Kirkcudbright Academy

Senior School Course Booklet 2026/27

The following pages provide a description of the courses on offer at Kirkcudbright Academy, you should read these carefully before making a final decision as to whether this course is for you.

Make sure you check the level of the course is appropriate for you and ensure you understand both the content of the course and the expectations placed on you.

Although the majority of course descriptors are for courses at National 5 and Higher level, many of the courses are available at National 4 level and some at Advanced Higher.

National 4 courses will follow a similar structure to the National 5 courses in terms of content and delivery, however, pupils following a National 4 course will have to pass a series of Unit Assessments followed by a project or assignment, known as an Added Value Unit, to pass the course.

Not all pupils will be suited to sitting a course at National 5 in their 4th year and the National 4 course will provide an excellent route of progression into National 5 the following year. The Academy's presentation policy for National Qualifications state that pupils should be working at 4th level in the Broad General Education before embarking on a National 5 course.

Advanced Higher courses may be available in a range of subjects although the course descriptor in that subject may not be included here. Due to the usual small numbers studying courses at Advanced Higher in some subject areas courses at this level may be taught with the Higher Group as a bi-level teaching group.

For further advice on the level of study and course availability see Mr Henry in the first instance.

Course Choice

Making the right course choices in S4, S5 and S6 is a very important part of your educational development. The choices that you make at these times are crucial to your educational future and your possible career thereafter. It is vitally important, therefore, that you take the option choice process seriously and that you give it your full attention and commitment.

It is important that your course choices are based on full and accurate information. This document is a starting point and contains details of each of the courses on offer. You should read it carefully. You should also discuss your course choices with your family and friends as this will give you every opportunity to think through your decisions.

You will, of course, receive advice and support from staff in the school and Skills Development Scotland (SDS). If you are unsure of your choices, you should speak to your pupil support teacher and/or your subject teachers prior to completing your options form. In addition to this, you can request a careers appointment through your pupil support teacher or directly through SDS.

It is essential that those of you who are considering further study at college or university check carefully which subjects are essential for your preferred courses. You will find this information by checking the prospectus or website of the college or university concerned. Again, speak to your pupil support teacher if you need help.

The forthcoming course choices are vitally important to your future. Think carefully before you make any decisions and remember to seek advice if you are unsure.

S4 Course Choice

Moving into S4 marks the transition between the Broad General Education and the start of the Senior Phase. This is the period where you will begin to engage with the process of compiling a portfolio of qualifications which will create opportunities for you to realise your future career aspirations, whether this is Higher/Further Education or further training/employment.

You will receive support in choosing your subjects and level of study from a variety of sources:

- Your Pupil Support teacher will be available to discuss your proposed subject choices in relation to your future career pathway.
- Your teachers will give you advice as to the most appropriate level of study within their subject area.
- The school Careers Adviser (SDS) can offer suggestions as to the type of subjects required for specific careers and future employment.

It is important that you read the information contained in this booklet carefully as it will provide information as to the content and requirements of the courses on offer.

All students entering fourth year must:

- Ensure a complete timetable of 7 certificated subjects along with core subjects and registration classes.
- Follow courses in Mathematics and English.
- Attend core subjects, Personal, Social & Health Education, and P.E.

Choosing Subjects

Subjects that you are currently studying in S3 will be preparing you for further study at certificated level in S4.

You should take the following factors into account:

- Continue with subjects you have been studying in S3.
- Choose subjects that you are most likely to achieve success in.
- You are more likely to succeed in subjects you enjoy.

Many students will not have a clear idea of the career path they wish to follow, however you should choose subjects you have an interest in.

As stated above, you should choose from the subjects you have already started to study in S3 OR choose a subject that was not on offer in S3.

You may also find that two subjects you wish to follow are in the same option column, unfortunately you will have to choose 1 and possibly pick the other subject up at a later date.

S5 Course Choice

This is an important stage in secondary school. At the end of fourth year, you are faced with a number of possible choices:

- Stay on for a fifth year

OR

- Stay on until Christmas of fifth year if you have not reached school leaving age by the end of fourth year *

OR

- Take up full-time employment/training

OR

- Apply for a college course – Further Education

If you are considering leaving school, it is crucial that you have an interview with the Careers Officer. You should also be discussing your plans with your pupil support teacher and using the internet to research career areas. A useful website for information is My World of Work.

The Careers Library within the school also contains information on careers, modern apprenticeships and other relevant pathways.

If your choice is to continue at school, you should still be making use of the Careers Library to help you select appropriate subjects to study next year.

All students entering fifth year must:

a) continue with English (Literacy) and Maths (Numeracy) up to level 5;

b) choose a subject from each of the subject columns at a level appropriate to you;

c) have a full 35 period timetable.

* Official school leaving dates are as follows:

You may leave at the end of May 2026 if you reach the age of sixteen on or before 30th September 2026.

You may leave at Christmas if you reach the age of sixteen between 1st October 2026 and 28th February 2027.

Choosing Subjects

When you were choosing your subjects at the end of second year, you were advised to keep a balanced set of subjects and not to cut out any subjects which might be important later on. This time, you should be thinking more selectively about which subjects to take.

You should take the following factors into account:

- Choose subjects that are essential for your chosen career area / university or college course.
- Choose the subjects that you are most likely to pass at the next level and at the highest grade.

The correct choice of subject is vitally important. You must choose a sensible set of subjects, especially if you intend to go on to Higher or Further Education. To ensure progression you must choose the correct level to study in each subject. The 5 subjects will be chosen from the seven subjects that you are currently studying.

You should by now have some idea of the kind of Higher Education, Further Education, training course or career for which you are aiming and you should be aware of any subjects that you require to study in order to achieve that aim. You should speak to your class teachers, Pupil Support teacher and your parents/carers who can all advise you of your realistic prospects in your proposed course.

For university courses you are advised to consult the university website and/or telephone the admissions officer, as the entrance requirements can change from year to year.

S6 Course Choice

At the end of fifth year, you are faced with a number of possible choices:

- Stay on for a sixth year
- Apply to Higher Education (this would be through Clearing if you have not submitted an application)
- Apply to Further Education (you should be applying for this now)
- Take up full-time employment/training

If you are considering leaving school, it is crucial that you have an interview with the Careers Officer. You should also be discussing your plans with your Pupil Support teacher and using the internet to research career areas. A useful website is My World of Work. It is your future – ensure you make a sensible and informed choice.

In sixth year, students are expected to take greater responsibility for their learning and use their non-class time profitably. Making the best use of this time can be quite complex and involves careful advance planning and disciplined working. If you find this difficult, ask your Pupil Support teacher for help.

All students entering sixth year:

a) should choose at least 4 subject options, (however, Mr Henry may give permission to withdraw from one of these subjects at a later date if a particularly demanding course choice is selected e.g. 3 Advanced Higher or 2 Advanced Higher and one “crash” Higher.

b) have the opportunity to take judiciously chosen “crash” subjects;

c) can attend work experience placements as part of their timetable.

d) can undertake open learning courses;

e) can volunteer as a Peer Tutor.

Higher Education

Universities are keen to encourage applicants to pursue their studies to a more advanced level in Sixth Year.

Students who meet or exceed the minimum university entrance requirements after Fifth Year are recommended to study at least one (and preferably more) subjects at Advanced Higher level.

However, it is not always advisable for students who have not met the minimum university entrance requirements to take Advanced Highers.

The universities will continue to look for breadth of study across four or more subjects; it is, therefore, vital to select more Highers in these circumstances.

For example, if a course has a minimum entrance requirement of BBBB and a student achieves AACC or BBCC at Higher, taking two Advanced Highers in the subjects in which the As or Bs have been gained will not help the applicant reach the minimum requirement.

Pupils should instead concentrate on improving their qualifications across the broad range of subjects, as opposed to specialising in the areas in which they have already performed well.

Crash Subjects

Only students in S6 can take a "crash" Higher - i.e. in a subject that they have not previously studied to National 5 level. Advice should be sought from the relevant subject teacher and also from your Pupil Support teacher as this is not an easy option.

Similarly, students may choose to "crash" at National 5 level

Pupil Support

Your Pupil Support teacher will be able to advise you about the balance of subjects you are considering, and their appropriateness in the light of your progress over the past few years and in the context of any career interests you may already have.

Subject Teacher

Your current teachers will be able to tell you whether you have a realistic chance of success if you take that subject to a more advanced level. Ask them!

If you are thinking of starting a new subject or "crash" subject, be sure that you really understand what will be involved – how much practical work, how much written work, how much homework, what work you might need to catch up with in your own time.

Career Interview

Any pupil in the school can request an appointment with the Careers Adviser (SDS) at any time. A self-referral system is in operation – please speak to your pupil support teacher if you wish to request an interview.

Foundation Apprenticeship

Foundation Apprenticeships are a work-based/college learning opportunity for Academy school students in S5/6.

Pupils will spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects.

The qualification takes one/two years to complete, 2 half days per week at the college during the first year followed by a two day commitment in the final year, one day at college and one day at a work placement, so young people are getting industry experience which will help them kick-start a successful career in their chosen field.

Pupils interested in Foundation Apprenticeships can obtain more information from their Pupil Support teacher or Mr Henry.

College/Open University

The Academy is also able to provide students with opportunities for further study through courses offered through Dumfries and Galloway College and the Open University. These courses will be delivered through a variety of approaches including:

- Lecturers attending the school do deliver courses face to face with students.
- Students attending College for part of their timetable. **(Please note Students may be liable for Transport Costs when travelling)**
- Courses being delivered through an Open Learning, On Line arrangement with a tutor overseeing the delivery.

The Open Learning approach is usually only available to our S6 students as these provide an ideal preparation to the type of study many students will experience at University.

See the section on our school website for more information on these options, however we will notify students of actual courses offered as they become available.

Art & Design

National 5 (SCQF Level 5)

Course Content

The National 5 Art and Design course allows candidates to improve their skills base and broaden their horizons regarding the range of careers available to them. Throughout the course, candidates develop creativity, perseverance, independence and resilience. Learning through art and design also develops candidates' ability to critically appreciate aesthetic and cultural values, identities and ideas.

Purpose and aims

The purpose of the National 5 Art and Design course is to provide a broad, investigative and practical experience of art and design. Creativity is the key focus of the course.

Candidates develop knowledge of art and design practice by studying artists and designers and their work. They also develop an understanding of expressive and design processes and accumulate and use a selection of related skills.

The course provides opportunities for candidates to be inspired and creatively challenged through their work.

Course content

The course integrates investigative and practical learning, and knowledge and understanding of art and design practice.

In the course, candidates draw upon their understanding of artists' and designers' work and practice. They follow art and design processes to develop their own creative work. They also reflect on and evaluate their creative processes and the qualities of their expressive and design portfolios.

The course comprises three areas of study:

Expressive portfolio

This part of the course helps candidates plan, research and develop creative expressive work in response to a theme/ stimulus. Candidates develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice.

Design Portfolio

This part of the course helps candidates plan, research and develop creative design work in response to a de- sign brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice.

National 5 Assessment

National 5 does not have an internally assessed Unit, all practical work generated at National 5 level is part of the portfolio assessment. Both Expressive & Design Portfolios are externally assessed by the SQA.

- **Critical Studies:** The study of one Artist/Designer and their associated design styles. This is taught in tandem with the relevant practical portfolio. The study of art movements and appropriate artists and designers contributes to the written exam worth 20% of the final award.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students would be expected to have achieved:

- CfE level 4/National 4 Art and Design
- National 4 English
- No previous experience - pupils can study at this level where there is clear evidence of skills in this subject.

Course Assessment Structure

- Practical Expressive portfolio 100 marks
- Practical Design portfolio 100 marks
- Question paper 40 marks

The question paper assesses candidates' knowledge and understanding of the work and practice of artists and designers, and how social and cultural contexts impact on art and design works. The Critical Studies element of the course prepares learners for this assessment.

Art & Design

Higher Grade (SCQF Level 6)

Purpose and aims of the Course

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

Learners will analyse the factors influencing artists' and designers' work and practice. They will use this understanding when developing and producing their own creative and personal expressive art and design work. They will develop creativity and complex problem solving skills when experimenting with materials, techniques and/or technology and experiment with different ways to realise their creative ideas.

Learners will also develop their critical thinking and reflective skills when reviewing and refining their work.

The aims of the Course are to enable learners to:

- Communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology.
- Analyse a range of art and design practice and critically reflect on the impact of external factors on artists and designers and their work.
- Plan, develop, produce and present creative art and design work.
- Develop personal creativity, using problem solving, critical thinking and reflective practice skills.

Course Assessment Structure

- Practical Expressive portfolio 100 marks
- Practical Design portfolio 100 marks
- Question paper 60 marks

The question paper is 23% of the overall marks for the course assessment.

The question paper assesses candidates' knowledge and understanding of the work and practice of artists and designers, and how social and cultural contexts impact on art and design works. The Critical Studies element of the course prepares learners for this assessment.

Course Structure

Practical Expressive portfolio

This part of the course helps candidates to plan, research and develop creative expressive work in response to a theme or stimulus. They respond to a theme or stimulus and produce 2D/3D analytical drawings, studies and investigative research. They use these to produce a single line of development and a final piece. Candidates also reflect on and evaluate their creative process and the visual qualities of their work.

Practical Design portfolio

This part of the course helps candidates to plan, re- search and develop creative design work in response to a design brief. They respond to a design brief and compile a variety of 2D/3D investigative material and market research. They use these to produce a single line of development and a design solution. Candidates also reflect on and evaluate their design process and the aesthetic and functional qualities of their work.

Student Eligibility:

Entry to this course is at the discretion of the school.

Students should have achieved an A or B pass in the National 5 Art & Design course or equivalent qualifications and/or experience prior to starting this course.

Critical Studies

Learners will develop knowledge and understanding of artists' and designers' working practices and the social, cultural and other influences affecting their work and practice. The Critical Studies component of the course develops a range of complex problem solving skills, critical thinking and analysis strategies. Learners will explore and develop their ability to assess, discuss and confidently justify their critical thinking. Critical Studies prepares learners for the exam question paper.

Biology

National 5 (SCQF Level 5)

Course Outline

The National 5 Biology course will give students the opportunity to develop knowledge, problem solving and practical skills in Biology. Biology is a key part of Science as it deals with all living things.

The course will help students gain an understanding of the impact of Biology on our environment and society.

Purpose and Aims

The course provides opportunities for “hands on” work where skills in measuring and analysing values are developed.

Pupils carry out experiments and use standard laboratory equipment to investigate how things live and reproduce.

Students develop:

- Skills in describing problems based on the scientific method.
- The ability to plan, and carry out safely, experimental work to find how organisms interact with each other.
- An understanding of the impact of Biology on our environment and society.

Course content

The course develops skills in three main areas. Students are able to apply these skills to solve complex problems or design experiments to discover more about the world around them.

Cell Biology

Students investigate cell structure, transport across cell membranes, DNA, proteins, genetic engineering and respiration. They are able to apply these results to real world situations and predict results.

Biology: multicellular organisms

Students will learn about control and communication, reproduction, variation and inheritance, transport systems and absorption of materials. They will be able to apply this knowledge to living things.

Biology: Life on Earth

Students will learn about ecosystems, organisms, photosynthesis, food production and evolution of a species. They will be looking at their impact on the world around us.

Course Assessment
This course will be assessed through a combination of a question paper and an assignment including a practical element.

Component 1 - Question Paper 100 (Scaled Marks)
Component 2 - Assignment 25 (Scaled Marks)

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been successfully working at fourth curriculum level or the National 5 Biology units or equivalent qualifications and/or have appropriate experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Biology at Higher level
- Further study of related Science subjects at National 5 level

See relevant job profiles at PlanIT Plus website www.planitplus.net

Biology

Higher Grade (SCQF Level 6)

Course Outline

The Higher Biology course will give students the opportunity to develop knowledge and understanding in Biology.

Biology is a crucial subject for important decisions in society. By studying Higher Biology you can find out about scientific developments and their implications.

Purpose and aims

The course covers key principles in Biology including biochemistry, physiology, genetics, plant science and zoology.

The course provides opportunities for students to obtain practice in some of the most recent advances in Biology.

Students are also able to:

- Develop and apply knowledge and understanding of biology.
- Develop an understanding of biology's role in scientific issues and relevant applications of biology in society
- Develop scientific inquiry and investigative skills
- Develop use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments develop planning skills
- Develop problem solving skills in a biology context.

Course content

The course develops skills in three main areas. Students are able to apply these skills to solve complex problems and design experiments.

DNA and the Genome

This unit explores the molecular basis of evolution and biodiversity. Students will look at DNA, its organisation, replication and applications.

Metabolism and survival

Metabolic pathways and the challenges of maintaining metabolism for survival are studied. Adaptations for metabolism maintenance, survival and extreme conditions are also covered, as is microbe manipulation.

Sustainability and Independence

This unit looks at the interactions between interdependent organisms. Consideration is given to the influence of the human population. Topics also studied are food production, photosynthesis, breeding of animals and plants, crop protection and animal welfare.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved the National 5 Biology course awards at grade A or B or equivalent qualifications and/or have appropriate experience prior to starting this course.

Course Assessment

Component 1 - Question Paper 25 Marks
Component 2 - Question Paper 95 Marks
Component 3 - Assignment 20 Marks

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Biology at Advanced Higher level
- Further study of other Science subjects

See relevant job profiles at PlanIT Plus website www.planitplus.net

Biology

Advanced Higher (SCQF Level 7)

Course Outline

The Advanced Higher Biology course will give students the opportunity to develop knowledge and understanding in Biology.

