



SGOIL LIONACLEIT

S4, S5 & S6 CHOICES BOOKLET

This booklet contains the subject choices for senior students, including core subjects like math and English and specialised subjects such as media and psychology. It also provides options for work skills and foundation apprenticeships.

Table of Contents



ADMINISTRATION AND IT

5



APPLICATIONS OF MATHEMATICS

6



ART AND DESIGN

7



BIOLOGY

9



CHEMISTRY

11



COMPUTING SCIENCE

13



CREATIVE INDUSTRIES

15



CROFTING

16



ENGINEERING SKILLS

17



ENGLISH

18



NPA ENTERPRISE AND EMPLOYABILITY SCQF LEVEL 5

20



FA | BUSINESS SKILLS

21



FA | CREATIVE AND DIGITAL MEDIA

22



FA | ENGINEERING

23



FA | FOOD AND DRINK

24



FA | SOCIAL SERVICES AND HEALTHCARE

25



FA | SOCIAL SERVICES (CHILDREN & YOUNG PEOPLE)

26



Gaelic (Learners)

27



Gàidhlig

29



GEOGRAPHY

31



GERMAN

33



GRAPHIC COMMUNICATION

36



HISTORY

38



HEALTH & FOOD TECHNOLOGY

40



HOME ECONOMICS PRACTICAL COOKERY

42



HOSPITALITY SCQF LEVEL 4/5

43



MATHEMATICS

44



MARITIME

46



MEDIA

48



MODERN STUDIES

49



MUSIC

51



PHYSICAL EDUCATION

53



PHYSICS

55



PSYCHOLOGY

57



PRACTICAL METALWORKING

58



PRACTICAL WOODWORKING

59



SPORT AND RECREATION

60



TRAVEL AND TOURISM

61

ADMINISTRATION AND IT

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs C Brown.](#)

BROAD DESCRIPTION

Administration and IT develops candidates' organisational and IT skills. Candidates develop an understanding of administration in the workplace and the IT skills required for the role.

NATIONAL 4

The course consists of 4 units.

- ❖ Administrative Practices.
- ❖ IT Solutions for Administrators.
- ❖ Communication in administration.
- ❖ Administration and IT Assignment.

NATIONAL 5

This course enables candidates to apply:

- ❖ Skills in using spreadsheets, databases, presentations, word-processing and desktop publishing.
- ❖ Skills for using technology for electronic communication and sourcing information.
- ❖ Skills in problem solving.
- ❖ Theory of administration in the workplace.

HIGHER

This course enables candidates to:

- ❖ Complete integrated tasks requiring advanced skills in digital technologies to produce, process and manage information and solve problems.
- ❖ Complete integrated tasks requiring skills in electronic research to source complex information.
- ❖ Complete integrated tasks requiring effective communication, taking account of its context, purpose, and audience.
- ❖ Apply knowledge and understanding of effective administration in the workplace to a set of written questions.

ASSESSMENTS

- ❖ National 4 - units are assessed internally, all units including the assignment must be passed in order to achieve the award.
- ❖ National 5 and Higher – candidates are assessed externally through 2 components:
 - Component 1: Question Paper worth 50 marks (42%)
 - Component 2: Assignment worth 70 marks (58%)

PROGRESSION

The course opens up a range of progression routes to further education, including other National Qualifications:

- ❖ Skills for Work.
- ❖ National Progression Awards.
- ❖ National Certificates.



APPLICATIONS OF MATHEMATICS

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs C Brown](#).

BROAD DESCRIPTION

The Applications of Mathematics Course enables learners to apply mathematical ideas and strategies. This provides learners with the knowledge and understanding to manage finances, statistics, geometry and measurements in real-life contexts.

NATIONAL 3

There are 3 units:

- ❖ Applications of Mathematics: Manage Money and Data.
- ❖ Applications of Mathematics: Shape, Space and Measures.
- ❖ Numeracy.

The Course, which includes the freestanding Unit in Numeracy at SCQF level 3, will motivate and challenge learners by enabling them to select and apply mathematical and numerical skills in a variety of mathematical and real-life situations.

NATIONAL 5

There are no units in this course. The course follows a varied approach to meet the challenges of real-life problems based on the skills required in numeracy, finance, statistics, measurement, geometry, data and probability.

NATIONAL 4

There are 4 units:

- ❖ Applications of Mathematics: Managing Finance and Statistics.
- ❖ Applications of Mathematics: Geometry and Measures.
- ❖ Numeracy.
- ❖ Applications of Mathematics Test.

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

N5 EXTERNAL ASSESSMENT

The assessment has two components:

Component 1: question paper - paper 1 (non-calculator). 45 marks, 1 hour and 5 minutes.

Component 2: question paper - paper 2, 65 marks, 2 hours.

PROGRESSION PATHS

Linear progression

- ❖ N5 will lead to Higher Application of Mathematics.
- ❖ Other qualifications in mathematics or related areas, e.g. Skills for Work courses, National Progression Awards, National Certificate Group Awards.
- ❖ Further study, employment or training.

HIGHER

This Course enables candidates to:

- ❖ Complete integrated tasks requiring advanced skills in digital technologies to produce, process and manage information and solve problems.
- ❖ Complete integrated tasks requiring skills in electronic research to source complex information.
- ❖ Complete integrated tasks requiring effective communication, taking account of its context, purpose, and audience.
- ❖ Apply knowledge and understanding of effective administration in the workplace to a set of written questions.



ART AND DESIGN

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mr K MacDonald](#).

BROAD DESCRIPTION

The Art and Design courses in S1, S2 and S3 are designed to help build up and develop students' skills and abilities so that they grow in confidence and understanding and are able to communicate creatively and express themselves visually.

Projects are designed to provide a wide-ranging experience of Art and Design, helping students to progress through the Curriculum for Excellence levels and preparing them for the National courses in S4, S5 and S6.

NATIONAL 4

There are 3 parts to the National 4 Art and Design course:

1. EXPRESSIVE UNIT

Students choose a topic for their Expressive work (Landscape, Portrait, Still-Life or a combination of these) and explore their theme, producing observational drawings, studies, and development work in response to a given stimuli. Knowledge and understanding of artists and their work and practice will also be assessed.

2. DESIGN UNIT

Students choose a topic for their Design work (Graphic Design, Costume Design, Jewellery Design etc) and explore their theme, showing that they can produce creative ideas in response to a given Design brief. Students will produce investigative studies and market research and will use this to develop their design ideas. Knowledge and understanding of designers and their work and practice will also be assessed.

3. ADDED VALUE UNIT

Students will draw on, extend and apply the skills and knowledge they have learned during the National 4 course to produce 1 piece of finished Expressive work, and 1 piece of finished Design work. **All work on the Nat 4 course is internally assessed.**

NATIONAL 5

There are 3 parts to the National 5 Art and Design course:

1. EXPRESSIVE FOLIO

Students choose a topic for their Expressive work (Landscape, Portrait, Still-Life or a combination of these) and produce a portfolio of artwork on that theme, showing skills with materials and the ability to successfully develop an idea into a piece of finished artwork.

2. DESIGN FOLIO

Students choose an area of Design (Graphic Design, Costume Design, Jewellery Design etc) and produce a portfolio of work exploring ideas, which they go on to develop into a finished, successful piece of design work.

3. EXAM

The National 5 Art and Design exam has 2 sections, Expressive and Design. Students will write about artists/designers they have studied during the course, and also analyse examples of artist's/designer's work. **All work on the National 5 course is externally assessed.**

The course assessment has 3 components:

Component 1: question paper, 50 marks, 1 hour 30 mins.

