

### Assessment

Individual units are internally assessed in a combination of closed book and open book settings.

### Entry requirements at each level

It is advantageous to have a previous qualification in Business and/or Administration prior to choosing Business with IT, but it is not essential to be successful in this subject.

### DYW/Careers

This course is beneficial to all, as every industry has a business element to their organisation, and the addition of the digital skills component will be transferrable to any working environment which requires a level of digital literacy.

### Progression pathways

The course also provides a foundation on which future academic study and vocational training in management studies can be built. It will therefore be of value to students wishing to study any future courses at College or University, but particularly those with a specific interest in Business.

## Travel and Tourism – National 4 and 5 Skills for Work

### Main points of the courses

The National 4 and 5 Skills for Work: Travel and Tourism are introductory qualifications in travel and tourism. They allow pupils to gain transferable skills for future work they may undertake. The course allows pupils to develop communication skills, a positive and responsible attitude to work and the ability to deal with customers.

The course is made up of four units:-

**Employability**- The aim of this unit is to enable students to develop skills to become effective jobseekers and employees in the travel and tourism industry.

**Scotland** - This unit allows students to become familiar with the travel and tourism industry in Scotland and plan a visit in Scotland to meet customer needs.

**Customer Service** - This unit allows students to develop skills and knowledge to enable them to meet the needs of customers. They will also learn how to deal with customer issues.

**UK and Worldwide** - The aim of this unit is for students to gain knowledge of the travel and tourism industry in the UK and worldwide. It also aims to provide students with the skills to meet customer needs.

To achieve the award of National 4/5 Travel and Tourism Skills for Work Course, learners must achieve all the required units in each section of the course. Assessment is through end of unit assessments and pupil based investigations and role plays throughout the academic year. Pupils will be assessed as pass/fail within school as Skills for Work courses are not graded.

<https://www.sqa.org.uk/sqa/65400.html>

### Progression pathways

Successful completion of the course can lead to entry into other National 4 or 5 qualifications in related subjects within the Social Studies & RME department.

### Entry requirements at each level

This course is designed to be of general use to the consumer rather than aimed at those interested in a career in travel and tourism. A geographical or business background would be useful, although it is not essential.

### DYW/Careers

A Travel and Tourism qualification can lead you to jobs within the travel and tourism sector in Scotland or further afield, such as cabin crew, airline customer service, travel agent, border security, resort representative, tour guide and tour manager.

## Design & Manufacture – National 4, 5 and Higher

### Main points of the course/s

Your broad general education in design and Manufacturing in S3 will help you to develop the following skills and knowledge.

The aims of the course are to develop learners design and practical skills working with wood, metal, plastic and their different manufacturing processes to enhance your knowledge in the following areas:

- The design process & its key principles
- Model making, prototypes & final products
- Knowledge and understanding of the manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society
- Material properties, industrial links and manufacturing including the evolution of new technologies

### Course assessment

A range of assessment strategies are used within the course with regular feedback being provided to pupils. Evidence is largely produced through design folio work and practical project work which is internally assessed throughout S3 and S4

### Entry requirements at each level

[http://www.irvineroyal.ukschool.com/design\\_manufacture.html](http://www.irvineroyal.ukschool.com/design_manufacture.html)

### Progression pathways

Progression & pathways from Graphics include: Senior phase – Higher & Advanced Higher, Design & manufacture National 4, 5 & Higher, Art, Computing and others

### DYW/Careers

Career pathways include: many types of engineering, product design, furniture design, industrial design, construction, designer, inventor, technician, manufacturing, Teacher of Technology, jewellery, joiner/carpenter, interior design, design engineering, automotive design and many more

## Graphic Communication – N4, N5 & Higher

### Main points of the course/s

Your broad general education in Graphic Communication in S3 will help you to develop the following skills and knowledge:

#### 2D graphic Communication

- 2 dimensional graphics: CAD/CAG (computer aided drawing/graphics – Inventor), DTP (Desk Top Publishing), and free-hand sketching
- 2D sketching, drawing, illustration for promotional displays and graphic layouts

#### 3D and Practical Graphic Communication

- 3 dimensional graphics: CAD/CAG 3D modelling (Autodesk Inventor), DTP, free-hand sketching
- 3D sketching, drawing, 3D virtual models/illustrations, 3D promotional displays and a range of colour rendering techniques

#### Course assessment

A range of assessment strategies are used within the course with regular feedback being provided to pupils. Evidence is largely produced through design folio work and practical project work which is internally assessed throughout S3 and S4

### Entry requirements at each level

[www.irvineroyal.ukschool.com/design\\_manufacture.html](http://www.irvineroyal.ukschool.com/design_manufacture.html)

### Progression pathways

N4/5, Higher Design Manufacture. N4/5, Higher & Advanced Higher Graphic Communication, N5 Practical Woodworking, Art, Computing and others.

Further and Higher education are all possible

### DYW/Careers

Many types of engineering, Product Design, Furniture Design, Industrial Design, Construction, Designer, Inventor, Technician, Manufacturing, Teacher of Technology, Jewellery, Joiner/Carpenter, Interior Design, Design Engineering, Automotive Design and many more

## Developing Young Workforce Projects

### Main points of the course/s

There are three DYW projects available for S4 pupils, they are:

- Nail bar
- Bike Maintenance
- Barista

All courses are Level 4 with input from Ayrshire College

For S5/6 pupils there are the following courses:

- Level 5/6 Leadership
- Level 4 Hair & Beauty
- Level 4 Smoothie

More information on the courses can be found on the Ayrshire College website

<https://www1.ayrshire.ac.uk/schools/>

### Entry requirements at each level

Entry to the courses is at the discretion of the school.

### Progression pathways

Level 5 part-time and full time courses at College, Modern apprenticeships

### DYW/Careers

Hairdressers, beautician, hospitality, mechanics

### School – College courses

School-College Partnership Programmes	SCQF Level	Location	Day (s)	Times
Steps to Work Award - Hair and Beauty	4	Kilwinning	Mon/Wed	2pm-4pm
Skills for Work: Uniformed Services	4	Kilwinning	Tue/Thu	2pm-4pm
Introduction to the Construction Industry	4	Nethermains	Tue/Thu	2pm-4pm
NPA Hospitality with Barista	4	Kilmarnock	Tue/Thu	2pm-4pm
NPA Hospitality with Barista	4	Ayr	Mon/Wed	2pm-4pm
Professional Cookery	4	Garnock Academy	Monday	12 noon-4pm
Professional Cookery	4	Garnock Academy	Wednesday	11.00-3pm
SfW Automotive	4	Ayr	Mon/Wed	2pm-4pm
SfW Automotive	4	Kilmarnock	Tue/Thu	2pm-4pm
NPA Software Development	4	Kilmarnock	Tue/Thu	2pm-4pm

School-College Partnership Programmes	SCQF Level	Location	Day (s)	Times
Skills for Work: Early Education & Childcare	5	Kilwinning	Tue/Thu	2pm-4pm
Skills for Work: Early Education & Childcare (joint)	5	Greenwood Academy/Kilwinning	Tue/Thu	2pm-4pm