Understanding Biology gives a student an appreciation of the science of life and of living organisms, including their structure, function, growth, origin, evolution, and distribution.

Purpose and aims

The Advanced Higher Biology course covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution.

In addition, the Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

Students develop:

- An understanding of how these areas of Biology can have impacts on our lives, as well as on the environment/society.
- Apply scientific skills and communicate information related to their findings,
- Develop skills of scientific literacy.

Course content

The general aim of this course is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of three main areas.

Cells and Proteins

The students will learn about proteins; membrane proteins; detecting and amplifying an environmental stimulus; communication within multicellular organisms; protein control of cell division.

Organisms and Evolution

The students will learn about evolution; variation and sexual reproduction; sex and behaviour; parasitism.

Investigative Biology

This Unit can be integrated across the other Units of the Course. The Unit covers the key areas of: scientific principles and process; experimentation; critical evaluation of biological research. This unit is specifically geared to lead into the student project which is a mandatory assessment task.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved the Higher Biology course award at grade A or B or equivalent qualifications and/or have appropriate experience prior to starting this course.

Course Assessment

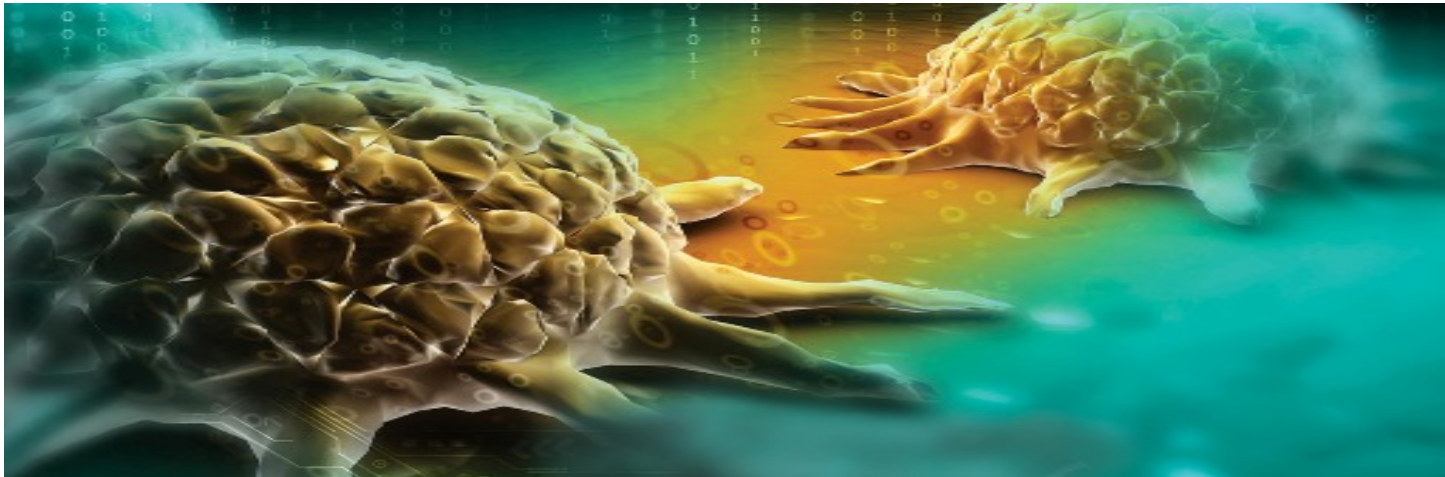
This course will be assessed through a combination of a question paper and an extended investigation style assignment including a significant practical element which allows for personalisation.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- An HND/degree in a biology-based course or a related area at University or College
- A career in a biology-based discipline or related area

See relevant job profiles at PlanIT Plus website www.planitplus.net



Business Management

National 5 (SCQF Level 5)

Course Outline

This course is suitable for learners who are interested in entering the world of business and exploring the activities of different business types. The National 5 Business Management Course gives an understanding of Economics, Marketing, Operations, Human Resources and Finance.

Purpose and aims

The course highlights ways in which small, medium and large organisations operate and the steps they take to achieve their goals. It enables candidates to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. It prepares students to work in an existing business or to start their own.

Students develop:

- Knowledge and understanding of how society relies on business.
- Enterprise skills with complex issues.
- Understanding Financial matters.
- Organisational performance and effective-ness.
- External influences on business, including Economics.

Course content

The National 5 Business Management course is composed of three mandatory units and an Assignment (AVU).

Understanding Business

Candidates extend their understanding of the business environment, developing skills, knowledge and enterprise.

Learning about the role of large business in society, ethics and the internal and external environments in which they operate. This includes the Economy, Law, Technology and Competition.

Management of People and Finance

Candidates will deepen their skills, knowledge and understanding of the issues facing large organisations. The theories, concepts and procedures relating to human resource management and the interpretation and solving of financial issues, including cash flow forecasting and break even.

Management of Marketing and Operations

Candidates will extend their skills, knowledge and understanding of the importance, processes and procedures used to be competitive and the value of customers and of quality and production methods.

Added Value Unit - Student investigates an enterprise, normally a local business, and a business issue that links with their study.

Course Assessment

The assessment for the course is made up from an exam paper and an assignment.

- The N5 exam is worth 90 marks.
- The N5 assignment (AVU) 30 marks.

Student Eligibility

Entry to this course is at the discretion of the centre.

Candidates should have completed the Business Studies course during S3.

It is recommended that candidates have achieved a solid performance in Maths and English.

What opportunities will be available to students on completion of this course?

Students might go on to do:

• Working in any business or organisation with a view to management.

• Starting their own business as an entrepreneur or joining a smaller family run firm.

• Further studies of Business Studies, Economics, Management, Marketing, Commerce, Logistics, Law and Accountancy at Higher, Advanced Higher or further on to Degree level.

See relevant job profiles at www.myworldofwork

Business Management

Higher Grade (SCQF Level 6)

Course Outline

This course is suitable for learners who are interested in entering the world of business and exploring the activities of different business types. The Higher Business Management Course gives an understanding of Economics, Marketing, Operations, Human Resources and Finance.

Purpose and aims

The course highlights ways in which large organisations operate and the steps they take to achieve their strategic goals. It enables candidates to understand and make use of business information to interpret and report on overall business performance, in a range of contexts.

Students develop:

- Knowledge and understanding of the ways in which society relies on business.
- Enterprise skills with complex issues.
- Understanding Financial matters.
- Organisational performance and effectiveness.
- External influences on business, including Economics.

Course content

The Higher Business Management course is composed of three mandatory units and an Assignment (AVU).

Understanding Business

Candidates extend their understanding of the business environment, developing skills, knowledge and enterprise. Learning about the role of large business in society, ethics and the internal and external environments in which they operate.

Management of People and Finance

Candidates will deepen their skills knowledge, awareness and understanding of the issues facing large organisations. The theories, concepts and procedures relating to human resource management and the interpretation and solving of financial issues.

Management of Marketing and Operations

Candidates will extend their skills, knowledge and understanding of the importance, processes and procedures used to be competitive and the value of customers and of quality and production methods.

Added Value Unit - Student investigate a large business, normally a PLC, and a business issue of their choice.

Course Assessment

The assessment for the course is made up from an exam paper and an assignment.

- The Higher exam is worth 70 marks.
- The Higher assignment (AVU) 30 marks.

Student Eligibility

Entry to this course is at the discretion of the centre. Candidates should have achieved a grade 'A' or 'B' in the National 5 Business Studies course or equivalent qualification, and/or experience prior to starting this course.
It is recommended that candidates have Mathematics and English at N5 level.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Working in any business or organisation with a view to management.
- Further studies of Business Studies at advanced higher or degree level.
- Further studies of any other Social Subjects.

See relevant job profiles at www.myworldofwork

Chemistry

National 5 (SCQF Level 5)

Course Outline

The National 5 Chemistry course will give students the opportunity to develop knowledge, problem solving and practical skills in Chemistry. Chemistry is a key part of Science as it deals with materials and their uses.

The course will help students gain an understanding of the impact of Chemistry on our environment and society.

Purpose and aims

The course provides opportunities for “hands on” work where skills in measuring and analysing values are developed.

Pupils carry out experiments and use standard laboratory equipment to find the properties of various substances.

Students develop:

- skills in describing problems based on the scientific method.
- the ability to plan, and carry out safely, experimental work to find how substances react with each other.
- an understanding of the impact of Chemistry on our environment and society.

Course content

The course develops skills in three main areas. Students are able to apply these skills to solve complex problems or design experiments to discover more about the world around them.

Chemical Changes and Structure

Students investigate chemical reactions including rates of reaction, neutralisation and balancing equations. They are able to apply these results to real world situations and predict reactions.

Nature’s Chemistry

Students will learn about useful substances from the world around us including fuels. They will be able to apply this knowledge to our impact on the environment.

Chemistry in Society

Students will learn about metals, plastics, fertilizers and nuclear radiation. They will be looking at their bonding, properties and uses and using this to select appropriate materials for different uses and explain their selections.

Course Assessment:

This course will be assessed through a combination of a question paper and an assignment including a practical element.

Component 1 - Question Paper 100 (Scaled Marks)
Component 2 - Assignment 25 (Scaled Marks)

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been successfully working at fourth curriculum level or the National 5 Chemistry units or equivalent qualifications and/or have appropriate experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Chemistry at Higher level
- Further study of related Science subjects at National 5 level.

See relevant job profiles at PlanIT Plus website www.planitplus.net

Chemistry

Higher Grade (SCQF Level 6)

Course Outline

The Higher Chemistry course will give students the opportunity to develop knowledge and understanding in Chemistry. Chemistry explains links between the particulate nature of matter and macroscopic properties of the world.

The course will provide opportunities for learners to recognise the impact chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others.

Purpose and aims

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts.

Pupils carry out high-quality experimental work within all the course units which incorporates both practical techniques and skills of scientific investigation.

Students develop:

- Understanding of the impact of chemistry on everyday life.
- Skills to carry out complex practical scientific activities, use of risk assessments.
- Applying problem solving skills in a chemistry context.

Course content

The course develops skills in four main areas. Students are able to apply these skills to solve complex problems and design experiments.

Chemical Changes and Structure

Students will learn about collision theory, trends in the periodic table, electronegativity, the connection between bonding and a material's physical properties.

Chemistry in Society

Students will learn about principles of green chemistry, how to calculate quantities of reagents and products, percentage yield, atom economy, enthalpy changes, how to identify oxidising or reducing agent in the volumetric titrations.

Nature's Chemistry

Students will learn about soaps, detergents, emulsions, fragrances, skincare, oxidation of food, chemistry of cooking, types of organic reactions and the structure of organic compounds.

Researching Chemistry

Students will learn about laboratory apparatus, analytical techniques, analysing results. They will plan experiments, research chemistry theory, record observations, draw valid conclusions and evaluate experiments.

Course Assessment

This course will be assessed through a combination of a question paper and an assignment including a practical element.

Component 1 - Question Paper 25 Marks
Component 2 - Question Paper 95 Marks
Component 3 - Assignment 20 Marks

Student Eligibility

Entry to this course is at the discretion of the centre.

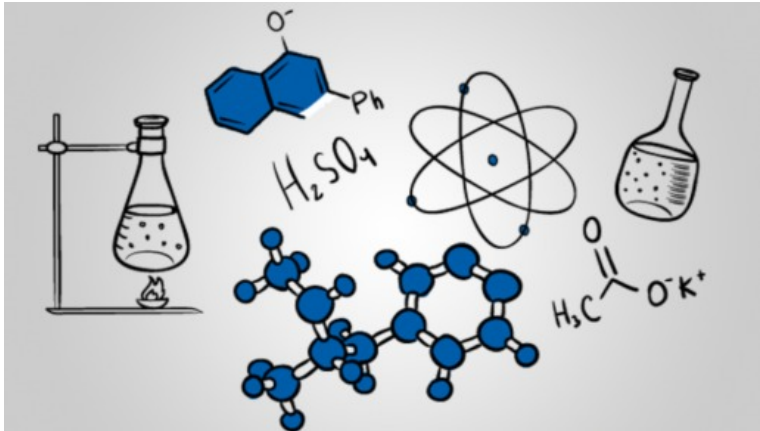
Students should have achieved the National 5 Chemistry course awards at grade A or B or equivalent qualifications and/or have appropriate experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Chemistry at Advanced Higher level
- Further study of other Science subjects

See relevant job profiles at PlanIT Plus website www.planitplus.net



Chemistry

Advanced Higher (SCQF Level 7)

Course Outline:

The Advanced Higher Chemistry course will give students the opportunity to develop knowledge and understanding in Chemistry. Chemistry explains links between the particulate nature of matter and macroscopic properties of the world.

The course will provide opportunities for learners to recognise the impact chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others.

Purpose and aims :

The purpose of the course is to build on the knowledge, understanding and skills developed by the learner in Higher Chemistry and to provide a useful bridge towards further study of chemistry.

Pupils carry out high-quality experimental work within all the course units which incorporates both practical techniques and skills of scientific investigation.

Students develop:

- Understanding of the impact of chemistry on everyday life
- Skills to carry out complex practical scientific activities, use of risk assessments, technology
- Applying problem solving skills in a chemistry context

Course content:

The course develops skills in three main areas. Students are able to apply these skills to solve complex problems and design experiments.

Inorganic and Physical Chemistry

Students will learn how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend the concept of atomic structure by learning about atomic orbitals and electronic configuration. Using electron pair theory, learners will predict the shape of molecules. They will learn about colour in transition metal complexes.

Organic Chemistry and Instrumental Analysis

Students learn about the structure, physical and chemical properties of organic compounds reaction types and mechanisms, and link these to the synthesis of organic chemicals. They will study the use of medicines in conjunction with the interactions of the drugs.

Researching Chemistry

Students will develop skills of scientific inquiry, investigation, analytical thinking and independent working. They will learn how to carry out gravimetric, volumetric and colorimetric analysis, including related calculations. They will determine Mn in steel, make a sample of aspirin and check its purity using thin liquid chromatography.

Course Assessment:

This course will be assessed through a combination of a question paper and an extended investigation style assignment including a significant practical element which allows for personalisation.

Component 1 - Question Paper 120 (Scaled Marks)
Component 2 - Assignment 40 (Scaled Marks)

Student Eligibility
Entry to this course is at the discretion of the centre.

Students should have achieved the Higher Chemistry course award at grade A or B or equivalent qualifications and/or have appropriate experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

Further study of Chemistry, a related Science or an Engineering subject at University or College

See relevant job profiles at PlanIT Plus website www.planitplus.net

Classical Studies

National 5 (SCQF Level 5)

Course content

Candidates study the religious, political, social, moral and cultural values and practices of classical Greek and Roman societies. They become more aware of issues affecting their own society, and globally, by comparing the classical world with the modern world.

Candidates develop:

♦ an understanding of the continuing impact and significance of the classical world today
♦ a range of skills such as the ability to: use sources of evidence, including archaeological evidence, to compare and contrast the classical and modern worlds; respond to and explain issues raised by classical literature; understand and explain the usefulness of sources of evidence; express reasoned conclusions
♦ detailed factual and theoretical knowledge and understanding of religious, political, social, moral or cultural aspects of life in classical Greek and Roman societies
♦ detailed factual and textual knowledge and understanding of universal ideas, themes or values revealed in classical literature

National 5 Classical Studies – Course Summary

Life in Classical Greece

Explore what life was like in 5th-century BC Athens. You'll look at religion, citizenship and the world's first democracy, as well as everyday experiences such as education, work, family life and leisure. You also compare these aspects with modern society to see how much has changed — and how much hasn't.

Classical Literature

Study a classical text and uncover big, timeless themes like heroism, leadership, conflict, fate and the role of women. You examine how these ideas appear in the ancient world and how they still influence stories and society today.

Life in the Roman World (Pompeii)

Investigate the vibrant Roman town of Pompeii before and during the eruption of Vesuvius. You'll learn about religion, entertainment, work and daily routines, and discover what the ruins reveal about Roman life. Comparing ancient and modern customs helps you understand how people lived, celebrated and survived.
Exam - 80 marks
Assignment -20 marks
You will have an open choice of classical studies topic or issue. Their choice is not constrained by the content of the question paper.

Course Assessment:

Exam - 80 marks
Assignment -20 marks

You will have an open choice of classical studies topic or issue. Their choice is not constrained by the content of the question paper.

What opportunities will be available to students on completion of this course?

Students might go on to do:
- Further study of Classical Studies at Higher level.

See relevant job profiles at PlanIT Plus website

Student Eligibility

Entry to this course is at the discretion of the school.

Students should have been working at the fourth curriculum level in any social subject or the National 4 RMPS course or equivalent qualifications and/or experience prior to starting this course.

Computing Science

National 5 (SCQF Level 5)

Course Outline

This course encourages pupils to become successful, responsible and creative using technologies and to develop a range of qualities including perseverance, flexibility, confidence and enterprise.

It contains the core concepts that underpin the study of computing science and explores its role and impact on contemporary computing technologies.

Purpose and Aims

Pupils will be able to understand computational processes and thinking. It will enable them to:

- Apply computational thinking skills across a range of contemporary contexts.
- Apply knowledge and understanding of key concepts and processes in Computing Science.
- Apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions.
- Communicate computing concepts and explain computational behaviour clearly and concisely.
- Develop an understanding of the role and impact of computing science in a changing world.