Component 2: expressive portfolio 100 marks.

Component 3: design portfolio.

HIGHER

There are 3 parts to the Higher Art and Design course:

1. EXPRESSIVE FOLIO

Students choose a topic for their Expressive work (Landscape, Portrait, Still-Life or a combination of these) and produce a portfolio of artwork on that theme, showing highly developed skills with materials and the ability to imaginatively and successfully develop an idea into a well-considered piece of finished artwork.

2. DESIGN FOLIO

Students choose an area of Design (Graphic Design, Costume Design, Jewellery Design etc) and produce a portfolio of work, imaginatively and exhaustively exploring ideas, which they go on to develop into a successful and highly finished piece of design work.

3. EXAM

The Higher Art and Design exam has 2 sections, Expressive and Design. Students will write about an artist/designer they have studied during the course, and also analyse examples of artist's/designer's work. **All work on the Higher course is externally assessed.**

ADVANCED HIGHER

Students can choose either an Expressive or Design option for their studies.

There are 2 parts to the Advanced Higher Art and Design course:

1. FOLIO

Students choose a theme or topic for their practical work and explore this theme imaginatively, exhaustively and in depth, producing artwork or design work and experimenting with materials and ideas, as they work towards a successful conclusion. The course focuses on creativity, problem solving and self-critical analysis.

2. CRITICAL ESSAY

Students choose a work of either Art or Design which has some relevance to the topic/theme they have been exploring in their practical folio. They produce an essay in which they analyse the work, and write about its influences and inspirations, as well as exploring the culture and society it was created in. **All work on the Advanced Higher course is externally assessed.**

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs C Brown.](#)

BROAD DESCRIPTION

Biology affects everyone and aims to find solutions to many of the world's problems. Biology, the study of living organisms, plays a crucial role in our everyday existence, and is an increasingly important subject in the modern world. Advances in technologies have made this varied subject more exciting and relevant.

Biology Courses encourage the development of skills and resourcefulness, which lead to pupils becoming confident individuals. Successful learners in biology are able to think creatively, analyse and solve problems.

NATIONAL 3

There are 3 units:

- ❖ Cell Biology
- ❖ Multicellular Organisms
- ❖ Life on Earth

An experimental and investigative approach is used to develop knowledge and understanding of biology concepts.

NATIONAL 4

There are 4 units:

- ❖ Cell Biology
- ❖ Multicellular Organisms
- ❖ Life on Earth
- ❖ Added Value

A range of approaches are used to develop knowledge and understanding and skills for learning, life and work.

NATIONAL 5

There are 3 units:

- ❖ Cell Biology
- ❖ Multicellular Organisms
- ❖ Life on Earth

A range of approaches are used to develop knowledge and understanding and skills for learning, life and work.

N5 EXTERNAL ASSESSMENT

This assessment has 2 components:

Component 1: question paper, 100 marks, 2 hours and 30 minutes.

Component 2: assignment, 25 marks, 8 hours of which a maximum of 1 hour and 30 minutes is allowed for the report stage.

PROGRESSION PATHS

Linear progression

- ❖ N5 will lead to Higher Biology.

Skills progression

- ❖ Develop scientific inquiry, investigative and analytical thinking skills.
- ❖ Develop the use of technology, equipment and materials in practical activities
- ❖ Develop problem solving skills.
- ❖ Use and understand scientific literacy, in everyday contexts, to communicate ideas and issues.
- ❖ Develop the knowledge and skills for more advanced learning in Biology.

HIGHER

There are 3 units:

- ❖ DNA and the Genome
- ❖ Metabolism and Survival
- ❖ Sustainability and Interdependence

The course provides opportunities for pupils to acquire:

- ❖ knowledge and understanding of biological concepts, facts, ideas and techniques and the applications of biology in society and industry
- ❖ skills in problem solving and practical abilities
- ❖ positive attitudes such as being open-minded and being willing to recognise alternative points of view; having an interest in biology, in themselves and their environment; being aware that they can make decisions which affect the well-being of themselves, others, and the quality of their environment.

EXTERNAL ASSESSMENT

The end of course exam is a question paper: 20 marks for multiple choice and 80 marks for short and extended answer questions.

The assignment is worth 20 marks and will assess the application of skills of scientific inquiry and related biology knowledge and understanding.

ADVANCED HIGHER

There are 3 units:

- ❖ Cell and Proteins (unit 1)
- ❖ Organisms and Evolution (unit 2)
- ❖ Investigative Biology (unit 3)

The course provides candidates with the opportunity to develop a deeper understanding of the cell by studying the key roles of proteins within the cell. This understanding of cellular processes is then related to physiological function. At the whole-organism scale, the course explores how sexual reproduction and parasitism are major drivers of evolution. This allows candidates to develop a deeper understanding of the mechanism of evolution, the biological consequences of sexual reproduction and the biological inter-relationships involved in parasitism.

The course provides a deeper understanding of laboratory and fieldwork techniques, and in carrying out a biological investigation the candidate has the opportunity to produce an extended piece of scientific work.

EXTERNAL ASSESSMENT

- ❖ Project – 25% of final grade.
- ❖ Exam – 75% of final grade:
 - Section A – 25 marks from multiple choice questions
 - Section B – 65 marks from structured questions

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs C Brown.](#)

BROAD DESCRIPTION

Chemistry is the study of matter and its interactions. It explains the links between the nature of matter and the properties of the world. Chemistry research and development is essential in creating new products and the industry is a major contributor to the world economy.

An investigatory approach is encouraged in Chemistry, with learners developing their skills and KU by investigating a range of chemistry applications and issues.

NATIONAL 3

There are 3 units:

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

An experimental and investigative approach is used to develop KU of Chemistry concepts.

NATIONAL 5

There are 3 units:

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

A range of approaches are used to develop KU and skills for learning, life and work.

NATIONAL 4

There are 4 units:

- ❖ Chemical Changes and Structure
- ❖ Nature's Chemistry
- ❖ Chemistry in Society
- ❖ Added Value

A range of approaches are used to develop KU and skills for learning, life and work.

N5 EXTERNAL ASSESSMENT

This assessment has 2 components:

Component 1: question paper 100 marks, 2 hours and 30 minutes.

Component 2: assignment, 20 marks 8 hours, of which a maximum of 1 hour and 30 minutes is allowed for the report stage.

PROGRESSION PATHS

Linear progression

- ❖ N5 will lead to Higher Chemistry.

Skills progression

- ❖ develop scientific inquiry, investigative and analytical thinking skills
- ❖ develop the use of technology, equipment and materials in practical activities
- ❖ develop problem solving skills use and understand scientific literacy, in everyday contexts, to communicate ideas and issues.

HIGHER

There are 4 units:

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

The course provides opportunities for pupils to acquire:

- ❖ Knowledge and understanding of chemical facts, theories and symbols
- ❖ The ability to solve chemical problems

- ❖ The ability to carry out chemical techniques and investigations
- ❖ positive attitudes, by helping candidates to be open-minded and willing to recognise alternative points of view, and to be interested in science and aware that they can take decisions which affect the well-being of themselves and others, and the quality of their environment.

EXTERNAL ASSESSMENT

The end of course exam is a question paper: 20 marks multiple choice and 80 marks for short and extended answer questions.

The assignment is worth 20 marks and will assess the application of skills of scientific inquiry and related chemistry knowledge and understanding.

ADVANCED HIGHER

There are 3 units:

- ❖ Inorganic and Physical Chemistry Principles of Chemical Reactions
- ❖ Organic Chemistry and Instrumental Analysis
- ❖ Researching Chemistry

The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. The Course also develops the skills of independent study and thought that are essential in a wide range of occupations.