Advanced Woodwork	5	Kilwinning	Tue/Thu	2pm-4pm
SfW Energy	5	Ayr	Mon/Wed	2pm-4pm
NPA Games Development	5	Kilwinning	Tue/Thu	2pm-4pm
Mental Health & Wellbeing Award	5	Kilwinning	Tue/Thu	2pm-4pm
NPA Sport & Fitness (Team Sports - Football)	5	Kilmarnock	Tue/Thu	2pm-4pm
NPA Digital Media with Film making	5	Ayr	Tue/Thu	2pm-4pm
SVQ 2 Performing Engineering Operations	5	Irvine Skills Centre	Mon/Wed	2pm-5pm
SVQ2 Performing Engineering Operations (infil)	5	Irvine Skills Centre	Friday	9am-5pm
SVQ 2 Performing Engineering Operations	5	Irvine Skills Centre/Largs Academy	Tue/Thu	2pm-5pm
<b>School-College Partnership Programmes</b>	<b>SCQF Level</b>	<b>Location</b>	<b>Day (s)</b>	<b>Times</b>
Art Portfolio and Print Making (including Life Drawing)	6	Ayr	Tue/Thu	2pm-4pm
NPA Criminology	6	Kilwinning	Tue/Thu	2pm-4pm
NPA Criminology with Forensic Science	6	Kilwinning	Tue/Thu	2pm-4pm
NPA Psychology	6	Kilwinning	Tue/Thu	2pm-4pm
NPA Exercise & Fitness Leadership	6	Kilmarnock	Tue/Thu	2pm-4pm

NPA Acting And Performance	6	Ayr	Tue/Thu	2pm-4pm
NPA Children & Young People	6	Ayr	Tue/Thu	2pm-4pm
NPA Software Development	6	Kilmarnock	Tue/Thu	2pm-4pm
NPA Sound Production	6	Ayr	Tue/Thu	2pm-4pm
Photography Studio Skills	6	Ayr	Tue/Thu	2pm-4pm
Caring for People with Dementia (1 unit)	6	Online	Online	Online (Wed 4-5pm live lesson/catch up support)
<b>School-College Partnership Programmes (FOUNDATION APPRENTICESHIPS)</b>	<b>SCQF Level</b>	<b>Location</b>	<b>Day (s)</b>	<b>Times</b>
FA Civil Engineering (2 yr programme)	6	Ayr	Tue/Thu	2pm-5pm
FA Engineering (Aeronautical) (2 yr programme)	6	Ayr	Tue/Thu	2pm-5pm
FA Engineering (Electrical) (2 yr programme)	6	Irvine Skills Centre	Tue/Thu	2pm-5pm
FA Engineering (Mechanical) (2 yr programme)	6	Kilmarnock	Tue/Thu	2pm-5pm
FA in Business Skills (1 yr programme)	6	Marr College	TBC	TBC
FA Social Services: Health Care (1 yr programme)	6	TBC	TBC	TBC



FA Scientific Technology (Laboratory Skills) (1 yr programme)	6	Kilwinning	Tue (college) /Thu (Work Placement)	9am-4pm
FA Social Services: Children and Young People (1 yr programme)	6	Kilmarnock Academy	TBC	TBC
FA Social Services, Children and Young People (2yr programme)	6	Kilwinning	Tue/Thu	2pm-4pm
FA Social Services, Children and Young People (2yr programme)	6	Garnock Academy	Tue/Thu	2pm-4pm
FA: Food & Drink Technologies (1 yr programme)	6	Loudoun Academy	TBC	TBC
School-College Partnership Programmes	SCQF Level	Location	Day (s)	Times
HNC Applied Sciences (infil)	7	Kilwinning	Mon/Wed	9am-4pm
HNC Electrical Engineering (infil)	7	Kilwinning	Wed/Thu	9am-4pm
HNC Sports Coaching and Development (infil)	7	Kilwinning	Tue/Thu	9am-4pm
HNC Fitness, Health & Exercise	7	Kilmarnock Academy	Tue/Thu	8.50am - 3.35pm
HNC Events Management (infil)	7	Ayr	Tue/Thu	9am-4pm
HNC Cyber Security (infil)	7	Kilwinning	Tue/Thu	9am-4pm
HNC Construction Management & Sustainability (infil)	7	Ayr	Mon/Wed	9am-4pm
HNC Architectural Technology & Sustainability (infil)	7	Ayr	Mon/Wed	9am-4pm

Further information can be found on the website <https://www1.ayrshire.ac.uk/schools/>