Course Content:

There are four main areas of study:

- Software Design and Development. This will develop their programming and computational thinking skills.
- Computer Systems. This will develop understanding of data, its storage and basic computer architecture.
- Database Design and Development. Pupils will develop skills with designing databases and develop them through a range of practical and investigative techniques.
- Web Design and Development. Pupils will develop skill in web design using a range of development tools such as HTML, CSS and Javascript.

Course Assessment:

The course assessment has two components. A question paper which last 2 hours and is worth 110 marks and an assignment, which is delivered throughout the course, that is worth 50 marks.

Student Eligibility:

Entry to this course is at the discretion of the centre.

Teacher recommendation from S3,

National 4 Computing Science (with teacher recommendation),
National 5 Units or Other alternative equivalent SCQF level 4 qualification.

Progression:

Progression to Higher Computing Science is dependent on achieving a grade B at National 5 level.

Computing Science

Higher Grade (SCQF Level 6)

Course Outline

This course provides an understanding of the technologies that underpin our modern, digital world. It brings together elements of technology science and creative digital media. The course will cover a core of advanced concepts and explore the role of contemporary computing technologies and provide an insight into the challenge, excitement and reward found in this area.

Purpose and Aims

The course introduces candidates to an advanced range of computational processes. It will enable them to:

- Develop and apply aspects of computational thinking in a range of contemporary contexts.
- Extend and apply knowledge and understanding of advanced concepts and processes in Computing Science.
- Apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions with some complex aspects.
- Communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology.
- Develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society.

Course Content:

There are two main areas of study:

- **Software Design and Development:**
  This unit develops knowledge and understanding of software design and development through appropriate software environments. They will learn programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explain how these programs work.

- **Information System Design and development:**
  This unit develops knowledge and understanding of advanced concepts and practical problem solving skills in information system design and development. They will apply their computational thinking to develop an understanding of technical, legal, environmental, economic and social issues related to information systems.

Course Assessment:

The course assessment has two components. A question paper which lasts 2 hours and is worth 90 marks and an assignment, which is delivered throughout the course, that is worth 60 marks.

Student Eligibility:

Entry to this course is at the discretion of the centre.

Candidates should have achieved a grade ‘A’ or ‘B’ in the National 5 Computing Science course.

Progression:

Progression to Advanced Higher Computing Science is dependent on achieving a grade B at Higher level.

Drama

National 5 (SCQF Level 5)

Course Outline

Students develop practical skills in creating, producing and presenting Drama. They develop important life skills, attitudes and attributes including creativity, adaptability, learning independently and, as part of a group, critical thinking, enthusiasm and confidence.

Purpose and aims

Students develop practical skills in creating and presenting drama. They learn how the use of self-expression, language and movement can develop their ideas and learn how to investigate, develop and apply a range of drama skills and production skills.

Course content

- Students explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience.
- They develop a range of acting skills when portraying different characters.
- Students learn how to respond to stimuli and learn about form, structure, genre and conventions of drama.
- Students generate ideas, explore and develop practical skills in a range of production areas.
- Students learn about the social and cultural influences on drama and learn how to evaluate themselves and others.

Some of the recommended texts include strong language and mature content.

Course Structure

Students learn to collaborate with others to develop their ideas and demonstrate their learning. They create and develop drama texts from a range of stimuli, learn the importance of evaluation, develop acting and/or production skills, and develop their knowledge and understanding about drama process and design concepts.

Course Assessment

The course is assessed through a combination of practical work and an external exam:

- A performance piece assesses the student's preparation and performance of a textual extract. Performance can be either acting or a production role such as set design, lighting or props. This is worth 60% of the overall award.
- An external exam assesses the student's ability to evaluate their own performance and the performance of others. Students also respond to stimuli to create a piece of drama suitable for performance.
  40% of the overall award.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been working at the fourth curriculum level and/or equivalent experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students go on to study:

Further study of Drama at Higher level or Drama-re- lated further education courses.

See relevant job profiles at PlanIT Plus website www.planitplus.net

Drama

Higher Grade (SCQF Level 6)

Course Outline:

Students extend their knowledge and understanding of practical skills in creating, presenting and production drama skills.

Purpose and aims:

Learners work collaboratively, develop ideas to create and present drama, apply complex production skills to communicate meaning to an audience, show a knowledge and understanding of social and cultural influences on drama, and evaluate their own work and that of others.

Course content:

Learners develop practical skills creating and presenting drama such as acting, set design, lighting, sound, props, costume or make-up and hair. Learners develop critical thinking skills as they explore and develop complex drama and production skills.

Some of the recommended texts include strong language and mature content.

Course Structure:
The course consists of two mandatory Units and the course assessment. Each of the component units of the course is designed to provide progression to the corresponding Unit at Advanced Higher.

Drama Skills: Learners learn how to respond to stimuli, including text, and explore form, structure, genre and style when creating and presenting drama. Learners develop knowledge and understanding of the social and cultural influences on drama. They also learn how to evaluate their own progress and that of other learners.

Production Skills: Learners explore how to respond to stimuli to communicate ideas for a production.

Course Assessment:

The course is assessed through a combination of practical work and an external exam:

In an external exam, learners demonstrate knowledge of a text they have studied and show an understanding of how the text could be communicated to an audience through performance. This is worth 20% of the overall award.

The external exam also requires students to give a written analysis of a performance that they have seen. This is also worth 20% of the overall award.

Practical Work: Learners select a text to explore in depth from the perspective of either an actor or director or designer. The performance takes place in front of an appropriate live audience. The practical assessment is worth 60% of the overall grade.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved an 'A' or 'B' pass at National 5 Drama and/or equivalent experience/ qualification prior to starting this course and/or a natural aptitude for the subject. It is helpful for students of Higher Drama to be studying Higher English.

What opportunities will be available to students on completion of this course?

Students go on to study:

Further study of Drama at Higher level or Drama related further education courses.

See relevant job profiles at PlanIT Plus website www.planitplus.net

Engineering Science

National 5 (SCQF Level 5)

What is Engineering Science?

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport. Our society needs more engineers, and more young people with an informed view of engineering.

The Course provides a broad and challenging exploration of engineering. Because of its focus on developing transferable skills, it will be of value to many students, and particularly beneficial to students considering a career in engineering, or one of its many branches.

Purpose and Aims :

The aims of the Course are to enable you to:

- apply knowledge and understanding of key engineering facts and ideas.
- understand the relationships between engineering, mathematics and science.
- understand the contexts and challenges of engineering in Scotland and beyond.
- apply skills in analysis, design, construction and evaluation to a range of engineering problems.
- communicate engineering concepts clearly and concisely, using appropriate terminology.
- develop an understanding of the role and impact of engineering in changing and influencing our environment and society.

The Course develops a number of pervasive and integrative themes, including information, control, the systems approach, energy and sustainability. These are used to explore varied engineering systems through simulation, practical projects and investigative tasks in a range of contexts.

Courses in Engineering Science and in Physics (and other pure sciences) are designed to be complementary; a combination of this Course and a pure science Course will provide a very strong foundation for further study in engineering.

Course Content :

Engineering Contexts and Challenges – looking at engineering rolls, Systems and energy.

Electronics and Control – Analogue and digital electronics plus programmable control.

Mechanisms and Structures – Mechanisms, Gears, Pneumatics and Structures.

Course Assessment

At National 5, the qualification is graded A to D and there are two components:

Component 1 — question paper

The purpose of the question paper is to assess your ability to retain and combine knowledge and understanding from across the Course.

Component 2 — assignment

The purpose of the assignment is to assess practical application of knowledge and skills from across the Course to develop a solution to an appropriately challenging engineering problem.

It will assess your skills in analysing a problem, designing a solution to the problem, simulating or constructing a solution to the problem, and testing and reporting on that solution

Student Eligibility

Entry to this Course is at the discretion of the centre.

However, students would normally be expected to have previous experience in studying Engineering Science, achieving Level 4 or above.

What can I do with this qualification?

You will be able to consider progressing to Higher Engineering Science or other Technological subjects.

Pupils who enjoy, and are successful in, National Engineering Science might begin to consider careers in the various engineering disciplines such as Electrical, Mechanical and Civil.

English & Literacy

National 4 (SCQF Level 4)

Course Outline

Students engage with language in different ways to develop skills which are essential for learning, life and work. Students also develop their ability to communicate thoughts and feelings and to respond to those of other people. Students will encounter a wide range of texts with a diversity of purpose.

Purpose and aims

The course provides opportunities for students to develop skills in reading, writing, talking and listening in practical and relevant contexts. Students learn to think critically, develop cultural awareness and be creative.

Course content

Students develop their skills as appropriate to purpose, audience and context. They will:

- Listen, talk, read and write for a range of purposes.
- Develop the ability to understand, analyse and evaluate texts in the contexts of literature, language and media.
- Create and produce a range of texts, both written and spoken.
- Plan and research, integrating and applying language skills for a range of purposes.

Course Structure

The course is made up of four mandatory units:

English: Analysis and Evaluation

Students listen to and read a range of literature, language and media texts developing the skills needed to understand, analyse and evaluate straightforward texts.

English: Creation and Production

Students develop talking and writing skills in familiar contexts, creating and producing straightforward texts both oral and written.

Literacy

Learners develop the ability to understand straightforward ideas and information presented orally and in writing. They also develop the ability to communicate ideas orally and in writing with technical accuracy.

Added Value Unit: English Assignment

Learners apply their language skills to investigate and report on a chosen topic.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been working at the third curriculum level of the Broad General Education and/or experience prior to starting this course.

Course Assessment

There is no external exam for this course. Students' progress is assessed through a variety of methods. Learners must pass all of the required units including the Added Value Unit to pass this course.

What opportunities will be available to students on completion of this course?

Students go on to study:

- National 5 English

See relevant job profiles at PlanIT Plus website www.planitplus.net

English

National 5 (SCQF Level 5)

Course Outline

Students engage with and produce a range of texts that are detailed in content learning to read, write, talk and listen more readily as appropriate to purpose, audience and context.

Purpose and aims

The course provides opportunities for students to understand, analyse and evaluate literature, language and media including Scottish texts. Students also create a range of texts through the application of their knowledge and understanding of language.

Course content

Students develop their skills as appropriate to purpose, audience and context. They will:

- Develop key communication and literacy skills in reading, writing, talking and listening.
- Develop the ability to understand, analyse and evaluate detailed texts.
- Produce a range of detailed texts in a range of contexts.
- Develop knowledge and understanding of language.

Course Structure

Learners engage with a wide range of detailed written texts and literature including Scottish literature and use their knowledge of language to produce their own texts.

Course Assessment

The course is assessed through a combination of coursework and an external exam:

● Reading for Understanding, Analysis and Evaluation: An external Reading Paper worth 30%.

● Critical Reading: a critical essay of a text studied in class worth 20%; questions on a set Scottish Text worth 20%. This paper is also externally assessed.

● Students will produce a piece of writing that is either broadly creative or broadly discursive which is externally assessed and worth a total of 30%.

● A Performance- Spoken Language Unit which is internally assessed based on pass/fail. Students must either take part in a group discussion or prepare and deliver a presentation.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been working at the fourth curriculum level or the National 4 English and Literacy course or a pass at one or more National 5 English units and/or equivalent qualifications or experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students go on to study:

● Further study of English at Higher level

See relevant job profiles at PlanIT Plus website www.planitplus.net

English

Higher Grade (SCQF Level 6)

Course Outline

Students engage with and produce a range of texts that are complex and detailed in content learning to read, write, talk and listen more easily as appropriate to purpose, audience and context.

Purpose and aims

The course provides opportunities for students to understand, analyse and evaluate literature, language and media including Scottish texts. Students also create a range of complex texts through the application of their knowledge and understanding of language.

Course content

Students develop their skills as appropriate to purpose, audience and context. They will:

- Develop key communication and literacy skills in reading, writing, talking and listening.
- Develop the ability to understand, analyse and evaluate detailed and complex texts and to produce their own.
- Develop knowledge and understanding of more complex language.

Course Structure

Learners engage with a wide range of detailed and complex written texts and literature including Scottish literature and use their knowledge of language to produce their own texts.

Course Assessment

The course is assessed through a combination of coursework and an external exam:

- Reading for Understanding, Analysis and Evaluation: An external Reading Paper worth 30%.
- Critical Reading: a critical essay of a text studied in class worth 20%; questions on a set Scottish Text worth 20%. This paper is also externally assessed.
- Students will produce a piece of writing that is either broadly creative or broadly discursive which is externally assessed and worth a total of 30%.

What opportunities will be available to students on completion of this course?

Students go on to study:

- Further study of English at Advanced Higher level
- Any non-practical subject at Higher level at the discretion of the centre.

See relevant job profiles at PlanIT Plus website www.planitplus.net

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved an A or B pass at National 5 English or equivalent qualifications prior to starting this course. Students who gain a C at National 5 may find Higher English to be very challenging.

English

Advanced Higher (SCQF Level 7)

Course Outline

The Advanced Higher English Literature course will give students the opportunity to read and compare a range of classic English Literature novels. As well as the opportunity to develop textual analysis skills for engagement with unseen poetic texts.

The course also provides students with the opportunity to write their own creative material in the form of a folio and a longer, independently researched, dissertation.

Purpose and aims

The Advanced Higher English Literature course provides candidates with the opportunity to develop the skills of reading, writing, talking and listening in the context of complex and sophisticated literature and language.

Students develop:

The ability to:

- Read, write, talk and listen in complex and sophisticated contexts, as appropriate to purpose and audience.
- Understand, analyse, evaluate, and make connections between complex and sophisticated literary texts.
- Create and produce written texts as appropriate to purpose, audience and context, through the application of knowledge and understanding of complex and sophisticated language.

Course content

- Reading two complementary novels.
- Critical essay writing.
- Reading poetry.
- Textual analysis of unseen poetry.
- Writing workshops.
- Folio: 1 piece of your own choice.
- 1-2-1 tutorials.
- Dissertation: Independently researched and written based on personal preference.

The broad structure of the course assessment allows candidates to demonstrate their skills in a balanced way, although the importance of reading and creative writing is emphasised. Candidates are encouraged to read widely and engage in the writing of their own material.

Course Assessment

This course will be assessed through a combination of;

- Two critical essay exam papers (each worth 20% of the final grade).
- Two pieces of folio writing (each worth 15% of the final grade).
- An extended dissertation style assignment which allows for independent research and personalisation (30% of the final grade).

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved the Higher English course award at grade A or B or equivalent qualifications and / or have appropriate experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- An HND/degree in a literature-based course or a related area at University or College.
- A career / apprenticeship in a literature-based discipline or related area e.g journalism.

Geography

National 5 (SCQF Level 5)

Course Outline

The National 5 Geography Course enables learners to develop an understanding of aspects of our contemporary world by helping them to interpret and analyse complex data sources, including maps and develop their thinking skills.

Purpose and aims

Candidates develop knowledge and skills to enable them to contribute to their local communities and wider society. The study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

Candidates develop:

- A range of geographical skills and techniques.
- Detailed understanding of the ways people and the environment interact in response to natural and man-made changes at a local, national and international level.
- Detailed understanding of spatial relationships in our changing world.
- Geographical perspective on environmental and social issues.
- An interest in and concern for the environment, leading to sustainable development.

Course content :

The N5 Geography course is split into three units and an Added Value Unit.

Physical Environments

Glaciation, Coasts and Weather - Candidates develop geographical skills and techniques, together with a detailed knowledge and understanding of processes and interactions at work within Physical Environments.

Human Environments

Population, Development, Urban Landscapes and Rural Landscapes - Candidates compare developed and developing countries to develop knowledge and understanding of the nature of human interactions in a global context.

Global Issues

Heath and Climate Change - Candidates study a range of contrasting case studies to develop understanding of the causes, effects and management of key issues facing our global society.

Added Value Unit (AVU) – Candidates will conduct an investigation into a geographical issue based on fieldwork and research.

Course Assessment

The assessment for the course is made up from an exam paper and an assignment.
The exam is worth 80 marks.
The assignment (AVU) 20 marks.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been working at the fourth curriculum level (in any social subject) or the National 4 Geography course or equivalent qualifications and/or experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further studies of Geography at higher level.
- Further studies of any other Social Subjects at higher level.

See relevant job profiles at:

https://www.myworldofwork.co.uk/sites/default/files / Geography-National-5.pdf

Geography

Higher Grade (SCQF Level 6)

Course Outline:

Through the study of Geography and the acquisition of techniques of geographical analysis, learners develop an understanding of aspects of the contemporary world of concern to all citizens.

Purpose and aims:

The purpose of the Higher Geography course is to develop understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

The study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship, by allowing learners to investigate the impact of human activities on the world.

Candidates develop:

- A range of geographical skills and techniques.
- an understanding of the complexity of ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales.
- Understanding of spatial relationships and of the complexity of the changing world in a balanced, critical and sympathetic way.
- A geographical perspective on environmental and social issues and their significance.
- An interest in, understanding of and concern for the environment and sustainable development.

Course content :

The Higher Geography course is split into three units and an Assignment.

Physical Environments

Atmosphere, Biosphere, Lithosphere and Hydrosphere- Candidates develop geographical skills and techniques, together with a detailed knowledge and understanding of processes and interactions at work within Physical Environments.

Human Environments

Population, Rural Land Degradation and Management, Urban Change and Management - Candidates compare developed and developing countries to develop knowledge and understanding of the nature of human interactions in a global context.