EXTERNAL ASSESSMENT

- ❖ Investigation (30 marks) – 23% of final grade.
- ❖ Exam (100 marks) – 77 % of final grade
 - Section A – 20 marks from multiple choice questions
 - Section B – 80 marks from restricted and extended questions and calculations

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs C Brown.](#)

BROAD DESCRIPTION

As well as allowing pupils to develop their generic skills in Numeracy, ICT and Thinking these courses develop specific Computer Science skills.

Computational thinking skills include the ability to:

- ❖ See a problem and its solution at many levels of detail.
- ❖ The ability to design a step-by-step strategy to solve a problem.
- ❖ Break down a task and explain it to someone else.
- ❖ Recognise patterns.

NATIONAL 3

There are 2 units:

- ❖ Building Digital Solutions
- ❖ Information Solutions

To pass this course you must pass both units which are internally assessed. There is no final exam.

NATIONAL 5

There are 3 units:

- ❖ Software Design and Development
- ❖ Information System Design and Development
- ❖ Course Assessment

NATIONAL 4

There are 3 units:

- ❖ Software Design and Development
- ❖ Information System Design and Development
- ❖ Added Value Unit

This course is internally assessed by a practical task.

N5 EXTERNAL ASSESSMENT

This assessment has 2 components:

Component 1: question paper 110 marks, 2 hours.

Component 2: assignment, 50 marks.

PROGRESSION PATHS

Linear progression

- ❖ National 4 to National 5
- ❖ National 5 to Higher
- ❖ Higher to Advanced Higher

Skills progression

Computational Thinking Skills are applicable in a variety of other subjects and post school contexts.

HIGHER

Entry requirements

- ❖ N5 Computing Science.
- ❖ S5/6 with good Maths would be considered.

Content

Software Design and Development

Learners will develop programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work. They will also develop an understanding of computer architecture and the concepts that underpin how programs work. Through investigative work, learners will gain an awareness of the impact of contemporary computing technologies.

Information System Design and Development

Learners will apply their computational thinking skills to implement practical solutions using a range of development tools and to develop an understanding of the technical, legal, environmental, economic and social issues related to one or more information systems.

Assessment Unit

Units will be assessed by a task combining a practical task and a report.

Course

Component 1: Question Paper 90 marks (exam)

Component 2: Assignment 60 marks (Coursework task)

ADVANCED HIGHER

Entry requirements

Higher Computing Science

Units

Software Design and Development

This Unit explores a range of advanced concepts and processes relating to software design and development, including complex algorithms, data structures and high-level programming. Learners will develop skills in designing, developing, testing and evaluating well-structured, modular programs.

Information System Design and Development

This Unit explores a range of advanced concepts and processes relating to the design and development of complex information systems.

Course assessment structure

Component 1: project 90 marks

Component 2: question paper 60 marks

PROGRESSION

- ❖ a range of computing-related Higher National Diplomas
- ❖ degrees in Computing Science or related disciplines
- ❖ careers in computing, IT and/or related areas.



CREATIVE INDUSTRIES

For all enquiries with this qualification, please see: [DHT LINK – Mr R Gillies](#).

BROAD DESCRIPTION

Creative Industries course develops knowledge and skills required for work or study in the creative industries. The course covers Introduction to Creative Industries, Creative Industries Skills, Creative Process, and a Creative Project. Learners gain job awareness and transferable employability skills, including:

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

SCQF LEVEL 5

There are 4 mandatory units:

- ❖ Creative Industries: An introduction
- ❖ Creative Industries: Skills Development
- ❖ Creative Industries: The Creative Process
- ❖ Creative Industries: Creative Project

ASSESSMENT

This assessment has 3 Outcomes.

Outcome 1: Investigate practical skills.

Outcome 2: Develop own practical skills.

Outcome 3: Evaluate own practical skills.



For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs C Brown.](#)

BROAD DESCRIPTION

The Crofting Year is a National Progression award in Crofting which gives young people the opportunity to experience real-life situations on a working croft. Over the two years of the course they have the opportunity to develop the wide range of practical skills that are vital for any crofter. They receive expert guidance and training from the Crofter/Tutor in the field and this is backed up in the classroom by the Teacher/Tutor.

In addition to the many practical skills that will be experienced, time will be spent gaining an understanding of the history of crofting as well as the place of crofting in the local community and also the regulation of crofting. Opportunities for diversification will also be considered and the intimate relationship with the local ecology and the issue of sustainability will be investigated.

Above all, the young people will be given the opportunity to experience crofting first hand and to develop a passion for this way of life. While many of them will become crofters themselves, not all the students will go on to work the land, however all of them will gain a much better understanding and appreciation for the place of crofting in Scotland.



ENGINEERING SKILLS

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mr K MacDonald.](#)

BROAD DESCRIPTION

Engineering Skills Course provides a basis for progression into further education or for moving directly into training or employment in an engineering sector by developing the necessary generic and practical skills, knowledge and understanding and employability skills.

It focuses on the broad areas of Mechanical, Fabrication, Electrical, Electronic, Maintenance, and on an element of Design and Manufacture.

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

This Course focuses on developing generic employability skills needed for success in the workplace through a variety of practical experiences in the engineering skills area.

There is considerable flexibility of topics and contexts to facilitate personalisation and choice for learners and centres — and to allow new and stimulating contexts for learning to be built into the Course.

SCQF LEVEL 5

There are 4 mandatory units:

- ❖ Mechanical and Fabrication
- ❖ Electrical and Electronic
- ❖ Maintenance
- ❖ Design and Manufacture

All the Units focus on the development of specific engineering skills.

NATIONAL 5 ASSESSMENT

Assessment involves practical activities which will produce evidence for all the Outcomes.

Assessment of the evidence will cover:

- ❖ interpretation of a drawing or specification
- ❖ the appropriate use of tools, materials and equipment
- ❖ successful involvement in the completion of a task, product or assembly
- ❖ quality checking of their work by the candidate
- ❖ attention to health and safety aspects of working in a workshop type of environment

The assessment of employability skills is integrated in all of the Units and is based on assessor checklists and candidates completing a review sheet once for each unit of the Course.

This review allows the candidate to record their development of employability skills in the context of different skills areas.

The Design and Manufacture Unit selected will also include an introduction to design using a CAD software package.

There is no external assessment for this Course. Learners must successfully complete each Unit to achieve the Course. The Units are internally assessed by centres and externally verified by SQA.

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs MB MacIntyre.](#)

BROAD DESCRIPTION

English is a skills-based subject looking at communication in all its various forms. The aim of the subject is to enable learners to develop the skills of communicating and understanding. Learners study and use Reading, Writing, Listening and Talking skills. Areas of study: literature, language, technical skills, media, language for life, drama, talking and listening. Reading, Writing, Talking and Listening skills are required in all walks of life. Understanding all forms of communication, and being able to express opinions are considered the skills for learning, life and work.

NATIONAL 4

There are 4 units:

- ❖ Analysis and Evaluation
- ❖ Creation and Production
- ❖ Literacy
- ❖ English: Assignment, Reading, Writing, Talking and Listening

NATIONAL 5

The course aims to enable candidates to develop the ability to:

- ❖ read, write, talk and listen, as appropriate to purpose, audience and context,
- ❖ understand, analyse and evaluate texts, including Scottish texts, in the contexts of literature, language and/or the media,
- ❖ create and produce texts, as appropriate to purpose, audience and context, through the application of their knowledge and understanding of language.

N5 EXTERNAL ASSESSMENT

This assessment has 4 components:

Component 1: Reading for Understanding, Analysis and Evaluation, 30 marks, 1 hour.