Global Issues

Development and Health and Energy - Candidates study a range of contrasting case studies to develop understanding of the causes, effects and management of key issues facing our global society.

Assignment – Candidates will conduct an investigation into a geographical issues based on fieldwork and research.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students are expected to have achieved the following:
National 5 Geography or National 5 Environmental Science (ideally A or B).
A Higher in another social subject or science.

Course Assessment:

The assessment for the course is made up from an exam paper and an assignment.

The exam is worth 60 marks.
The assignment (AVU) 30 marks.

Graphic Communication

National 5 (SCQF Level 5)

Course Outline

The National 5 Graphic Design course will give students the opportunity to develop skills in graphic communication techniques, including the use of equipment, materials and software. They will extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, where these apply.

The course will help students gain an understanding of the impact of graphic communication technologies on our environment and society.

Purpose and aims:
The course provides opportunities for students to gain skills in reading, interpreting and creating graphic communications. They also learn to apply knowledge and understanding of graphic communication standards, protocols and conventions.

The course is practical, exploratory and experiential in nature and combines elements of recognised professional standards for graphic communication, partnered with graphic design creativity and visual impact.

Students develop:

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

Course content :

The course develops skills in two main areas. Students are able to apply these skills to produce graphics that provide relevant visual impact and graphics that transmit information.

2D graphic communication

Students develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques. Students also develop 2D graphic spatial awareness.

3D and pictorial graphic communication

Students develop creativity and skills within a 3D and pictorial graphic communication context. Candidates also develop 3D graphic spatial awareness.

Course Assessment:

This course will be assessed through a combination of a question paper and an assignment.

- Question Paper 80 marks
- Assignment 40 marks

Student Eligibility

Entry to this course is at the discretion of the school.

Students should have achieved an ‘A’ or ‘B’ pass in the National 5 Graphic Communication course or equivalent qualifications and/or experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Graphic Communication at Higher level.

Graphic Communication develop skills and knowledge across a wide variety of areas which will be of benefit to pupils looking to follow careers in areas such as Architecture, Engineering, Design, Computer Games Development and Building and Construction Trades. See relevant job profiles at PlanIT Plus website www.planitplus.net

Graphic Communication

Higher Grade (SCQF Level 6)

Course Outline

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others.

Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.

Purpose and Aims:

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

The aims of the Course are to enable learners to develop:

- Skills in graphic communication techniques, including the use of equipment, graphics materials and software.
- Creativity in the production of graphic communications to produce visual impact in meeting a specified purpose.
- Skills in evaluating the effectiveness of graphics in communicating and meeting their purpose.
- An understanding of graphic communication standards protocols and conventions, where these apply.
- An understanding of the impact of graphic communication technologies on our environment and society.

Course content:

The course develops skills in two main areas — 2D, and 3D and pictorial graphic communication. Candidates apply these skills to produce graphics with visual impact that communicate information effectively.

2D Graphic Communication

Candidates develop creativity and presentation skills within a 2D graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 2D graphic techniques.

3D and Pictorial Graphic Communication

Candidates develop creativity and presentation skills within a 3D and pictorial graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 3D and pictorial graphic techniques.

Course Assessment:

This course will be assessed through a combination of a question paper and an assignment.

- Question Paper - 90 marks.
- Assignment - 50 Marks

Student Eligibility

Entry to this Course is at the discretion of the school.

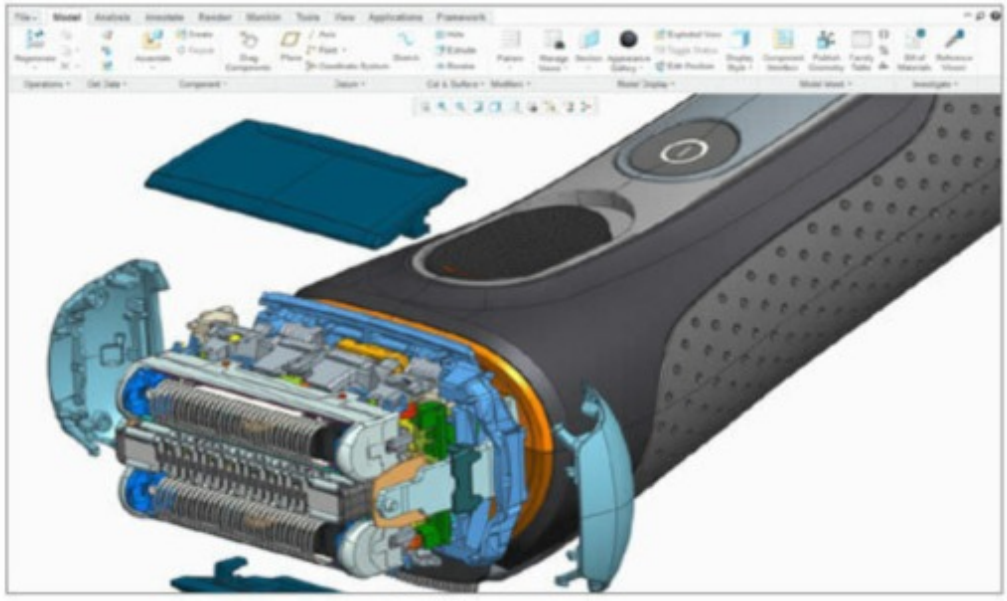
However, learners would normally be expected to have passed the following course at 'B' level or above:

National 5 Graphic Communication

Progression:

This Course or its Units may provide progression to:

- Other SQA qualifications in Graphic Communication or related areas
- Further study, employment and/or training in areas such as Architecture, Engineering, Design, Computer Games Development and Building and Construction Trades.



Health & Food Technology

National 5 (SCQF Level 5)

Course Outline:

The National 5 Health and Food Technology course focuses on health and the nutritional properties of food as well as safe, hygienic and informed practices in food preparation.

Purpose and aims:

The purpose of this course is to allow students to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices.

The course has six broad and inter-related aims which allow students to:

- Understand the relationships between health, food and nutrition.
- Understand the functional properties of food.
- Make informed food and consumer choices.
- Develop skills to apply their knowledge in practical contexts.
- Develop organisational and technological skills to make food products.
- Apply safe and hygienic practices in practical food preparation.

The course uses real-life situations taking account of local, cultural and media influences and technological innovations.

Course content

The course develops skills in three main areas.

Food for Health

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

Food Product Development

Students develop an understanding of the functional properties of ingredients in food and their use in developing new food products. They will use a problem-solving approach to produce a food product to meet specified needs. Students will also develop and apply knowledge and understanding of safe and hygienic food practices.

Contemporary Food Issues

Students will develop an understanding of consumer food choices. They will explore factors which may affect food choices and investigate contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop an understanding of food labelling and how it helps consumers make informed food choices.

Course Assessment

This course will be assessed through a combination of a question paper (50%) and an assignment (50%)

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been working at the fourth curriculum level or the National 4 Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Health and Food Technology at Higher level or relevant component units.

See relevant job profiles at PlanIT Plus website www.planitplus.net

Health & Food Technology

Higher Grade (SCQF Level 6)

Course Outline:

The Higher Health and Food Technology course focuses on health and the nutritional properties of food as well as safe, hygienic and informed practices in food preparation.

Purpose and aims

The Course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices.

The Course has five broad and inter-related aims that enable learners to:

- Analyse the relationships between health, nutrition and food.
- Develop and apply understanding and skills related to the functional properties of food.
- Investigate contemporary issues affecting food and consumer choice.
- Use research, management and technological skills to plan, make and evaluate food products to a range of dietary and lifestyle needs.
- Prepare food using safe and hygienic practices to meet specific needs.

Course content

The course develops skills in three main areas.

Food for Health

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

Food Product Development

Students will develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products; develop an understanding of the stages involved in food product development and using a problem-solving approach, students will produce food products to meet a range of consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques.

Contemporary Food Issues

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

Course Assessment

This course will be assessed through a combination of a question paper (50%) and an assignment (50%)

Student Eligibility

Entry to this Course is at the discretion of the centre. However, students would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- National 5 Health and Food Technology Course or relevant component Units
- Literacy Unit (National 5)
- Numeracy Unit (National 5)

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Health and Food Technology at Advanced Higher level

See relevant job profiles at PlanIT Plus website www.planitplus.net

History

National 5 (SCQF Level 5)

Course Outline

The National 5 History Course enables learners to develop a range of skills including the ability to apply a detailed historical perspective and evaluate sources in a range of contexts.

Purpose and aims

Candidates acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and World contexts in a variety of time periods. The approach and understanding gained can be applied to other historical settings and issues.

Candidates develop:

- The ability to apply a detailed historical perspective and evaluate sources in a range of contexts.
- A detailed understanding of the factors contributing to, and the impact of, historical events.
- The skills of investigating historical events and, on the basis of evidence, forming views.
- The skills of explaining and analysing historical events and drawing reasoned conclusions.

Course content

The N5 History course is split into three units and an Assignment.

Scottish Unit

The Era of the Great War 1900-1928. A study of the experiences of Scots in the Great War and its impact in the life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as war began to impact on every aspect of life both during and after the war.

British Unit

Atlantic Slave Trade 1770 – 1807. A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

European & World Unit

Race Relations in the USA 1918-1968. A study of the development of race relations in the USA during the years 1918–68, illustrating themes of ideas, identity and power.

Assignment - Students research a historical issue of their choice and write up their findings in exam conditions.

Course Assessment

The assessment for the course is made up from an exam paper and an assignment.

- The exam is worth 80 marks.
- The assignment 20 marks.

Student Eligibility

Entry to this course is at the discretion of the school.

Students should have been working at the fourth curriculum level (in any social subject) or the National 4 History course or equivalent qualifications and/or experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

-
- Further studies of History at Higher level.
- Further studies of any other Social Subjects at Higher level.

See relevant job profiles at : https://www.myworldofwork.co.uk/sites/default/fi les/History-National-5.pdf

History

Higher Grade (SCQF Level 6)

Course Outline:

The Higher History Course gives learners a detailed understanding of Scottish, British, European and world history.

The course will help students develop thinking skills through the evaluation of a wide range of sources. They will develop skills in literacy by using and synthesising information.

Purpose and aims:
The purpose of the Course is to open up the world of the past for learners and provide them with insights into their own lives and of the society and the wider world they live in.

The course provides opportunities for students to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British and European contexts.

Students develop:

- An understanding of the factors contributing to historical events and the impact of historical events.
- The skills of analysing, evaluating and synthesising historical information and historical sources.
- The skills of researching complex historical issues and drawing well-reasoned conclusions supported by evidence.

Course content

The Higher History course is split into three units and an assignment.

Britain: 1851-1951

Students will develop an understanding of the role of the state in the welfare of its citizens, focusing on the growth of democracy, the suffrage movement and the Liberal and Labour welfare reforms.

Germany: 1815-1939

Students will develop an understanding of the growth of nationalism in the 19th century leading to the unification of Germany by 1871, and the development of extreme nationalism after 1918, focusing on the rise of the Nazis and the nature of the Nazi state up to 1939.

Migration and Empire

Students will develop an understanding of population movement and social and economic change in Scotland and abroad between 1830 and 1939, focusing on the study of emigration to Canada, Australia, New Zealand and India and immigration from Ireland, Italy and Lithuania.

Course Assessment:

The course assessment has three components.

Component 1: question paper worth 44 marks.
Component 2: question paper worth 36 marks.
Component 3: assignment worth 30 marks.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved an ‘A’ or ‘B’ pass in the National 5 History Course, or equivalent qualifications and/or experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of History at Advanced Higher level.
- Further study of any other Social Subject at Higher level.

History

Advanced Higher (SCQF Level 7)

Course Outline

The Advanced Higher History course gives learners the opportunity to explore complex issues and concepts, to engage with a wide range of source material, and to review a wide range of interpretations of history.

Purpose and aims

The purpose of this course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

Students develop:

- The ability to critically analyse existing historical research, including identifying important lines of argument and evaluating schools of thought on particular historical issues.
- The ability to analyse historical sources with regard to authorship and purpose, standpoint and historical and historiographical context.
- An understanding of the factors that contribute to complex historical events and the ability to assess their impact on historical events.
- The ability to synthesise primary sources and perspectives from historical research to analyse complex historical issues and sustain lines of argument.
- Research skills and the ability to draw conclusions in a clear and well-reasoned way.

Course content

At Advanced Higher students study one field of study:

The USA: 'A House Divided', 1850-65

Students will develop an understanding of :

American society on the eve of war: political, economic and social questions arising out of the newly acquired territories; centralised Federation in conflict with States' rights; tension between the Southern slave economy and Northern industrialism.

The causes of war: the Civil Rights questions; the failure of compromise; the outbreak of war.

The Civil War: military events and developments from Union and Confederate viewpoints; the role of foreign powers in the conflict; the experience of Blacks during the war.

The effects of war, including: the political consequences; social and economic conditions in North and South.

Course Assessment

The course assessment has two components.

Component 1: question paper worth 90 marks.
Component 2: project-dissertation worth 50 marks.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved 'A' or 'B' pass in the Higher History Course, or equivalent qualifications and/or experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

Further study of History or a related subject at university or college.

See relevant job profiles at the PlanIT Plus website www.planitplus.net

Mathematics

National 5 (SCQF Level 5)

Course Outline:

The course of Mathematics at National 5 level provides opportunities for all learners to develop logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways.

Purpose and Aims:

Mathematics is very important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions. It equips us with the skills to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course aims to:

- Motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real life situations.
- Develop confidence in the subject and a positive attitude towards further study in mathematics.
- Enable the use of numerical data and abstract terms and develop the idea of generalisation.
- Allow learners to interpret, communicate and manage information in mathematical form.
- Develop the learners' skills in mathematical language and explore straight forward mathematical ideas.

Course Content:

A broad overview of the skills, knowledge and understanding developed in this course is:

- Understand and use mathematical concepts and relationships.
- Select and apply numerical skills.
- Select and apply skills in algebra, geometry, trigonometry and statistics.
- Use mathematical models.
- Use mathematical reasoning to interpret information, select a strategy and communicate solutions.

Course Assessment:

The course assessment has two components.

Paper 1- non calculator which last 1 hour and 15 minutes and has 50 marks allocated to it.
Paper 2- calculator which lasts 1 hour and 30 mins and has 60 marks allocated to it.

Student Eligibility

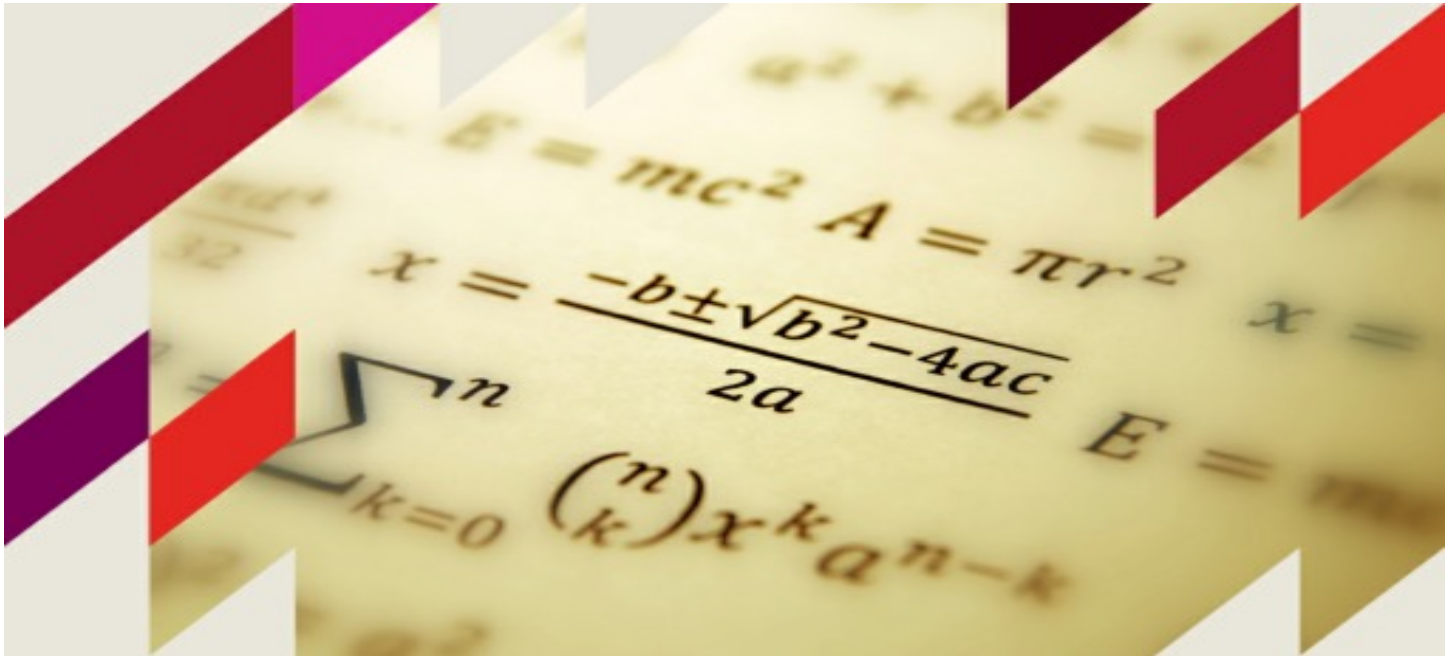
Entry to this course is at the discretion of the centre.

Teacher recommendation from S3,

National 4 Maths (with teacher recommendation), National 5 Units or Other alternative equivalent SCQF level 4 Maths qualification.

Progression:

Progression to Higher Maths is dependent on achieving a grade B at National 5 Maths.



Mathematics

Higher Grade (SCQF Level 6)

Course Outline:

The course of Mathematics at Higher level provides opportunities for all learners to develop logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways. In addition, there is an increased focus on communicating mathematical ideas with clarity and precision.

Purpose and Aims:

Mathematics is very important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions.

It equips us with the skills to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course aims to:

- Motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical situations.
- Develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment.
- Deliver in depth study of mathematical concepts and the ways in which mathematics describe our world.
- Allow learners to interpret, communicate and manage information in mathematical form.
- Develop the learners' skills in using mathematical language and explore advanced mathematical ideas.

Course Content:

A broad overview of the skills, knowledge and understanding developed in this course is:

Expressions and Functions:
This unit develops knowledge and skills that involve the manipulation of expressions, use of vectors and the study of mathematical functions which cover algebra, trigonometry and calculus.

Relationships:
This unit develops the skills and knowledge that involve equations and introduces both differential and integral calculus.

Applications:
This unit develops skills and knowledge of geometric applications, sequences and applied calculus.

Course Assessment:

The course assessment has two components.

- Paper 1- non calculator which last 1 hour and 10 mins and has 60 marks allocated to it.
- Paper 2- calculator which lasts 1 hour and 30 mins and has 70 marks allocated to it.

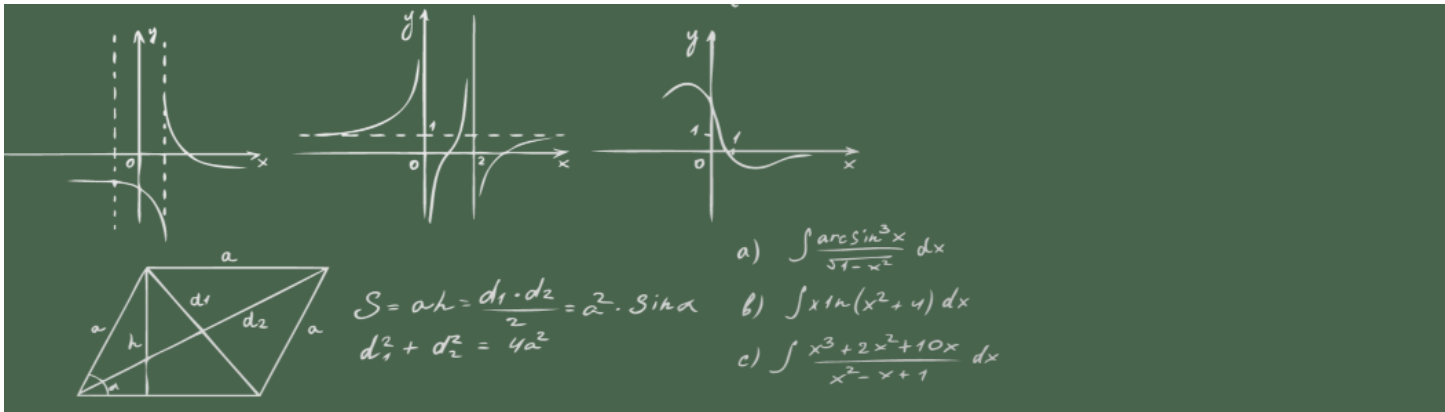
Student Eligibility

Entry to this course is at the discretion of the centre.

Candidates should have achieved a grade 'A' or 'B' in the National 5 Mathematics course.

Progression:

Progression to Advanced Higher Maths is dependent on achieving a grade B at Higher level.



Mathematics

Advanced Higher (SCQF Level 7)

Course Outline:

The course of Mathematics at Advanced Higher level provides increased opportunities for learners to develop logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways. In addition, there is an increased focus on rigorous mathematical proof.

Purpose and Aims:

Mathematics is very important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions. It equips us with the skills to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course aims to:

- Select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract.
- Extend and apply skills in problem solving and logical thinking.
- Extending skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques.
- Clarify their thinking through the process of rigorous proof.

Course Content:

A broad overview of the skills, knowledge and understanding developed in this course is:

- Methods in Algebra and Calculus: This covers partial fractions, differential and integral calculus and methods for solving both first and second order differential equations.
- Geometry, Proof and Systems of equations: This covers matrices, vectors, solving systems of equations, the geometry of complex numbers as well as process of rigorous proofs.
- Application of Algebra and Calculus: This covers binomial theorem, algebra of complex numbers, properties of functions and rates of change as well as sequences and series.

Course Assessment:

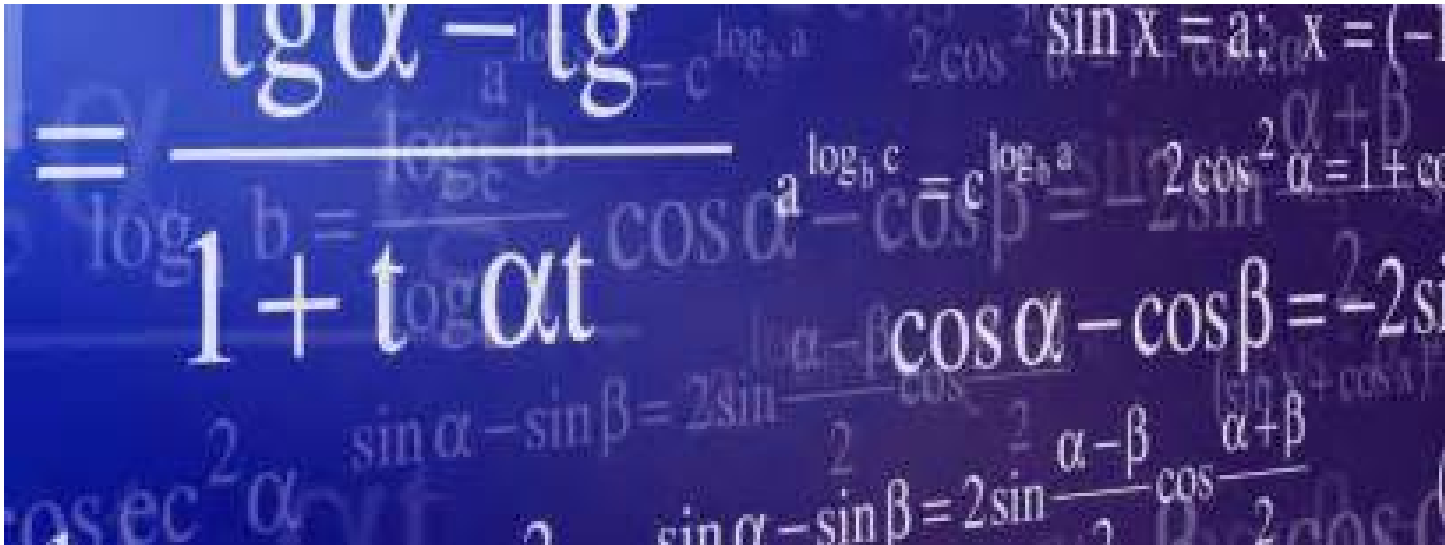
The course assessment has one component.

One paper - calculator which lasts 3 hours and has 100 marks allocated to it.

Student Eligibility

Entry to this course is at the discretion of the centre.

Higher Maths at A or B grade (or C grade with teacher recommendation),



Mathematics

National 5 Application of Mathematics

(SCQF Level 5)

Course Outline:

The Applications of Mathematics course develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways.

The course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement.

Purpose and Aims:

The course provides opportunities to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

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

The course aims to develop:

- the ability to analyse real-life problems or situations with some complex features involving mathematics.
- the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy.
- the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, and make informed decisions.
- the ability to use a range of mathematical skills to analyse, interpret and present a range of information.
- the ability to communicate mathematical information in a variety of forms.

Course content:

A broad overview of the subject skills, knowledge and understanding developed in the course are:

- analyse real-life situations and problems involving mathematics.
- identify valid mathematical operational skills to tackle real-life situations or problems.
- select and apply numeracy skills.
- select and apply skills in finance, statistics, measurement, geometry, graphical data and probability.
- use mathematical reasoning skills to draw conclusions or justify decisions.
- communicate mathematical information in an appropriate way.

Course Assessment:

The course assessment has two components.

Paper 1-non calculator which lasts 1 hour and 5 minutes and has 45 marks allocated to it.

Paper 2-calculator which lasts 2 hours and has 65 marks allocated to it.

Student Eligibility

Entry to this course is at the discretion of the centre.

Teacher recommendation from S3,

National 4 maths (with teacher recommendation)

Student Eligibility

Entry to this course is at the discretion of the centre.

Teacher recommendation from S3,

National 4 Maths (with teacher recommendation)

Progression:

Progression to National 5 Mathematics is dependent on achieving a grade B at National 5 Applications of Mathematics.

Modern Studies

National 5 (SCQF Level 5)

Course Outline

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

Purpose and aims

The course uses a multidisciplinary approach to develop candidates' knowledge and understanding of con temporary political and social issues in local, Scottish, United Kingdom and international contexts.

Students develop the skills to interpret and participate in the social and political processes they will encounter in their lives.

Students develop:

- A range of research and information-handling skills including: evaluating information/evidence in order to support and oppose a view; making decisions and drawing conclusions; constructing detailed arguments; communicating views, opinions, decisions and conclusions based on evidence.
- detailed understanding of social and economic issues at local, Scottish, national and international levels.

Course content :

The N5 Modern Studies course is split into three units and an Added Value Unit.

Democracy in Scotland

Students will develop an understanding of the UK's political system and know Scotland's place within this. They develop an understanding of how society is informed about, able to participate and influence the political system.

Social Issues in the UK

Students will learn about the nature, effect and causes of crime as well as the role of different organisations in tackling crime.

International Issues (Development in Africa)

Students will learn about a significant global issue, its causes and the international attempts to tackle it.

Added Value Unit - Student investigates a current affairs issue of their choice.

Course Assessment

The assessment for the course is made up from an exam paper and an assignment.

The exam is worth 80 marks.

The assignment (*AVU*) 20 marks.

Student Eligibility

Entry to this course is at the discretion of the school.

Students should have been working at the fourth curriculum level (in any social subject) or the National 4 Modern Studies course or equivalent qualifications and/or experience prior to starting this course.

completion of this course?

Students might go on to do:

- Further studies of Modern Studies at higher level.
- Further studies of any other Social Subjects at higher level.

See relevant job profiles at:

https://www.myworldofwork.co.uk/sites/default/files/Modern-Studies-National-5.pdf

Modern Studies

Higher Grade (SCQF Level 6)

Course Outline

The Higher Modern Studies Course gives learners a detailed knowledge and understanding of the democratic process and of social and economic issues at local, Scottish, national and international levels. It also allows pupils to develop a range of key transferable skills.

Purpose and aims

The course adopts a multi-disciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, UK and international contexts.

Students develop an awareness of the social and political issues they will encounter in their lives.

Students develop:

- A range of research, analytical and evaluating Skills.
- Understanding of the democratic process and complex political issues.
- Understanding of complex social and economic issues and ways of addressing needs and inequalities.
- Understanding of different views about the extent of state involvement in society.
- Understanding of the nature and processes of conflict resolution.
- Understanding of the importance of human and legal rights and responsibilities and their application in different societies.

Course content

The N5 Modern Studies course is split into three units and an Added Value Unit, which consists of an Assignment.

Democracy in the UK
Students will develop an understanding of the UK's political system and Scotland's place within this. They develop an understanding of how society is informed about, able to participate and influence the political system.

Social Issues in the UK
Students will learn about social inequality in the UK, and the impact of this on specific groups in society. They will focus on topics such as the nature of social inequality; theories and causes of inequality; the impact of inequality; and the attempts to tackle inequality and their effectiveness.

World Powers - China
Students will learn about China's political system, recent socio-economic issues and the effectiveness of the Chinese Government in tackling these, and China's role international relations.

Added Value Unit - Students investigate a current affairs issue of their choice and write a report with recommendations.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved an 'A' or 'B' pass in the National 5 Modern Studies Course, or equivalent qualifications and/or experience prior to starting this course.

Course Assessment

The assessment for the course is made up from an exam paper and an assignment.

What opportunities will be available to students on completion of this course?

Students might go on to do:

Further study of any other Social Subjects at Higher level.

See relevant job profiles at *https://www.myworldofwork.co.uk/sites/default/files/Modern-Studies-Higher.pdf*

Modern Studies

Advanced Higher (SCQF Level 7)

Course Outline

The Advanced Higher Modern Studies course gives learners a detailed knowledge and understanding of issues relating to law and order at a national and international level. It also allows pupils to develop a range of key transferable skills.

Purpose and aims

This course encourages candidates to develop a greater understanding of the contemporary world and their place in it. They have opportunities to develop important attitudes such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

The course enables candidates to demonstrate autonomy in their learning through researching and analysing, extended writing, independent study skills, and applying critical thinking.

Students develop:

- Understanding of complex political or social issues in the United Kingdom and adopting an international comparative approach.
- Justifying and analysing complex political or social issues.
- Analysing, evaluating, and synthesising a wide range of evidence and arguments.
- Analysing and evaluating sources of information and social science research methods.
- Planning, researching, collecting and recording information.
- Explaining approaches to organising, presenting and referencing findings.
- Synthesising information to develop a sustained and coherent line of argument, leading to a conclusion, supported by evidence.

Course content

The course has two areas of study and a dissertation project.

Law and order
Candidates use a comparative approach to analyse and evaluate similarities and differences between the UK and other international countries in relation to complex law and order issues. This includes understanding criminal behaviour and the responses by society to crime.

Social science research methods and issues
Candidates study social science research methods and issues, with reference to relevant case studies and examples from contemporary and academic contexts.

Project-dissertation
The project–dissertation enables candidates to demonstrate their skills, knowledge and understanding by undertaking independent research into a complex, contemporary political or social issue.

Student Eligibility

Entry to this course is at the discretion of the school.

Students should have achieved Higher Modern Studies course at grade 'A' or 'B' , or equivalent qualifications and/or experience, prior to starting this course.

Course assessment
The assessment for this course is made up from an exam paper and the project-dissertation.

What opportunities will be available to students on completion of this course?

- Degree courses in social subjects and social sciences or related areas.

Music

National 5 (SCQF Level 5)

Course Outline:

Throughout the National 5 Music course, candidates develop a breadth of knowledge and understanding of music concepts and musical literacy. They learn to recognise and distinguish level-specific music concepts, signs and symbols as they perform, create and listen to music.

The course allows candidates to develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to self-reflect and explore their creative ideas. Understanding music through listening enables candidates to build on and extend their knowledge and understanding of music and influences on music.

The course provides opportunities for candidates to perform a range of music in solo and/or group settings.

Purpose and aims:

The purpose of the National 5 Music course is to provide candidates with a broad practical experience of performing, creating and understanding music. The course enables candidates to work independently or in collaboration with others, and can help them to plan and organise, to make decisions and to take responsibility for their own learning.

The course aims to enable candidates to:

- Broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols.
- Create original music using compositional methods.
- Perform music.

Course content :

- Performing – candidates are required to perform on two instruments at grade 3 standard.
- Understanding – recognising and describing instruments and level specific concepts.
- Composition – creating your own music.

Course Assessment:

- Assignment (30 marks) sent away for marking by the SQA
- Performing exam (60 marks) performed in February to an external examiner
- Understanding Music Question Paper (40 marks)

Student Eligibility

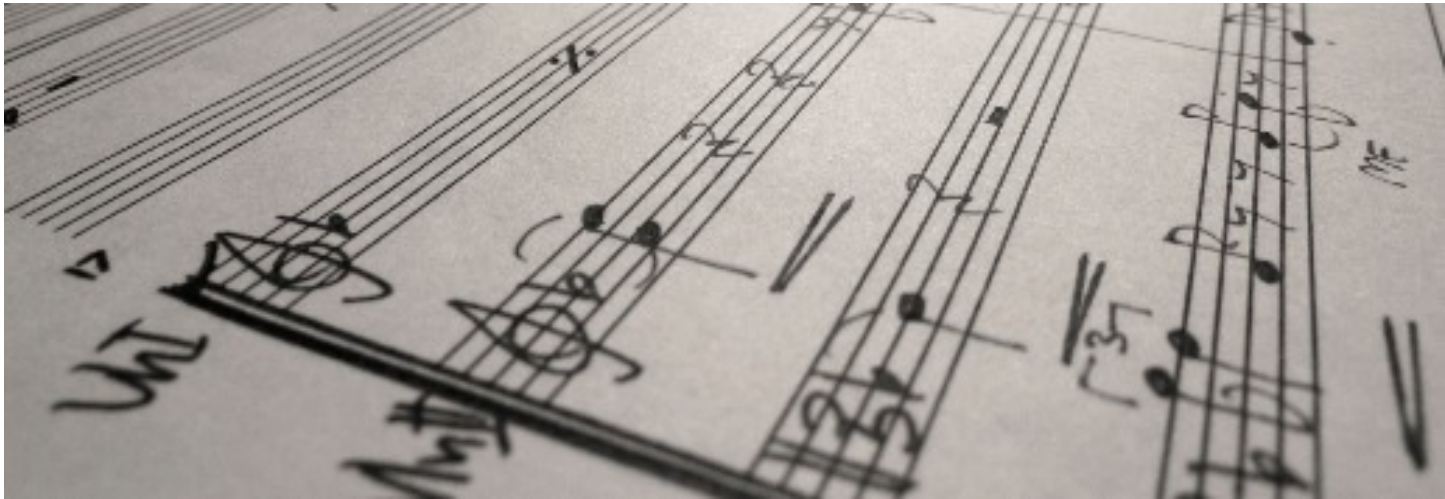
Entry to this course is at the discretion of the school.