Component 2: Critical Reading, 40 marks, 1 hour and 30 minutes.

Component 3: Portfolio-writing, 30 marks

Component 4: Performance – spoken language, achieved/not achieved.

PROGRESSION PATHS

Linear progression

National 5 leads to Higher English. It also provides preparation for future learning in other subjects, employment, vocational training and life beyond the classroom.

Skills progression

These skills are at the heart of the curriculum of every subject, but are essential in Media, Social Subjects and RMPS. These skills are useful in careers such as Teaching, Law, and Journalism.

HIGHER

Building on literacy skills, the course develops understanding of the complexities of language, including through the study of a wide range of texts. The course develops high levels of analytical thinking and understanding of the impact of language.

Learners reflect on ideas, relationships, feelings, points of view and motivations, and on how language has been used to convey these. Learners also engage in producing language to clarify and convey these on a personal level.

Learners participate in Reading, Writing, Talking and Listening activities, either individually, in pairs, groups or as part of the whole class. They are expected to be able to organise themselves, work independently and meet deadlines as part of the course.

ASSESSMENT

Component 1: Reading for Understanding, Analysis and Evaluation **(30 marks)**

Component 2: Question paper, Critical Reading **(40 marks)**

Component 3: Portfolio-writing **(30 marks)**

Component 4: Performance-spoken language **(achieved/not achieved)**

ADVANCED HIGHER

Classes are tutorials, with focus on discussion of selected texts. Assessments for the Literary study are in the form of Critical Essays. Work for the Dissertation and Creative Writing Folio is mainly done at home, but the skills development and support are offered during independent study periods. To gain the award of the course, the learner must pass all of the Units as well as the course assessment.

The course is made up of two mandatory Units. The main purpose of the course is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of literary texts.

English: Analysis and Evaluation of Literary Texts (Advanced Higher)

The purpose of this Unit is to provide learners with opportunities to develop skills in the analysis and evaluation of a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience.

English: Creation and Production (Advanced Higher)

The purpose of this Unit is to provide learners with opportunities to create a range of complex and sophisticated texts, as appropriate to different purposes and audiences.

ASSESSMENT

Component 1: Question paper - Literary Study 20 marks

Component 2: Question paper - Textual Analysis 20 marks

Component 3: Portfolio - Writing 30 marks

Component 4: Project - Dissertation 30 marks

Total marks 100 marks



NPA Enterprise and Employability SCQF Level 5

The National Progression Award (NPA) in Enterprise and Employability equips candidates with relevant and transferable skills which can be used in any employment setting, including self-employment.

Why choose this course?

This NPA includes Units that allow candidates to improve their employability and entrepreneurial skills.

Entry requirements

Access is at the discretion of the college. Candidates should be able to work at SCQF level 5.

Course Structure

This qualification offers opportunities to learners to develop knowledge and understanding of enterprise and employability.

A total of four credits are required to achieve the NPA at level 5. The Units will cover knowledge of a wide range of employability skills and explore areas for personal development. In addition, candidates will all take part in a practical enterprise activity with enhanced learning opportunities to allow them to develop greater knowledge and understanding of self-employment.

Course Assessment

The use of a wide range of assessment methods is included within the Units, including multiple choice questions, short reports, portfolios and the observation of practical tasks.

Attendance

The course will be taught by VC by lecturing staff from the Business section at Lews Castle College UHI at the campus.

Progression

The NPA in Enterprise and Employability at SCQF level 5 provides a progression route to employment, relevant locally devised FE programmes and, potentially, higher education



This foundation apprenticeship will be delivered across all 4 Schools at the same time.

BROAD DESCRIPTION

This FA helps you discover what a career in business would be like, and if it is right for you - while you are still at school. You will try different business administration roles, shadow experienced staff, or do a special project. You will build the practical skills and experience you need to do the job well.

NATIONAL 4 - YEAR 1 (NPA IN BUSINESS SKILLS)

Units include:

- ❖ Understanding Business;
- ❖ Management of People and Finance;
- ❖ PC Passport: Working with IT Software - Word Processing and Presenting Information;
- ❖ PC Passport: Working with IT Software - Spreadsheet and Database;
- ❖ Contemporary Business Issues;
- ❖ Work Placement.

You will also start work experience and take part in employer visits.

YEAR 2 (WORK PLACEMENT)

The work placement component in year 2 will provide you with the opportunity to have significant input to a long-term engagement with a business issue, this may include tasks such as:

- ❖ Producing business documents;
- ❖ Contributing to the organisation of events;
- ❖ Developing and delivering presentations;
- ❖ Providing reception services;
- ❖ Using and maintaining office equipment;
- ❖ Taking responsibility for logistics e.g. Travel and accommodation;
- ❖ Providing administrative support for meetings;
- ❖ Using a variety of software packages;
- ❖ Presenting business documents and managing projects;
- ❖ Applying problem-solving skills to resolve challenging or complex complaints.

PROGRESSION PATHS

College: <https://www.apprenticeships.scot/media/3116/table-fa-to-coll.pdf>
University: <https://www.apprenticeships.scot/media/3117/table-fa-to-uni.pdf>
Work: <https://www.apprenticeships.scot/media/3105/fa-to-ma-graphic.pdf>

PROGRESSION/JOB OPPORTUNITIES

A pupil completing the Foundation Apprenticeship in Business Skills will have achieved a large proportion of the requirements for a Modern Apprenticeship in Business Admin Level 3. Progression routes from the Business Admin Modern Apprenticeship (BAMA) framework could include:

- ❖ A Modern Apprenticeship in Business Administration;
- ❖ A Graduate Level Apprenticeship;
- ❖ Business related HNCs (SCQF Level 7);
- ❖ Business related HNDs (SCQF Level 8) with progression to an Honours Degree.



FA | CREATIVE AND DIGITAL MEDIA

This foundation apprenticeship will be delivered across all 4 Schools at the same time.

BROAD DESCRIPTION

An FA in Creative and Digital Media helps you discover what a career in the creative industries would be like, and if it is right for you – while you are still at school. You will try out creative roles, shadow experienced professionals, or do a special project. You will build the practical skills and experience you need to do the job well.

YEAR 1

You will complete the following units at college along with a work placement:

- ❖ An Introduction to Creative Industries in Scotland;
- ❖ Understanding a Creative Client Brief;
- ❖ Understanding the Creative Media Process;
- ❖ Storytelling for the Creative Industries.

You will also start work experience and take part in employer visits.

YEAR 2

Will mainly be delivered in the workplace where you will develop work-ready skills and complete the following units:

- ❖ Work effectively with others in the Creative Industries;
- ❖ Ensure Your Own Actions Reduce Risks to Health and Safety;
- ❖ Communicating Digital Marketing/Sales Channels;
- ❖ Digital and Social Media in Marketing Campaigns;
- ❖ A media project for the industry.

PROGRESSION PATHS

College: <https://www.apprenticeships.scot/media/3116/table-fa-to-coll.pdf>

University: <https://www.apprenticeships.scot/media/3117/table-fa-to-uni.pdf>

Work: <https://www.apprenticeships.scot/media/3105/fa-to-ma-graphic.pdf>

PROGRESSION/JOB OPPORTUNITIES

A pupil completing the Foundation Apprenticeship in Business Skills will have achieved a large proportion of the requirements for a Modern Apprenticeship in Business Admin Level 3. Progression routes from the Business Admin Modern Apprenticeship (BAMA) framework could include:

- ❖ Modern Apprenticeship in Creative and Digital Media at SCQF level 7 Apprentices progressing from the Foundation Apprenticeship to this Modern Apprenticeship will not be requested to retake the work-based units taken from the Diploma HNCs/HNDs in a variety of creative disciplines;
- ❖ BA Honours Degrees;
- ❖ Self-employment after a Modern Apprenticeship Freelancing is common with Creative Industries. An integral part of training is the development of knowledge and skills to network and market personal skills and achievements.

More information is included at the end of this booklet.

This foundation apprenticeship will be delivered across all 4 Schools at the same time.

BROAD DESCRIPTION

An FA Engineering helps you discover what a career in engineering would be like, and if it is right for you - while you are still at school. You will try different job roles, shadow experienced staff, or do a special project. You will build the practical skills and experience you need to do the job well.

YEAR 1

In year 1 pupils are expected to work towards their identified Performing Engineering Operations (PEO) level 2 units (SCQF level 5) and also a proportion of the core or restricted core units from an Engineering related National Certificate (NC) at SCQF level 6.

YEAR 2

In year 2 further studies will see participants complete any outstanding Performing Engineering Operations (PEO) units (SCQF Level 5) 5 units including 3 mandatory, and the remainder of any core/restricted core and optional units for the chosen National Certificate programme. The majority of work-related experience is also expected to be gained in year 2.

PROGRESSION PATHS

College: <https://www.apprenticeships.scot/media/3116/table-fa-to-coll.pdf>
University: <https://www.apprenticeships.scot/media/3117/table-fa-to-uni.pdf>
Work: <https://www.apprenticeships.scot/media/3105/fa-to-ma-graphic.pdf>

PROGRESSION/JOB OPPORTUNITIES

- ❖ Engineering Modern Apprenticeship at SCQF level 6;
- ❖ Progression to a HNC/D in Engineering;
- ❖ Progression to degree level study within Engineering or related study.

More information is included at the end of this booklet.

This foundation apprenticeship will be delivered across all 4 Schools at the same time.

BROAD DESCRIPTION

This FA helps you discover what a career in the food and drink industry would be like, and if it is right for you - while you are still at school. You will try different job roles, shadow experienced staff, or do a special project. You will build the practical skills and experience you need to do the job well.

YEAR 1

National Progression Award in Food Manufacture

- ❖ Food Manufacturing: Fundamentals of food science
- ❖ Food Manufacturing: Food Production
- ❖ Food Manufacturing: Commercial and Social Drivers
- ❖ Food Manufacturing: Sustainability
- ❖ REHIS Food Hygiene: Elementary
- ❖ REHIS Elementary Health and Safety Certificate.

YEAR 2

SVQ in Food and Drink Operations (Part of)

- ❖ Develop Productive Working Relationships with Colleagues
- ❖ Interpret and Communicate Information and Data in Food and Drink Operations
- ❖ Contribute to Continuous Improvement of Food Safety in Manufacture
- ❖ Develop a New Product in a Food Business
- ❖ Promote and Support Creative Thinking in a Food Business

PROGRESSION PATHS

College: <https://www.apprenticeships.scot/media/3116/table-fa-to-coll.pdf>

University: <https://www.apprenticeships.scot/media/3117/table-fa-to-uni.pdf>

Work: <https://www.apprenticeships.scot/media/3105/fa-to-ma-graphic.pdf>

PROGRESSION ROUTES

A Foundation Apprenticeship forms the skills, knowledge and competence which can be built on to progress to employment via a Modern Apprenticeship or further study. There are opportunities to undertake further vocational training or academic qualifications.

These may include (but are not exclusive to) the following:

- ❖ Modern Apprenticeship in Food and Drink Operations at SCQF Level 6
- ❖ Higher National Certificate/Diploma in Food Science and Technology
- ❖ Higher Education Studies at University

More information is included at the end of this booklet.

FA | SOCIAL SERVICES AND HEALTHCARE

This foundation apprentice will be delivered across all 4 Schools at the same time.

BROAD DESCRIPTION

This FA helps you discover what a career in care would be like, and if it is right for you - while you are still at school. You will try different job roles, shadow experienced staff, or do a special project. You will build the practical skills and experience you need to do the job well.

YEAR 1 (NPA IN SOCIAL SERVICES AND HEALTHCARE)

The National Progression Award in year one will include units in:
Social Services in Scotland; Safeguarding People;
Communication in Care Relationships;
Safe Practice and Wellbeing in Social Services; Human Development and Social Influences.
You will also start work experience and take part in employer visits.

YEAR 2 (SVQ IN SOCIAL SERVICES AND HEALTHCARE AT SCQF LEVEL 6 [PART OF])

You will undertake a work placement in a relevant health or social care setting with the local authority, or private sector employer. During this time, you will gain the mandatory units of the SVQ Level 2 qualification: Support effective communication; Support the health and safety of yourself and individuals; Develop your own knowledge and practice; Support the safeguarding of individual.

PROGRESSION PATHS

College: <https://www.apprenticeships.scot/media/3116/table-fa-to-coll.pdf>
University: <https://www.apprenticeships.scot/media/3117/table-fa-to-uni.pdf>
Work: <https://www.apprenticeships.scot/media/3105/fa-to-ma-graphic.pdf>

PROGRESSION/JOB OPPORTUNITIES

Modern Apprenticeship SVQ 3 in Social Services and Healthcare (Children and Young People);
Progression to a HNC/D in childhood practice; Progression to degree level study within childcare or social care and Nursing; Possible Employment Destinations; Early Years Assistant; Residential Childcare Worker; Teaching.



FA | SOCIAL SERVICES (CHILDREN & YOUNG PEOPLE)

This foundation apprentice will be delivered across all 4 Schools at the same time.

BROAD DESCRIPTION

This FA helps you discover what a career working with young people would be like, and if it is right for you -while you are still at school. You will try different job roles, shadow experienced staff, or do a special project. You will build the practical skills and experience you need to do the job well.

YEAR 1

(NPA IN SOCIAL SERVICES (CHILDREN AND YOUNG PEOPLE) AT SCQF LEVEL 6)

Units include: Safeguarding of Children and Young People; Play for Children and Young People; Communication with Children and Young People; Development of Children and Young People; Promote the wellbeing and safety of Children and Young People.

YEAR 2

(SVQ IN SOCIAL SERVICES (CHILDREN AND YOUNG PEOPLE) AT SCQF LEVEL 6 (part of)

You will also undertake work-based learning, mostly in year 2 during which you will gain the mandatory units of the SVQ Level 2 qualification.

PROGRESSION PATHS

College: <https://www.apprenticeships.scot/media/3116/table-fa-to-coll.pdf>

University: <https://www.apprenticeships.scot/media/3117/table-fa-to-uni.pdf>

Work: <https://www.apprenticeships.scot/media/3105/fa-to-ma-graphic.pdf>

PROGRESSION/JOB OPPORTUNITIES

Modern Apprenticeship SVQ 3 in Social Services and Healthcare (Children and Young People); Progression to a HNC/D in childhood practice; Progression to degree level study within childcare or social care and Nursing; Possible Employment Destinations; Early Years Assistant; Residential Childcare Worker; Teaching.

NATIONAL 5 AND HIGHER

The aim of these courses is to enable candidates to understand and use detailed written and spoken language through further developing; Reading, listening, talking and writing skills in the contexts of society, learning, employability and culture. Knowledge and understanding of detailed language required to understand and use a modern language. Applying grammatical knowledge and understanding.

ASSESSMENT

National 3 & 4: All units are internally assessed, and all units must be passed to achieve the award.