Students should have been working at the fourth curriculum level or the National 4 Music course or equivalent qualifications and/or experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

● Further study of Music at Higher level
● See relevant job profiles at PlanIT Plus website www.planitplus.net



Music

Higher Grade (SCQF Level 6)

Course Outline

Throughout the Higher Music course, candidates develop a deep knowledge and understanding of music concepts and musical literacy. They learn to recognise and distinguish level-specific music concepts, signs and symbols as they perform, create and listen to music.

The course allows candidates to develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to self-reflect and explore their creative ideas. Understanding music through listening enables candidates to build on and extend their knowledge and understanding of music and influences on music.

The course provides opportunities for candidates to perform a range of music in solo and/or group settings.

Purpose and aims

The purpose of the Course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for own learning.

The aims of the Course are to enable learners to:

- Develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice.
- Performing challenging music with sufficient accuracy while maintaining the musical flow.
- Create original music using compositional methods and music concepts creatively when composing, arranging or improvising.
- Broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts.
- Critically reflect on and evaluate their own work and that of others.

Course content

- Performing – candidates are required to perform on two instruments at grade 4 standard.
- Understanding – recognising and describing instruments and level specific concepts.
- Composition – creating your own music.

Course Assessment

- Assignment (30 marks) sent away for marking by the SQA
- Performing exam (60 marks) performed in February to an external examiner
- Understanding Music Question Paper (40 marks)

Student Eligibility

Entry to this course is at the discretion of the school.

Students should have achieved an ‘A’ or ‘B’ pass in the National 5 MusicCourse, or equivalent qualifications and/or experience, prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Music at Advanced Higher level

Music

Advanced Higher (SCQF Level 7)

Course Outline

The Course consists of three mandatory Units and the Course assessment. Each of the component Units of the Course is designed to provide progression from the corresponding Units at Higher. It has an integrated approach to learning.

Music: Performing Skills (Advanced Higher)

In this Unit, learners will develop a range of advanced performing skills appropriate to their two selected instruments, or to their one selected instrument and voice.

Music: Composing Skills (Advanced Higher)

In this Unit, learners will develop a range of advanced skills in creating music.

Understanding and Analysing Music (Advanced Higher)

In this Unit, through listening, learners will develop their understanding of music styles, music concepts and musical literacy.

Purpose and aims

The Course enables learners to develop skills in performing, creating, understanding and analysing music. It enables learners to develop and extend their applied music skills in challenging contexts and to develop greater depth of understanding of music through listening.

It provides learners with the skills they need to perform challenging music with musical and technical accuracy and fluency, while realising the composers' intentions. It also provides learners with opportunities to develop composing skills in sophisticated and creative ways. Further, the Course also helps learners develop advanced aural skills and demonstrate their understanding and analysis of music through re- searching and analysing complete movements or works.

The aims of the Course are to enable learners to:

- Develop autonomy and independent thinking skills
- Develop creativity through performing
- Develop self-expression when creating original
- music
- Develop advanced skills in musical analysis and aural discrimination
- Develop knowledge of music and musical literacy through in-depth study and analysis
- Evaluate their own work and that of others

Course content

The course follows the three units listed below in preparation for the Course Assessment.

- Performing Skills – two instruments at grade 5 level
- Composing Skills
- Understanding and analysing music

Course Assessment

- Performing exam (60 marks) performed in February to an external examiner
- Understanding Music Question Paper (40 marks)

Student Eligibility

Entry to this course is at the discretion of the school.

Students should have achieved Higher Music course with an 'A' or 'B' pass, or equivalent qualifications and/or experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Music at College or University.

Music Technology

National 5 (SCQF Level 5)

Course Outline

The National 5 Music Technology course encourages candidates to become successful, independent and creative in their use of technologies and to develop attributes and capabilities including creativity, flexibility and adaptability.

The course engages candidates through practical music technology-based activities and tasks which are supported by knowledge and understanding of music technology and music concepts, form and structures.

Purpose and aims:

The purpose of the National 5 Music Technology course is to enable candidates to develop their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. Candidates develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the music industry.

The course aims to enable candidates to:

- Develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres.
- Develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights.
- Develop skills in the use of music technology hardware and software to capture and manipulate audio.
- Use music technology creatively in sound production in a range of contexts.

Course Content:

- Understanding of 20th & 21st Century Music - candidates will develop knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technology has influenced and been influenced by developments in 20th and 21st century music.

- Developing music technology skills - candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. These skills include using appropriate audio input devices, applying microphone placement techniques, constructing the signal path for multiple inputs, setting input gain and monitoring levels, overdubbing and editing tracks, equalisation, time domain and other effects, and mixing techniques.

- Music technology contexts - candidates gain experience in using music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in appropriate file format, in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, audiobooks and computer gaming.

Student Eligibility

Entry to this course is at the discretion of the school.

Teacher recommendation from S3, National 4 Music or Music Technology,

Other alternative equivalent SCQF level 4 Music qualification.

Course Assessment :

- Skills, Knowledge and Understanding Question Paper (40 marks)
- Assignment (100 marks) – 2 tasks (50 marks each) sent away for marking by the SQA

Music Technology

Higher Grade (SCQF Level 6)

Course Outline

The Higher course allows candidates to develop and broaden their practical technical skills and creative use of music technology in challenging contexts. It includes opportunities for personalisation and choice in selecting varied contexts for learning.

The course engages candidates through practical music-technology-based activities and tasks which are supported by knowledge and understanding of music technology and music concepts, form and structures.

Purpose & Aims

Candidates develop and extend their knowledge and understanding of music technology and music concepts, particularly those relevant to 20th and 21st century music. They develop technical and creative skills through practical learning. The course provides opportunities for candidates to develop their interest in music technology and to develop skills and knowledge relevant to the needs of the creative industries.

The course aims to enable candidates to:

- Develop skills in the analysis of music in the context of 20th and 21st century musical styles and genres
- Develop a broad understanding of the music industry, including an awareness of the implications of intellectual property rights.
- Develop skills in the use of music technology hardware and software to capture and manipulate audio.
- Use music technology creatively in sound production in a range of contexts.
- Critically reflect on their own work and that of others.

Course Content

The course consists of three areas of study:

Understanding of 20th and 21st century music - Candidates develop knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technologies influence in this area. They also develop listening skills, enabling them to identify a wide range of genres and styles and their main attributes, and a wide range of relevant music concepts in the context of 20th and 21st century music.

Developing music technology skills - Throughout the course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio.

Music technology contexts - Candidates gain experience in using a wide range of music technology skills to capture and manipulate audio and sequenced data and mix down to an audio master in an appropriate file format, in a range of contexts such as radio broadcast, sound design for film, audiobooks and computer gaming.

Course Assessment

- Skills, Knowledge and Understanding Question Paper (40 marks)
- Assignment (80 marks) sent away for marking by the SQA - covers 70% of course award

Student Eligibility

Entry to this course is at the discretion of the school.

Students should have achieved an ‘A’ or ‘B’ pass in the National 5 Music technology Course, or equivalent qualifications and/or experience prior, to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of music Technology at Advanced Higher level.
- Further study at college or university in Music Technology or Music based courses.

See relevant job profiles and industries at: https://www.myworldofwork.co.uk/my-career-options/subjects?group=all&subjects=5116

Physical Education

National 5 (SCQF Level 5)

Course Outline

The National 5 Physical Education (PE) course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skills in challenging contexts. Learners will be required to analyse a performance, understand what is required to develop it, and apply this knowledge to develop their own performance.

Purpose and aims:

The course provides opportunities for performances in a wide range of sports and physical activities.

Students will develop:

- Skills in gathering data on their performances.
- The ability to understand their own personal strengths and areas of development in order to set appropriate targets to improve.
- Knowledge of appropriate training and practice approaches to performance development.
- Understand different methods to continuously monitor their performance to ensure training/practice is purposeful and leads to performance improvements.

Course content:

The course looks at developing knowledge and understanding on four factors: Physical, Mental, Emotional and Social. For each of the factors pupils will acquire an understanding of how they positively and negatively impact on their performances.

Physical Factors include skills, tactics and fitness.

Mental Factors include composure, anxiety, decision making, creativity and motivation.

Emotional Factors include frustration, confidence, happiness/sadness and trust.

Social Factors include cooperation communication, roles/ responsibilities and respect for self and others.

The course will teach pupils how to improve each of these factors by following the analysis cycle to ultimately improve their performance. This involves gathering data on each of the factors, identifying strengths and areas of development, plan and complete a personal development program and monitor, record and evaluate performance development.

Course Assessment:

This course will be assessed on two performances each in an event/competitive/demanding environment. There is also an internal portfolio which is to be completed in exam conditions over the course of the year and then marked by the SQA.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been successfully working at fourth curriculum level or have appropriate experience prior to starting this course.

What opportunities will be available to students on completion of this course?

- Further study of Physical Education at Higher level/N5 Sport& Recreation.
- Roles in PE department:
  - Sports ambassador/Journalist
  - Sports council member

Physical Education

Higher Grade (SCQF Level 6)

Course Outline

The Higher Physical Education (PE) course allows learners to develop and demonstrate a broad and comprehensive range of complex movement and performance skill in challenging contexts. Learners will be required to analyse a performance, understand what is required to develop it, and apply this knowledge to develop their own performance.

Purpose and aims

The course provides opportunities for performances in a wide range of sports and physical activities.

Students will develop:

- Skills in gathering data on their performances.
- The ability to understand their own personal strengths and areas of development in order to set appropriate targets to improve.
- Knowledge of appropriate training and practice approaches to performance development.
- Understand different methods to continuously monitor their performance to ensure training/practice is purposeful and leads to performance improvements.

Course content

The course looks at developing knowledge and understanding of four factors: Physical, Mental, Emotional and Social. For each of the factors pupils will acquire an understanding of how they can relate to a variety of concepts.

Physical Factors include skills**, t**actics and fitness**.**

Mental Factors include concentration, anxiety, decision making, creativity and motivation.

Emotional Factors include anger, fear, happiness/sadness and confidence.

Social Factors include cooperation communication, relationships and roles/responsibilities.

The course will teach pupils how to improve each of these factors by following the analysis cycle to ultimately improve their performance. This involves gathering data on each of the factors, identifying strengths and areas of development, plan and complete a personal development program and monitor, record and evaluate performance development.

Course Assessment

This course will be assessed on two performances in an event/competitive/demanding environment for 50% of the available marks. There is also a final exam which is marked externally by the SQA also worth 50% of the marks.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved an ‘A’ or ‘B’ pass in the National 5 Physical Education Course, or equivalent qualifications and/or experience prior to starting this course.

What opportunities may be available to students on completion of this course?

- Further study of Physical Education at Advanced Higher level
- Sport and Recreation course
- Roles in PE department:
    - Sports ambassador/Journalist
    - Sports council member

Physical Education

Sport & Recreation (SCQF Level 5)

Course Outline

The National 5 skills for Work: Sport and Recreation is an introductory qualification.

It develops the skills, knowledge and attitudes needed for work in the sport and leisure industry.

Purpose and aims

The course provides opportunities for performance in a wide range of sports and physical activities.

Students will develop:

- The ability to lead and deliver sports coaching sessions to younger pupils.
- The ability to understand the health and safety risks of activities and the need for risk assessment.
- The skills to explore the career opportunities that exist within the sport and leisure industry.
- The ability to organise fitness training programmes for themselves and others.

Course content

The course covers the main practical activities involved in

- carrying out a supportive role in sport and recreation environments,
- sourcing information about career pathways,
- identifying and reviewing skills and experiences,
- assisting with planning, setting up and delivering activity sessions,
- assisting with emergency procedures,
- assisting with setting up, dismantling and checking equipment and resources,
- helping to plan and review a fitness training programme etc.

Candidates will develop relevant vocational skills and a variety of employability skills in the context of a sport and recreation setting.

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

Course Assessment

The units of the course are assessed internally by the teacher and verified by the SQA. There is no external assessment or exam for this course. Learners must successfully complete each unit to achieve a course pass.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been successfully working at fourth curriculum level or have appropriate PE experience prior to starting this course.

What opportunities will be available to students on completion of this course?

- Further study of Physical Education at N5/Higher level.
- Further study of Sport and Recreation in Further Education.

Physics

National 5 (SCQF Level 5)

Course Outline

The National 5 Physics course will give students the opportunity to develop knowledge and understanding in Physics. Physics is a key part of Science and technology; it deals with how and why things behave as they do. It lies at the heart of many Engineering disciplines, helping to explain everything in our world and beyond.

The course will help students gain an understanding of the impact of Physics' developments on our environment and society.

Purpose and aims

The course provides opportunities for "hands on" work where skills in measuring and analysing values are developed.

Pupils carry out experiments and use modern interfacing equipment along with computer software to enhance the learning experience.

Students develop:

- Skills in describing problems based on the scientific method.
- The ability to plot and analyse graphs to discover links between variables and measure scientific constants.
- An understanding of the impact of Physics on our environment and society.

Course content:

The course develops skills in three main areas. Students are able to apply these skills to solve complex problems or design experiments to discover more about the world around them.

Electricity and Energy
Students discover the flow of transfer of energy, electrical and electronic circuits, specific heat capacity and the ideal gas laws. They are able to apply these theories to real world situations and calculate unknown values or describe trends.

Waves and Radiation
Students will learn about waves, the electromagnetic spectrum and nuclear radiation. They will be able to apply this knowledge to describe the operation of telecommunications, medical applications and power generation.

Dynamics and Space
Students will learn about kinematics, Newton's Laws, space exploration and cosmology. They will be able to apply this knowledge to describe and calculate the movement of objects on Earth and in space and the properties of the Universe.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been successfully working at fourth curriculum level or the National 5 Physics units or equivalent qualifications and/or have appropriate experience prior to starting this course.

Course Assessment:

Component 1 - Question Paper 100 (Scaled Marks)
Component 2 - Assignment 25 (Scaled Marks)

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Physics at Higher level
- Further study of related Science subjects at National 5

See relevant job profiles at PlanIT Plus website

Physics

Higher Grade (SCQF Level 6)

Course Outline:

The Higher Physics course will give students the opportunity to develop knowledge and understanding in Physics. Physics is a key part of Science and technology; it deals with how and why things behave as they do. It lies at the heart of many Engineering disciplines, helping to explain everything in our world and beyond.

The course will help students gain an understanding of the impact of Physics developments on our environment and society.

Purpose and aims:

The course provides opportunities for “hands on” work where skills in measuring and analysing values are developed.

Pupils carry out experiments and use modern interfacing equipment along with computer software to enhance the learning experience.

Students develop:

- Skills in describing problems based on the scientific method.
- The ability to plot and analyse graphs to discover links between variables and measure scientific constants.
- An understanding of the impact of Physics on our environment and society.

Course content :

The course develops skills in three main areas. Students are able to apply these skills to solve complex problems and design experiments.

Electricity
Students discover the relationships in a.c. and d.c. circuits, electrical sources, capacitors and semiconductors. They are able to apply these theories to real world situations and calculate unknown values or describe trends.

Particles and Waves
Students will learn about the standard model, forces on charged particles, nuclear reactions, wave particle duality, interference and diffraction, refraction of light and spectra. They will be able to apply this knowledge to describe the interactions of matter, charges, particles and light.

Our Dynamic Universe
Students will learn about motion, forces, energy, collisions, gravitation, special relativity and the expanding universe. They will be able to apply this knowledge to describe and calculate the movement of objects on Earth and in space and the properties of the Universe.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved the National 5 Physics course awards at grade A or B or equivalent qualifications and/or have appropriate experience prior to starting this course.

Course Assessment:

Component 1 - Question Paper 25 (Scaled Marks)
Component 2 - Question Paper 95 (Scaled Marks)
Component 3 - Assignment 30 (Scaled Marks)

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Physics at Advanced Higher level
- Further study of other Science subjects

See relevant job profiles at PlanIT Plus website

Physics

Advanced Higher (SCQF Level 7)

Course Outline:

The Advanced Higher Physics course will give students the opportunity to develop knowledge and understanding in Physics. Physics is a key part of Science and technology; it deals with how and why things behave as they do. It lies at the heart of many Engineering disciplines, helping to explain everything in our world and beyond.

The course will help students gain an understanding of the impact of Physics developments on our environment and society.

Purpose and aims

The course provides opportunities for “hands on” work where skills in measuring and analysing values are developed.

Pupils carry out experiments and use modern interfacing equipment along with computer software to enhance the learning experience.

Students develop:

- Skills in describing problems based on the scientific method
- The ability to plot and analyse graphs to discover links between variables and measure scientific constants
- An understanding of the impact of Physics on our environment and society

Course content:

The course develops skills in three main areas. Students are able to apply these skills to solve complex problems and design experiments.

Rotational Motion and Astrophysics
Students derive the kinematic relationships and use them for linear and rotational motion. They also study the theories of gravity, general relativity and stellar physics. They are able to apply these theories to real world situations and calculate unknown values or describe trends.