National 5 and Higher: There are 5 components to the assessment at N5 and Higher:

Component 1: Question paper – reading 30 marks (30%)

Component 2: Question paper – writing 20 marks (20%)

Component 3: Question paper – listening 20 marks (20%)

Component 4: Written assignment 20 marks (20%)

Component 5: Performance – talking 30 marks (30%)



GAELIC (LEARNERS)

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs MB MacIntyre.](#)

BROAD DESCRIPTION

Gaelic (Learners) develop the ability to read, listen, talk and write in Gaelic, understand and use Gaelic, and apply knowledge and understanding of Gaelic. The Course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in Gaelic, and to reflect on how this relates to English.

- ❖ Understanding Language.
- ❖ Using Language.
- ❖ Understanding Language.
- ❖ Using Language.
- ❖ Gaelic (L): Assignment.
- ❖ Skills, knowledge and understanding.
- ❖ Skills knowledge and understanding for the course assessment.

NATIONAL 3

- ❖ There are 2 mandatory units:
- ❖ Understanding Language.
- ❖ Using Language.

NATIONAL 4

- There are 3 units:
- ❖ Understanding Language.
- ❖ Using Language.
- ❖ Gaelic (L): Assignment.

NATIONAL 5

- There are 2 units:
- ❖ Skills, knowledge and understanding.
- ❖ Skills knowledge and understanding for the course assessment.

N5 EXTERNAL ASSESSMENT

	What?	How long?	How many marks?	When?
Question paper 1	Reading	1h 30 min	30 marks (scaled to 30) 25% of total marks	May
	Writing		20 marks (scaled to 30) 12.5% of total marks	
Question paper 2	Listening	30 min	20 marks (scaled to 30) 25% of total marks	May
Assignment	Writing	as long as it is needed	20 marks (scaled to 15) 12.5% of total marks	When ready; needs to be completed before mid-March*
Performance	Talking	6-8 mins	30 marks (scaled to 30) 25% of total marks	When ready and before mid-April*

*TBC

PROGRESSION PATHS

- ❖ Other SQA qualifications in modern languages or related areas.
- ❖ Further study, employment or training.

HIGHER

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

The course offers learners opportunities to develop and extend a wide range of skills to enable learners to develop the ability to:

- ❖ read, listen, talk and write in Gaelic
- ❖ understand and use Gaelic
- ❖ develop the language skills of translation

- ❖ understand and evaluate Gaelic literary texts
- ❖ apply knowledge and understanding of Gaelic.

The course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in Gaelic, and to reflect on how this relates to English.

ASSESSMENT

The course assessment will consist of three components:

Component 1 comprises a question paper, titled 'Reading and Directed Writing'.

Component 2 comprises a question paper, titled 'Listening and Literature'. The four contexts of society, learning, employability and culture will be covered across Components 1 and 2.

Component 3 comprises a performance, titled 'Talking'. Each component will have two Sections.

What?	How long?	How many marks?	Percentage of total 100 marks	When?
Question paper 1				
Reading		30	30%	May
Directed Writing		10	10%	
Question paper 2				
Listening		20	20%	May
Literature		10	10%	
Performance				
Talking		30	30%	When ready and before mid-April*

*TBC

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs MB MacIntyre.](#)

BROAD DESCRIPTION

Gàidhlig Course develops learners' ability to understand, analyse and evaluate texts in the contexts of literature, language, media and culture, and to create and produce texts. Learners develop knowledge of Gaelic cultural heritage and the cultural heritage of others.

NATIONAL 3

There are 3 units:

- ❖ Understanding Language
- ❖ Producing Language
- ❖ Literacy

NATIONAL 4

There are 4 units:

- ❖ Analysis and Evaluation
- ❖ Creation and Production
- ❖ Literacy
- ❖ Assignment

NATIONAL 5

There are 2 units:

- ❖ Skills, knowledge and understanding
- ❖ Skills for learning, skills for life and skills for work

N5 EXTERNAL ASSESSMENT

	What?	How long?	How many marks?	When?
Question paper 1	Leughadh (Reading) Litreachas (Literature)	1h 30 min	30 marks, 25% of total marks 20 marks, 12.5% of total marks	May
Question paper 2	Èisteachd (Listening)	30 min	20 marks, 25% of total marks	May
Assignment	Obair shònraichte - sgrìobhadh	as long as it is needed	20 marks, 12.5% of total marks	When ready; needs to be completed before mid-March*
Performance	Còmhradh (Talking)	6-8 mins	30 marks, 25% of total marks	When ready and before mid-April*

*TBC

PROGRESSION PATHS

- ❖ other qualifications in Gàidhlig or related areas
- ❖ further study, employment and/or training

HIGHER

The main purpose of the course is to develop the skills of reading, listening, talking and writing, in order to understand and use Gaelic. The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- ❖ read, listen, talk and write in Gaelic
- ❖ understand and use Gaelic
- ❖ develop the language skills of translation
- ❖ understand and evaluate Gaelic literary texts
- ❖ apply knowledge and understanding of Gaelic

Higher Gàidhlig offers learners the opportunity to develop detailed and complex language skills in the contexts of literature, language, media and culture.

The Course provides opportunities for vertical and lateral progression to National Courses and to other SQA qualifications in Gàidhlig and related fields.

ASSESSMENT

What?	How long?	How many marks?	When?
Question paper 1 Reading Literature	1 h 50 minutes	30 marks 20 marks	May
Question paper 2 Listening		20 marks	May
Assignment Writing	1200 -1500 words, produced over time and conducted under some supervision and control, externally assessed by SQA.	20 marks	When ready and before mid-April*
Performance Talking		30 marks	When ready and before mid-April*

*TBC



GEOGRAPHY

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Miss M Garbutt.](#)

BROAD DESCRIPTION

Geography is about how we live in the world, where we live, why we live there and how we interact. It covers the connection between the natural and human environments as well as looking at our actions in a global scale. It is a dynamic subject which helps build experiences and skills relevant to today's changing world.

The emphasis on the use of sources, including maps, will develop critical thinking skills while the knowledge and understanding helps pupils to understand the complexities of our world.

NATIONAL 3/4/5

Within the National course you study 3 main topics: -

- ❖ Physical Environments
- ❖ Human Environments
- ❖ Global Issues

Within each topic there are numerous short units to develop knowledge and skills for each unit. In addition to course content, National 4 and 5 complete an Added Value Unit (AVU) where a research project is carried out for a geographical topic or issue.

NATIONAL COURSE ASSESSMENTS

- ❖ National 3 and 4 are internally assessed (including AVUs) National 5 is assessed externally through two components
 - **Component 1:** AVU Assignment worth 20 marks (20%)
 - **Component 2:** Question paper worth 80 marks (80%)

PROGRESSION PATHS

- ❖ Linear progression – National 5 pass in Geography leads on to Higher Geography, and pass at Higher Geography allows entry to Advanced Higher Geography. Strong literacy skills are required for both of these courses.
- ❖ Skills progression – there is a variety of skills which form part of the National series of assessments, these are continued to be developed through to National 5 and beyond.

HIGHER

Higher Geography deepens pupils understanding about the physical and human environment. Within the course we study a wide range of topics, from the impact of glaciers and rivers to the changes taking place in modern cities across the world.

Geography is a relevant and dynamic subject that will allow pupils to see and understand some of the most pressing local and global issues we face today and be able to consider how we can manage these problems efficiently.

COURSE CONTENT

- ❖ Physical Environments: Atmosphere, Hydrosphere, Biosphere and Lithosphere)
- ❖ Human Environments: Population, Rural Land Use Change, Urban Land Use Change
- ❖ Global Issues: e.g. Development and Health and Global Climate Change
- ❖ Application of Geographical skills and Techniques: Map skills, Interpretation of Numerical and Graphical Data.

EXTERNAL ASSESSMENT

Component 1: Added Value Unit (30 marks)

Component 2: Question Paper 1: Physical and Human Environments (100 marks)

Component 3: Question paper 2: Global Issues and Application of Geographical Skills and Techniques (60 marks)

ADVANCED HIGHER

Why take Advanced Higher Geography? It is an excellent qualification for University. It gives each pupil the right to develop a high level of skill in study, co-operative learning, objective thinking and the ability to communicate clearly and confidently. It gives pupils expertise in the use of a range of maps, diagrams, fieldwork, and ICT, as well as extending their knowledge of Geography.

WHAT DOES IT INVOLVE?

It is based around 2 main units:

Geographical Skills: This looks at developing independent Geographical research skills and building on the knowledge learnt at Higher. The unit concentrates on the collection of Geographical information and its analysis.

Geographical Issues: This unit looks at Geographical Issues and the links between different complex factors. It considers the collection and evaluation of Geographical sources.

EXTERNAL ASSESSMENT

A folio will be externally assessed and will compromise of a Geographical Study (60 marks), and a Geographical Issue Essay (40 marks) as well as an examination (50 marks).

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs MB MacIntyre.](#)

BROAD DESCRIPTION

This course provides pupils with the opportunity to build on the skills acquired in Reading, Listening, Talking and Writing. This course will increase vocabulary and grammar knowledge using a range of materials including film clips, magazine articles and cultural topics. Pupils will have the opportunity to work individually, in pairs or in groups. Language learning develops communication skills, presentation skills and global citizenship.

National 3

There are 2 mandatory units:

- ❖ Understanding Language
- ❖ Using Language

National 4

There are 3 units:

- ❖ Understanding Language
- ❖ Using Language
- ❖ Added Value Unit

National 5

There are 2 units:

- ❖ Understanding Language
- ❖ Using Language

N5 EXTERNAL ASSESSMENT

	What?	How long?	How many marks?	When?
Question paper 1	Reading	1h 30 min	30 marks (scaled to 30) 25% of total marks	May
	Writing		20 marks (scaled to 30) 12.5% of total marks	
Question paper 2	Listening	25 min	20 marks (scaled to 30) 25% of total marks	May
Assignment	Writing	as long as it is needed	20 marks (scaled to 30) 12.5% of total marks	When ready; needs to be completed before mid-March*
Performance	Talking	6-8 mins	30 marks (scaled to 30) 25% of total marks	When ready and before mid-April*

*TBC

WHY TAKE THIS COURSE?

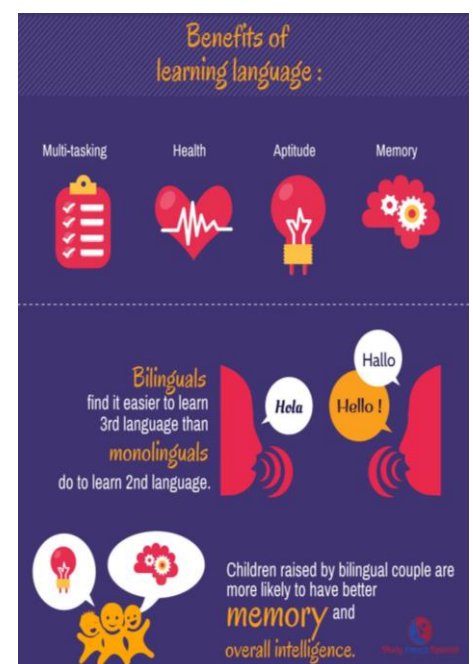
N5 German will allow pupils to develop their overall literacy skills and explore the interconnected nature of languages. N5 German will give you a good insight into how language works and will therefore improve your English.

Learning a new language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning. Having a N5 German will make travel easier and more fun!

WHAT YOU WILL EXPERIENCE?

You will study a range of interesting and relevant topics including talking about careers, healthy living, the pros and cons of social media and comparing the German educational system. You will have access to a wide range of up to date resources and websites to help you achieve the best grade possible.

[This is an interesting article about how language learning boosts brain power.](#)



PROGRESSION PATHS

- ❖ Successful completion of N5 allows progression to the Higher course.
- ❖ The course contributes to literacy skills and enhances understanding of English grammar.

EMPLOYMENT

The course will develop pupils' creative and critical thinking skills as well as helping pupils become better communicators and problem solvers. These are essential skills in the world of work. Research shows that people with a second language make better employees; the transferable skills you learn mean you are likely to do well no matter which type of job you choose to do. International companies are looking for people with language skills who can integrate easily into roles in other countries. Many companies say that job specific training can be given later if an employee already has a second language.

These videos explain how languages can be useful in a wide variety of job sectors:

[Languages in the Creative Industries](#)

[Languages in Health and Wellbeing](#)

[Languages in Manufacturing and Engineering](#)

[Languages in Hospitality and Tourism](#)

[Languages in Business](#)

This link will take you to [My World of Work](#) which looks at potential career routes when you select a combination of subjects.

HIGHER

The main purpose of the course is to develop the skills of reading, listening, talking and writing, in order to understand and use German. The course offers learners opportunities to develop and extend a wide range of skills. In particular, the course aims to enable learners to develop the ability to:

- ❖ read, listen, talk and write in German
- ❖ understand and use German
- ❖ develop the language skills of translation
- ❖ apply knowledge and understanding of German

HIGHER EXTERNAL ASSESSMENT

	What?	How long?	How many marks?	When?
Question paper 1	Reading	2h 30 min	30 marks (scaled to 30) 25% of total marks	May
	Directed Writing		20 marks (scaled to 30) 12.5% of total marks	
Question paper 2	Listening	30 min	20 marks (scaled to 30) 25% of total marks	May
Assignment	Writing	as long as it is needed	20 marks (scaled to 30) 12.5% of total marks	when ready; needs to be completed before mid April*
Performance	Talking	10 mins	30 marks (scaled to 30) 25% of total marks	when ready and before mid April*

*TBC

For all enquiries with this qualification, please see [Principal Teacher Technical – Mr K MacDonald](#).

NATIONAL 4 AND NATIONAL 5 COURSE DESCRIPTION

The course provides opportunities for learners to gain skills in reading, interpreting and creating graphic communications. It is practical, exploratory and experiential in nature allowing learners to engage with technologies. It allows learners to consider the impact that Graphic Communications technologies have on our environment and society.

The aims of the course are to enable learners to:

- ❖ Develop skills in Graphic Communication techniques, the use of equipment, materials and software
- ❖ Extend and apply knowledge and understanding of Graphic Communication standards, protocols and conventions where they apply.
- ❖ Develop an understanding of the impact of Graphic Communication technologies on our environment and society.

COURSE CONTENT

2D Graphic Communication

3D and Pictorial Graphic Communication

The difference between N4 and N5 is the level of depth, detail and complexity covered within the topic areas and the pupils' internally assessed folio work. All pupils would start at the same level and, throughout the year, would expand and develop at their own paces to a National 4 or a National 5 pass.

PROGRESSION PATHS

Linear progression

Completion of National 4 – progress to National 5 (then possibly Higher)

Completion of National 5 – progress to Higher level (then possibly Advanced Higher)

Skills progression

Replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials producing simple preliminary production and promotional graphics as well as informational graphics.

Visual literacy by interpreting simple but unfamiliar graphic communication spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations. Applying design skills when developing solutions to simple graphics tasks with some complex features.

All of the above in straightforward, familiar and some unfamiliar contexts.

HIGHER COURSE DESCRIPTION

The course provides opportunities for learners to initiate and develop their own ideas graphically as well as developing skills in reading and interpreting graphics produced by others.