Quanta and Waves
Students will learn about quantum theory, particles from space, simple harmonic motion, waves, interference and polarisation. They will be able to apply this knowledge to describe the interactions of matter, charges, particles and waves.

Electromagnetism
Students will learn about fields, circuits and electromagnetic radiation. They will be able to apply this knowledge to describe and calculate the properties of various fields and electrical components.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have achieved the Higher Physics course award at grade A or B or equivalent qualifications and/or have appropriate experience prior to starting this course.

Course Assessment:

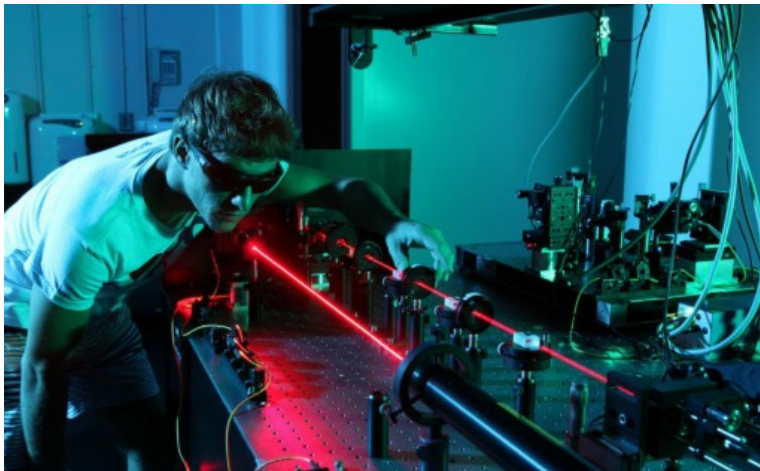
Component 1 - Question Paper 120 (Scaled Marks)
Component 2 - Assignment 40 (Scaled Marks)

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of Physics, a related Science or an Engineering subject at University or College

See relevant job profiles at PlanIT Plus website



Practical Cookery

National 5 (SCQF Level 5)

Course Outline

The National 5 Practical Cookery course is designed for those who are interested in food and cooking and who enjoy being creative with food. Students who chose the course may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the hospitality industry.

Purpose and aims

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

Course content

The course, which is practical in nature, develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills, in hospitality-related contexts. It also develops the thinking skills of remembering, understanding and applying, and aspects of numeracy.

Students will enhance their cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes.

Students knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.

Students develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals. They also extend their ability to carry out an evaluation of prepared dishes.

Throughout the course, students develop their understanding of safety and hygiene when working with ingredients as well as the importance of following safe and hygienic practices at all times in a practical context.

Course Assessment

This course will be assessed through a combination of a question paper (30 marks), assignment (18 marks) and practical activity (82 marks)

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been working at the fourth curriculum level or the National 4 Practical Cookery course or equivalent qualifications and/or experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- other qualifications in hospitality or related areas
- further study, employment or training

See relevant job profiles at PlanIT Plus website www.planitplus.net

Practical Woodwork

National 5 (SCQF Level 5)

Course Outline

The National 5 PCS Woodwork course will give students the opportunity to develop skills in woodwork techniques, including the use of equipment, processes and materials. They will extend and apply knowledge and understanding of woodwork standards, protocols and conventions, where these apply. The course will help students gain an understanding of the use of woodwork in our environment and society.

Purpose and aims

The course provides opportunities for students to gain skills in reading drawings, interpreting and creating woodwork projects. They also learn to apply knowledge and understanding of standards, protocols and conventions.

The course is practical, exploratory and experiential in nature and combines elements of recognised professional standards for woodwork.

Students develop:

- Skills in woodwork techniques, including the use of equipment, processes and materials.
- The ability to extend and apply knowledge and understanding of woodwork techniques.
- An understanding of the impact of woodwork and sustainability on our environment and society.

Course content:

The course develops skills in three main areas. Students are able to apply these skills to produce carcase, frame and machined projects.

Carcase Construction
Students develop creativity and skills to enable them to manufacture projects which use carcase construction techniques and joints. Finish and accuracy is an important factor and this will help determine the level which students can achieve.

Frame Construction
Students develop creativity and skills to enable them to manufacture projects which use frame construction techniques and joints. Finish and accuracy is an important factor and this will help determine the level which students can achieve.

Machine Construction
Students will learn to use various machining techniques such as turning to produce a project. Again finish and accuracy is an important factor and this will help determine the level which students can achieve.

Student Eligibility

Entry to this course is at the discretion of the school.

There is no formal entry requirement for this course.

Course Assessment

Component 1 - Question Paper 30 (Scaled Marks)
Component 2 Practical Assignment 70 (Scaled Marks)

What opportunities will be available to students on completion of this course?

Students might go on to do:

- An apprenticeship in woodworking.

See relevant job profiles at PlanIT Plus website www.planitplus.net

Rural Skills

National 4 (SCQF Level 4)

Course Outline

The National 4 Rural skills course is a skills for work course and will give students the opportunity to develop knowledge, skills and attitudes needed to work in the land-based industries. Students will also begin to develop some of the basic practical skills necessary to work in most of the land-based disciplines — areas such as horticulture, landscaping, agricultural crops and estate maintenance.

Working with D & G Council

There will be opportunities to work in partnership with the Council and learn skills and knowledge directly from Council employees.

The Course also provides the opportunity to explore the very diverse employment prospects that exist in the land-based sector.

Purpose and aims

Students develop:

- Basic knowledge of Land-based industries and related job roles
- Experience of outdoor working environment
- Knowledge of the flexible requirements of someone working with plants and outdoors
- Awareness of health and safety issues
- Technical knowledge and understanding of some specific and general practical skills associated with land-based industries

Course content

The course develops skills and knowledge in five main areas.

Employability
Students learn workplace and employee's responsibilities e.g. time keeping, appearance, working in the public eye. They also learn self-evaluation skills and to reflect and learn from experience.

Land-Based Industries
Students will learn about the skills, knowledge and personal qualities needed to carry out certain land-based jobs. They will also investigate several land based industries to gain a basic knowledge of them. Site visits and employee interviews help students gain a better understanding of these industries.

Crop Production
Students will learn practical skills and knowledge required to grow and care for a variety of crop species.

Estate Maintenance
Students learn basic knowledge and practical skills in a variety of maintenance tasks e.g. fencing, dyking, plumbing and painting

Soft Land Scalping
Students learn basic skills in gardening.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have an interest in working outdoors, learning practical skills and working with plants. Pupils are also required to wear PPE when taking part in practical activities

Course Assessment

This course will be assessed through practical assessments, the production of a portfolio and self-assessment checks and question sheets.

This course is ungraded and awarded on a Pass/Fail basis.

What opportunities will be available to students on completion of this course?

Students might go on to:

- Study land-based courses at college

Science

National 4 (SCQF Level 4)

Course Outline

The National 4 Science course will give students the opportunity to develop knowledge and understanding in all areas of Science. This will help pupils to understand how things work including technology and the world around us.

The course will help students gain an understanding of the impact of scientific developments on our environment and society.

Purpose and aims

The course provides many opportunities for “hands on” work where skills in measuring and analysing val-es are developed.

Pupils carry out experiments to help improve their practical skills and knowledge of the scientific process.

Students develop:

- skills in describing problems based on the scientific method.
- the ability to plot and analyse graphs to discover links between experiments and the real world.
- an understanding of the impact of Science on our environment and society

Course content

The course develops skills in three main areas. Students are able to apply these skills to solve problems or design experiments to discover more about the world around them.

Fragile Earth

Students investigate energy, water, metals and food. They will discover the sources or production of these important resources and the benefits and uses of each. They will also look at the conflicts in the world over their use and what solutions there may be.

Human Health

Students will learn about what health is in terms of social, mental and physical. They will be able to apply this knowledge to investigate the threats to health and the health claims made by companies and individuals.

Applications of Science

Students will learn about materials, telecommunications and risks and safety. These will allow them to solve problems relating to engineering tasks and give reasons for the methods used in Science.

Course Assessment

This course will be assessed through a combination of internal unit assessments and an assignment including a practical element.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been successfully working at third curriculum level or equivalent and/or have appropriate experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students might go on to do:

- Further study of discrete Sciences at National 5 level
- Further study of related subjects at National 4 or National 5 level

See relevant job profiles at PlanIT Plus website *www.planitplus.net*

Spanish

National 5 (SCQF Level 5)

Course Outline

The course provides students with the opportunity to develop their skills in reading, writing, talking and listening enabling them to make connections with different people and their cultures and to play a fuller part as global citizens.

Purpose and aims

The course aims to enable students to develop the ability to read, listen, talk and write in Spanish and to apply knowledge and understanding of the language in a range of contexts to enhance their understanding and enjoyment of Spanish culture and their own.

Course content

Through learning to understand and to use Spanish, students develop their knowledge and understanding of detailed language in the context of society, learning, employability and culture.

Course Structure

Students learn to read and write about all four contexts: society, learning, employability and culture. They develop their ability to listen to and understand dialogue concerning the same. Students will develop their knowledge and understanding of the Spanish language as they learn to communicate verbally in Spanish with increasing confidence and accuracy.

Course Assessment

The course is assessed through a combination of coursework and an external exam:

- An **external exam** assesses the student's ability to read and understand detailed written Spanish and then apply knowledge and understanding of the language in an extended piece of writing. This is worth 50 marks.
- An **external exam** assesses the student's ability to listen to and understand detailed spoken language in the context of all four capacities: society, learning, employability and culture. This is worth 20 marks.
- A **piece of written coursework** is submitted to the SQA. This assesses the student's ability to apply detailed written language on a chosen topic, using language correctly to convey meaning. This is worth 20 marks.
- A **Talk assessment** consisting of: a conversation on two different topics. This is marked by the teacher but is recorded and submitted for quality-assurance by the SQA. This is worth 30 marks.

Student Eligibility

Entry to this course is at the discretion of the centre.

Students should have been working at the fourth curriculum level of a modern language and/or equivalent experience prior to starting this course.

What opportunities will be available to students on completion of this course?

Students go on to study:

Further study of Spanish at Higher level, French at National 5 or Modern Foreign Language further education courses.

See relevant job profiles at PlanIT Plus website www.planitplus.net

FutureME SCQF Level 4/5

What is FutureME ?

The FutureMe programme at Kirkcudbright Academy is designed to equip our young students with the knowledge and skills to successfully enter employment beyond school. Many of our students go on to University or Further Education, but not all, and FutureME is designed to support those students looking to progress into employment when leaving the Academy.

We want our young adults to be prepared and have the confidence to progress successfully into the workplace. Our students should be 'future-ready' with the knowledge and skills required to be successful in whatever career pathway the chose to follow.

Programme Delivery

The FutureME programme will be offered to students who have indicated that they may progress into employment rather than further or higher education when leaving the Academy.

The programme will be delivered across 6 periods per week with the following elements being delivered across those 6 periods.

1. WORK EXPERIENCE
The work experience element of the programme will be timetabled for 1 afternoon each week with students applying for a work placement in a similar fashion as applying for a job. They will select a placement from a menu of opportunities supplied by local employers, submit a CV and letter of application and attend an interview.

2. PREPARATION FOR EMPLOYMENT
This element of the course will be delivered during 1 double period per week and will involve the students researching employment opportunities matched to their own skills and interests. They will be required to produce and maintain a CV and job application letter for a suitable placement. There will also be a focus on interview skills and networking opportunities with local employers.

3. EMPLOYABILITY SKILLS
During the remaining 2 periods students will focus on developing 'Employability Skills' such as the use of IT and the developing an 'online profile'. It will also focus on the areas of financial education and time management skills.

FutureME Unit's
As students progress through the programme they will accumulate a series of Unit Awards related to the content of the course.Below are examples of 4 Units that will be available to students to complete, these units are Level 4 awards, others are available at level 5 if required.

Unit title: Work Placement
1. Plan and complete a work placement.
2. Demonstrate appropriate behaviours and attitudes.
3. Review progress and learning gained in the workplace

Unit title: Practical Skills for Employment
1. Investigate the importance of professional behaviour and personal appearance in a work environment.
2. Manage self during work placement.
3. Organise own personal finance in line with employer requirements.
4. Investigate the company you are working for.
5. Demonstrate effective completion of own role and describe the tasks you perform.

Unit title: Developing Skills for Employment
1. Produce a Curriculum Vitae.
2. Match personal qualities and abilities to employment opportunities.
3. Participate in the job application process for a specified job role.

Unit title: Personal Finance: An Introduction
1. Describe the use of bank accounts and different methods of borrowing and payment.
2. Describe different forms of employment contract, income and income deductions
3. Set a straightforward household budget and identify the effect of potential savings and overspends.
4. Investigate financial risks and security issues that can affect personal finances.

YASS (S6 Only) SCQF Level 7

What is YASS ?

The Young Applicants in Schools Scheme (YASS) gives S6 students in Scotland the unique opportunity to study a range of university level modules in school alongside their other studies.

YASS is designed to bridge the gap between school and university, college or employment and helps motivated students stand out from the crowd. It encourages independent learning and builds confidence. Key skills like time management and accessing electronic resources are developed.

Registration for YASS modules is organised through the school, although students deal directly with The OU when it comes to their course work and assessment.

Over 4,000 young people from more than 200 schools have taken Open University modules through YASS.

More choice, more options

YASS offer modules in a wide range of subject areas including science, engineering, business studies, health and social care, IT and computing, arts, mathematics and languages.

- Each module offered through YASS is Scottish Credit and Qualifications Framework (SCQF) Level 7, equivalent to first year university level.
- Modules can last from 12 to 40 weeks and are clearly structured with timetables and deadlines.
- Studying with The OU gives you the flexibility to decide when and where you study each week.
- Shorter modules normally require up to 10 hours of study a week, while a longer one can require up to 16 hours a week.

See Mr Henry for more information and available courses.

Benefits for students

Taking an Open University module gives students the opportunity to deepen their existing knowledge or try a completely different subject.

- Students taking arts subjects at Higher or Advanced Higher level might like to study maths or science to broaden their skills. Or they might opt for an Open University module which relates closely to their Higher or Advanced Higher subjects – improving their knowledge and helping them to approach topics in a different way.
- Students have access to the entire OU library which they can use not only for their YASS module but for the other subjects they are studying as well.
- YASS students are treated just the same as all other OU students and can obtain specialised student and IT support if required. They also have access to guidance about course choice and careers options through The OU website.

Taking a YASS module can help students' applications to university or college stand out and contribute valuable content to their personal statements. YASS qualifications can be entered on the education section of UCAS application forms. YASS modules can also add valuable content to CVs and job applications.

The Open University

NPA Modern Agriculture Level5

NPA Modern Agriculture

Kirkcudbright Academy have created a partnership with local agricultural suppliers Tarff Valley, who are a registered training provider, to offer this exciting opportunity for our students to gain the National Progression Award in Modern Agriculture at Level 5.

The NPA Investigation of Modern Agriculture is for anyone who wishes to develop their knowledge of and/or embark on a career in the agricultural sector.

It is designed for learners who have no prior knowledge or experience of the agricultural sector which makes it an ideal 'introduction' and entry on to an agriculture pathway.

The Investigation of Modern Agriculture is designed to provide you with an introduction to modern practices in agriculture and to encourage you to consider the industry as a viable career opportunity.

Which topics are covered:

The NPA in Investigation of Modern Agriculture looks at the changing face of agriculture today, including the role of technology and precision farming as well as opportunities for diversification.

Students will consider what forms of agriculture exist in their local area and how they have come to be (including the influences of factors such as soils, climate, population and infrastructure).

The course comprises 3 Units Example units:

• Agriculture: Investigation of local Agriculture
• Agri-tourism: An Introduction
• Agri-tech and Precision Farming: An Introduction

Assessment

Under the guidance and supervision of the employer, you will undertake a range of work experience. You will be observed on site and your host will provide feedback on performance.

A combination of classroom and practical session delivered at the Academy or on site will ensure that you cover all the requirements of the units including any assessment evidence.

It is likely that you will be tasked with some project work, land based research activity and self-study work. This will be on-going and contribute to course achievement. Roles and Responsibilities of the young person:

- Attend work placement one day a week at a suitable site on agreed day.
- Keep a record of skills developed and provide evidence from the work place.
- Provide times for the employability assessor to observe you in the workplace.
- Arrange transport to and from work experience.

How will I know it is right for me?

An induction will take place to prepare you for the workplace and explain the course. Pre placement checks will be carried out by Tarff Staff on all sites before you go out on work placement.

TARFF
AGRICULTURAL MERCHANTS

What future options are available to me if I am successful on this course?

- 26 week paid pre-apprenticeship course (SCQF 4)
- Modern Apprenticeship in Agriculture SCQF 6 (earn while you learn) .
- Specialist dairy Apprenticeship SCQF 6 (earn while you learn)
- Continuing to study at school.
- Progressing on to study at college.

Course Summary

This qualification allows candidates the opportunity to undertake extended farm work experience with a view to following a more specialist agricultural qualification

See Mr Henry for more details.

Food and Drink Technologies

Foundation Apprenticeship

What is a Food and Drink Technologies Foundation Apprenticeship?

The Foundation Apprenticeship in Food and Drink Technologies can support learners into careers in areas such as new product development, food and drink science, nutrition, technology and manufacturing, and design and marketing.

Foundation Apprenticeships provide you with work-based learning qualification which include the following attributes:

- Good communication skills
- Team working skills
- Ability to think creatively
- Problem solving

Foundation Apprenticeships provide you with transferable skills that will help you to tackle challenges in your learning, work, and life.

- Reflect on how you approached a project or task.
- Consider how it went and if you improved the outcome

What makes your Foundation Apprenticeship in Food and Drink Technologies different from other school subjects?

- The difference is the industry insight and work experience you will gain as you spend time out of school attending college or a training centre and at an employer.
- Your Foundation Apprenticeship requires the same level of effort as other school subjects and will require more time
- You will be expected to prepare and reflection tasks you study before, during and after your lessons
- Your work placement attendance and passing your assessments is essential for achievement of your Foundation Apprenticeships.

How is the Food and Drink Technologies Foundation Apprenticeship assessed?

You will:

Gather evidence of the work you have done for your Foundation Apprenticeship

Assessment will include candidates completing a test under closed book conditions, the production of a portfolio which will include a written report and evidence of practical tasks, and a research project.

This means there is no need for a final exam as:

- The qualifications that make up your Foundation Apprenticeship are designed to develop and assess skills and knowledge in the chosen vocational area.
- They link to National Occupational Standards which specify UK standards of performance that people are expected to achieve in their work.
- Every piece of work earns you credits, and it all contributes towards getting your final Foundation Apprenticeship qualification.
- You will receive continuous feedback on your progress from your learning provider as you work through all your tasks and assignments.

You must make sure you complete all your tasks fully and on time for your Learning Provider to assess your work and submit what you have achieved. This is important as the Foundation Apprenticeship qualification can support your future pathway into further learning and/or employment.

How does a Foundation Apprenticeship compare to a Higher?

As a Foundation Apprenticeship has the same level of learning as an SQA Higher (SCQF Level 6), the Foundation Apprenticeship can be used to support progression to employment, College, or University. But it is important you understand that as the method of learning is different from a Higher, your workload will be greater as it involves industry experience through your work placement and assessment of industry knowledge. You will be learning and being assessed in different ways, and you will be able to evidence your experiences in the workplace whilst still at school.

Creative and Digital Media

Foundation Apprenticeship

The Creative and Digital Media Foundation Apprenticeship helps pupils prepare to enter a career in the creative industries, developing the skills needed to succeed in areas including TV, radio, film, design, journalism, cultural heritage and more.
Foundation Apprenticeships provide you with a work-based learning qualification which includes the following attributes:

- Good communication skills
- Team working skills
- Ability to think creatively
- Problem solving

Foundation Apprenticeships provide you with transferable skills that will help you to tackle challenges in your learning, work, and life.

During your apprenticeship you will:

- Reflect on how you approached a project or task and
- Consider how it went and if you improved the outcome

What makes your Foundation Apprenticeship in Creative and Digital Media different from other school subjects?

The difference is the industry insight and work experience you will gain as you spend time out of school attending college or a training centre and at an employer.

Your Foundation Apprenticeship requires the same level of effort as other school subjects and will require more time You will be expected to prepare and reflect on tasks you study before, during and after your lessons.

Your work placement attendance and passing your assessments is essential for achievement of your Foundation Apprenticeship.

Assessment

You will:

- Gather evidence of the work you have done for your Foundation Apprenticeship
- Assessment may involve writing an essay explaining the importance and strength of storytelling in the Creative Industries and the development of a portfolio of completed tasks. These practical and knowledge-based assessments will be completed under a combination of closed and open book assessments.

This means there is no need for a final exam as

- The qualifications that make up your Foundation Apprenticeship are designed to develop and assess skills and knowledge in the chosen vocational area.
- They link to National Occupational Standards, which specify Uk standards of performance people are expected to achieve in their work.
- Every piece of work earns you credits, and it all contributes towards getting your final Foundation Apprenticeship qualification.
- You will receive continuous feedback on your progress from your learning provider as you work through all your tasks and assignments.

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Social Services and Healthcare

Foundation Apprenticeship

A Social Services and Healthcare Foundation Apprenticeship can help you get a head start in a rewarding career across a wide range of roles. These could include adult or children's nurse, care assistant, care home manager, residential support worker or social worker. Foundation Apprenticeships provide you with work-based learning qualification which includes the following attributes:

- Good communication skills
- Team working skills
- Ability to think creatively
- Problem solving

Foundation Apprenticeships provide you with transferable skills that will help you to tackle challenges in your learning, work, and life.

During your apprenticeship you will:

- Reflect on how you approached a project or task and
- Consider how it went and if you improved the outcome

What makes your Foundation Apprenticeship in Children & Young People different from other school subjects?

The difference is the industry insight and work experience you will gain as you spend time out of school attending college or a training centre and at an employer.

Attendance depends on whether you are on a 1 year or a 2-year programme:

■ 1 year = 1 day with employer and 1 day or 2 half days at School. (S6)
■ 2 years = 1st year – 1 day a week at School with some employer input
= 2nd year = 1 day a week at work placement (S5)

- Your Foundation Apprenticeship requires the same level of effort as other school subjects and will require more time.
- You will be expected to prepare and reflect on tasks you study before, during and after your lessons, just like other school subjects.
- Your work placement attendance and passing your assessments is essential for achievement of your Foundation Apprenticeship.

Assessment

You will:

- Gather evidence of the work you have done for your Foundation Apprenticeship.
- Assessment may include the creation of a learner folio, practical activities based on case studies contextualised to a children and young people's setting, as well as a research project which can take the format of a web page, a presentation, a folio of evidence or a written report. Assessment of this award will be a combination of practical and knowledge assessments under closed and open-book assessment conditions.

This means there is no need for a final exam as:

- The qualifications that make up your Foundation Apprenticeship are designed to develop and assess skills and knowledge in the chosen vocational area.
- They link to National Occupational Standards, that specify UK standards of performance that people are expected to achieve in their work.
- Every piece of work earns you credits, and it all contributes towards getting your final Foundation Apprenticeship qualification.
- You will receive continuous feedback on your progress from your learning provider as you work through all your tasks and assignments.

You must make sure you complete all your tasks fully and on time for your Learning Provider to assess your work and submit what you have achieved. This is important as the Foundation Apprenticeship qualification can support your future pathway into further learning and/or employment.

How does a Foundation Apprenticeship compare to a Higher?

As a Foundation Apprenticeship has the same level of learning as an SQA Higher (SCQF Level 6), the Foundation Apprenticeship can be used to support progression into employment, college or university. But it is important you understand that as the method of learning is different from a Higher, your workload will be greater as it involves industry experience from your work placement and assessment of industry knowledge.

Social Services: Children and Young People

Foundation Apprenticeship

A Foundation Apprenticeship in Social Services: Children and Young People will set you up for a wide range of roles in a vital sector with great opportunities for progression.
You could be looking after young children and supporting their families in jobs such as childminder, playworker, social worker, nursery worker or nanny.

Foundation Apprenticeships provide you with work-based learning qualification which includes the following attributes :

- Good communication skills
- Team working skills
- Ability to think creatively
- Problem solving

Foundation Apprenticeships provide you with transferable skills that will help you to tackle challenges in your learning, work, and life.

During your apprenticeship you will:

- Reflect on how you approached a project or task and
- Consider how it went and if you improved the outcome.

What makes your Foundation Apprenticeship in Children & Young People different from other school subjects?

The difference is the industry insight and work experience you will gain as you spend time out of school attending college or a training centre and at an employer.

Attendance depends on whether you are on a 1 year or a 2-year programme:

- 1 year = 1 day with employer and 1 day or 2 half days at School. (S6)
- 2 years = 1st year – 1 day a week at School with some employer input
= 2nd year = 1 day a week at work placement (S5)

- Your Foundation Apprenticeship requires the same level of effort as other school subjects and will require more time.
- You will be expected to prepare and reflect on tasks you study before, during and after your lessons, just like other school subjects.
- Your work placement attendance and passing your assessments is essential for achievement of your Foundation Apprenticeship.

Assessment

You will:

- Gather evidence of the work you have done for your Foundation Apprenticeship.
- Assessment may include the creation of a learner folio, practical activities based on case studies contextualised to a children and young people's setting, as well as a research project which can take the format of a web page, a presentation, a folio of evidence or a written report. Assessment of this award will be a combination of practical and knowledge assessments under closed and open-book assessment conditions.

This means there is no need for a final exam as:

- The qualifications that make up your Foundation Apprenticeship are designed to develop and assess skills and knowledge in the chosen vocational area.
- They link to National Occupational Standards, that specify UK standards of performance that people are expected to achieve in their work.
- Every piece of work earns you credits, and it all contributes towards getting your final Foundation Apprenticeship qualification.
- You will receive continuous feedback on your progress from your learning provider as you work through all your tasks and assignments.

You must make sure you complete all your tasks fully and on time for your Learning Provider to assess your work and submit what you have achieved. This is important as the Foundation Apprenticeship qualification can support your future pathway into further learning and/or employment.

How does a Foundation Apprenticeship compare to a Higher?

As a Foundation Apprenticeship has the same level of learning as an SQA Higher (SCQF Level 6), the Foundation Apprenticeship can be used to support progression into employment, college or university. But it is important you understand that as the method of learning is different from a Higher, your workload will be greater as it involves industry experience from your work placement and assessment of industry knowledge.

College Academy

Before applying please contact Mr Henry at Kirkcudbright Academy for details.

At Kirkcudbright Academy we are continually looking to offer our students a wide and varied curriculum, and we are pleased to be able to include the College Academy courses as part of our offer for this year.

The College Academy is an initiative run jointly between Dumfries and Galloway Education Department and Dumfries and Galloway College, where students can access courses delivered by the college across the Region, however, mainly at Dumfries and Galloway College.

To view the full list of courses available go to the Dumfries and Galloway College Website:

https://www.dumgal.ac.uk

Unfortunately due to the rural nature of Kirkcudbright Academy, and the small number of students who opt for the College Academy Options, **students will have to arrange their own transport and pay any travel costs,** as no funding is available to the school for this provision.

It should also be noted that due to the travel time, to and from the college these courses may impact on the study of other courses followed at the school.

Cyber Security

NPA (SCQF Level 4 & 5)

Course Outline

NPA Cyber Security is designed to raise awareness of cyber security and fill the current skills gap in this field. It is the first school-based national qualifications in cyber security to be developed and will prepare students for further studies and future employment in this area.

Purpose and Aims

• Address the current national skills gap in cyber security

• Enable students to contribute to safer virtual communities

• Enable leaners to identify security weakness safely, legally and ethically

• Encourage new students to have better cyber hygiene

• Develop cyber security skills to underpin employment

• Prepare students for further study by developing cyber security skills

• Make students aware of the ethical, legislative and professional factors that must be considered when dealing with cyber security

Course Content:

There are three units of study:

• **Data Security**: The legal and ethical obligations around storing and sharing personal and business data. The causes and effects of data security breaches. Protecting data against security breaches.

• **Digital Forensics**: The digital forensics process and applying relevant techniques in acquiring data. How to examine digital evidence.

• **Ethical Hacking:** The current tools and techniques used by ethical and malicious hackers to compromise computer systems. The current legislation relating to computer crime and hacking. Perform a routine penetration test on a computer system within a controlled environment.

Course Assessment:

The course assessment has three components units.

• **Data Security** level 4 and level 5

• **Digital Forensics** level 4 and level 5

• **Ethical hacking** level 4 and level 5

There is a practical activity and a multiple-choice test for each unit. The NPA group award is for passing all three of the units, at the same level.

Student Eligibility:

- From S3 – with teacher recommendation
- National 4 Computing Science (with teacher recommendation),
- National 5 Units or alternative equivalent SCQF level 4 qualification

Progression:

Progression to the HNC Cyber Security course can be made from level 5 or level 6. This award (with other qualifications) may permit progression to degree courses in cyber security"

This course will run over two years as detailed below:

- Year 1: pupils can gain the Data Security unit
- Year 2: pupils can gain Digital Forensics unit
- Both year 1 & 2, pupils have the opportunity to gain the full course award

Engineering Science

Electronics & Control (SCQF Level 6)

Unit Aims

Engineering brings together elements of technology, science and mathematics, and applies these to real-world challenges. This course provides an excellent opportunity to make links across learning in the senior phase.

The general aim of this Unit is to develop a deep understanding of electronic control systems. Learners will investigate and explore engineering problems and design, simulate, construct, test and evaluate solutions.

Engineering shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields that include climate change, medicine, IT and transport.

This unit provides a broad and challenging exploration of engineering, enabling candidates to:

- extend and apply knowledge and understanding of key engineering concepts, principles and practice.
- understand the relationships between engineering, mathematics and science.
- apply analysis, design, construction and evaluation to a range of engineering problems with some complex features.
- communicate engineering concepts clearly and concisely, using appropriate terminology.
- develop a greater understanding of the role.

Skills, knowledge and understanding for the unit

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

- analysing engineering problems with some complex features.
- .designing, developing, simulating, building, testing and evaluating solutions to engineering problems in a range of contexts.
- investigating and evaluating existing and emerging technologies.
- communicating engineering concepts clearly and concisely, using appropriate terminology.

Learners who complete this Unit will be able to:

- Develop analogue electronic control systems
- Develop digital electronic control systems
- Develop programmable control systems

Student Eligibility

Entry to this Unit is at the discretion of the centre.

However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- National 5 Physics & National 5 Maths

Assessment

For this Unit, students will be required to demonstrate technological skills, knowledge and understanding in the context of electronic control systems.

Evidence of Outcomes may be demonstrated by carrying out practical design and development tasks, supplemented by oral or written evidence of testing and evaluation.

Evidence of Outcomes and Assessment Standards may be generated during one or more activities. Although students are expected to develop a range of digital, analogue and programmable control systems.

Mental Health and Wellbeing

Influences on Mental Health and Wellbeing Level 5 (also available at Level 4)

General interest

Outcome 1 - Describe factors that may influence mental health and wellbeing.
You will describe social factors, environment factors, personal factors and cultural factors which may influence mental health and wellbeing in individuals. You will also describe how some groups and populations may be more vulnerable to developing mental health and wellbeing issues than others.

Outcome 2 - Describe the influence of technology and social media on mental health and wellbeing.
You will describe how technology influences feelings of connection and disconnection and the positive and negative feelings connected to social media. You will describe the impact of social media on loneliness, isolation and mood and also consider coping strategies which relate specifically to social media.

Photography

The photography project assesses candidates' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice.

Candidates will research and investigate their project topic. Drawing on this material, they develop their own creative response by carrying out practical photographic work. From this development work, candidates select and present a series of 12 images which communicate the project topic. Candidates also evaluate the effectiveness of their photographic work and practice.

Section 1 — planning, research, and investigation
Section 2 — development and production
Section 3 — evaluation

Creative Elective

There are many alternative course awards within the Expressive Arts that build creative skills outside of Music, Drama and Art. If you opt for this elective, you will get to choose one of the following:

• National Progression Award in Music Theatre (unit)
• Creative Industries Unit
• Photography Unit
• National Progression Award in Recording and Producing
• Music Leadership Award – Royal Conservatoire of Scotland
• ABRSM Grade 5 Music Theory Support

If you wish to find out any more information, please speak with Miss Gill

Bricklaying

Unit purpose

This Unit is suitable for learners who have little or no brickwork experience. The Unit requires the learner to measure and set out simple brickwork, select and maintain tools, demonstrate the basic knowledge required and build short lengths of one brick walls. Underpinning knowledge will be required to build one brick walling. Learners who achieve this Unit should feel confident in progressing further in the Construction Craft Industry.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Demonstrate the knowledge and understanding required to build one brick thick walls.
- 2 Measure and set out one brick thick walls.
- 3 Build one brick thick walls.
- 4 Build an extended length of a one brick thick wall.

Learners must adhere to relevant Health and Safety regulations and legislation relating both to working practices within the construction environment, as well as those specific to any practical task they are requested to carry out (such as emphasising the importance of selecting and using the correct PPE at all times).

Criminology

The History & Development of Criminology (SCQF level 5)

Criminology is the scientific study of crime, including its causes, responses by the criminal justice system, and methods of prevention.

Leaners will study the nature and extent of crime, crime in the community, forensic science and crime.

This unit is designed to introduce learners to the historical development of criminology as an academic discipline. The learner will develop an understanding of the wide and varied development of theories and concepts concerning the nature of crime and the criminal throughout time. The intention is to provide a general introduction to the broad development of the usefulness of the discipline in explaining crime and criminality rather than an exhaustive analysis.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Describe the contribution of philosophy and biology to the early development of criminology.
- 2 Describe the contribution of sociology and psychology to 20th century criminology.

Statistics

Statistics (SCQF Level 6)

The general aim of this Unit is to develop skills that focus on the use of statistical ideas and valid strategies that can be applied to managing statistics in real-life contexts which may be new to the learner. This includes skills in interpreting and analysing graphs and statistical diagrams, applying skills to the normal distribution, applying statistical skills to data analysis, interpretation and communication and determining the equation of linear regression and using it for prediction.

Outcomes and assessment standards Outcome 1

The learner will:

1 Use statistical skills in real-life contexts by:

1.1 Applying statistical literacy skills to data

1.2 Applying statistical skills to normally distributed data

1.3 Applying statistical skills to correlation and linear regression

1.4 Applying statistical skills to data analysis, interpretation and communication

Outcome 2

The learner will:

2 Produce a statistical analysis on given data set(s) by:

2.1 Undertaking a correlation and regression analysis

2.2 Undertaking a data analysis

Young Enterprise