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 they apply.
- ❖ An understanding of the impact of graphic communication technologies on our environment and society.

COURSE CONTENT

As well as the Course assessment, the Course includes two mandatory units:

2D Graphic Communication

3D and Pictorial Graphic Communication

Across both Units, learners will develop an understanding of how graphic communications as an activity, and graphic technologies by their use, impact on our environment and society.

PROGRESSION PATHS

Linear progression

Completion of Higher can lead to a further study at Advanced Higher as well as further education within colleges and universities with graphic and technical design courses.

Skills progression

Replicating familiar and some new graphic forms with some complex features in 2D, 3D and pictorial representations.

Applying recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts.

Applying graphic design skills when developing solutions to graphics tasks with complex features. Critically reviewing work as it progresses and evaluating completed work suggesting strategies for improvement.

Extending visual literacy by interpreting unfamiliar graphic communications Extending graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations.

For all enquiries with this qualification please see: [Principal Teacher Faculty – Miss M Garbutt.](#)

BROAD DESCRIPTION

The main aims of the Course are to develop:

- ❖ a conceptual understanding of the past and an ability to think independently;
- ❖ a range of skills including the ability to apply a detailed historical perspective and evaluate sources in a range of contexts;
- ❖ 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.

NATIONAL 3/4/5

In this subject you will look at three fascinating periods in the past that still matter in our lives today:

- ❖ Scottish: The Era of the Great War, 1914-1928
- ❖ British: The Making of Modern Britain, 1880 -1951
- ❖ European & World: Hitler and Nazi Germany, 1919-1939

The learner will be required to give evidence of:

- ❖ having the ability to comment on the factors contributing towards a historical development in a basic way, and draw a basic conclusion.
- ❖ descriptions and explanations which demonstrate a basic factual knowledge and understanding of themes and events within the areas of study; Scottish, British and European and World History.

N5 ASSESSMENT

The course assessment has 2 components:

Component 1: question paper, 80 marks, 2 hours and 20 minutes.

Component 2: assignment, 20 marks, 1 hour.

PROGRESSION PATHS

Linear progression

N5 achievement in History leads on to Higher, and a B grade or better at Higher leads on to Advanced Higher study in History. Strong literacy skills are required in Advanced History.

Skills progression

A questioning mind and effective information gathering will help you in a range of other subjects the development of informed decisions and the presentation of findings in an intelligible manner are vital life skills. All of these skills (and many, many more) are developed in the study of History.

The variety of skills which form part of the National series of assessments are continued through National 5 and beyond.

HIGHER

Studying History means much more than memorising dates and the names of famous people! By studying the past, you can gain a much better understanding of why the world is as it is, and gain a greater appreciation of your place in it.

WHY STUDY HISTORY AT HIGHER?

The Higher History course will help you to develop the transferable skills that employers' value, such as original and critical thinking, teamwork and collaboration, and information handling. These skills will serve you well in the job market, and can open up many career options including teaching, media and journalism, law, publishing and politics.

The course consists of three units plus an Assignment of the student's choice. The units are:

- ❖ Scottish: The Impact of the Great War, 1914-1928
- ❖ British: Britain, 1851 - 1951
- ❖ European and World: Germany, 1815-1939

Core skills covered include:

- ❖ Problem solving (Critical Thinking, Planning and Organising)
- ❖ Communication
- ❖ Analysis, interpretation and evaluation

ASSESSMENT

The course assessment consists of 2 x question papers: 8 marks (73%) and an assignment: 30 marks (27%).

Question Paper 1: 1 hour 30 minutes worth 44 marks, contains 2 sections (Section 1 British: 22 marks; Section 2: European and World: 22 marks.).

Question Paper 2: 1 hour 30 minutes, worth 46 marks, contains 1 section (Scottish).

ADVANCED HIGHER

Entry to the Course is at the discretion of the Department but you would be expected to have achieved at least a B at Higher in History. The course consists of an Historical Study based on Germany: from Democracy to Dictatorship, 1918-1939 or Russia: from Tsarism to Stalinism, 1914-1945 and an in-depth study of a historical topic in the form of a written dissertation. The dissertation should be no more than 4400 words (completed by the start of the Easter holiday).

ASSESSMENT

Component 1: question paper 90 marks

Component 2: project – dissertation 50 marks Total Marks 140 marks



HEALTH & FOOD TECHNOLOGY

For all enquiries with this qualification please see: [Principal Teacher Faculty – Mrs V Beaton.](#)

BROAD DESCRIPTION

Health and Food Technology Course enables learners to develop knowledge and understanding of the relationships between health, food and nutrition, and to make informed food and consumer choices. Learners develop practical and technological skills and apply safe and hygienic practices in practical food preparation.

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

- ❖ develop knowledge and understanding of the relationships between health, food and nutrition
- ❖ develop knowledge and understanding of the functional properties of food
- ❖ make informed food and consumer choices
- ❖ develop the skills to apply their knowledge in practical contexts
- ❖ develop organisational and technological skills to make food products
- ❖ develop and apply safe and hygienic practices in practical food preparation

The course uses an experiential, practical and problem-solving approach to learning, which develops knowledge and understanding, and practical skills. The course uses real- life situations taking account of local, cultural and media influences and technological innovations.

NATIONAL 4

There are 3 units:

- ❖ Food for Health.
- ❖ Food Product Development.
- ❖ Contemporary Food Issues.
- ❖ Added Value Unit.

NATIONAL 5

There are 3 units and an assignment and question paper:

- ❖ Food for Health.
- ❖ Food Product Development.
- ❖ Contemporary Food Issues.

N5 EXTERNAL ASSESSMENT

This assessment has 2 components:

Component 1: question paper, 60 marks, 2 hours.

Component 2: assignment, 60 marks.

PROGRESSION PATHS

Higher Health and Food Technology course or relevant component units. SQA qualifications in health and food technology related areas. Further study, employment or training.

HIGHER

The Higher Health and Food Technology Course addresses contemporary issues affecting food and nutrition and how they affect consumer choices. These include: ethical and moral considerations, sustainability of sources, and food production and development. Learners analyse the relationships between health, food and nutrition, and plan, make and evaluate food products for a range of dietary and lifestyle needs.

ASSESSMENT

The Course assessment will consist of two Components: a question paper and an assignment.

Component 1: question paper is to assess the learner's ability to integrate and apply knowledge, understanding and skills from across the Units.

This question paper will give learners an opportunity to demonstrate the following knowledge, understanding and skills:

- ❖ analysing the relationship between health, food and nutrition
- ❖ understanding the practical application of the functional properties of ingredients
- ❖ understanding a range of contemporary issues influencing food choice
- ❖ applying understanding of the food product development process

The question paper will have 60 marks, 2 hours, which is 50% of the total marks available for the Course assessment.

Component 2: the assignment is to assess the application of knowledge, understanding and skills from across the Units through a problem-solving approach. Learners will use skills to research and analyse information regarding a food or consumer issue, and make a food product(s).

The assignment will give learners an opportunity to demonstrate the following knowledge, understanding and skills:

- ❖ applying a range of technological skills related to the production of a food product to meet specified health and/or consumer needs
- ❖ investigative and research skills
- ❖ organisational and management skills
- ❖ evaluation skills

The assignment will have 60 marks, out of a total of 120 marks. This is 50% of the total marks available for the Course assessment.



HOME ECONOMICS PRACTICAL COOKERY

For all enquiries with this qualification, please see: [Principal Teacher Faculty - Mrs V Beaton.](#)

The Hospitality course has three core units:

Cookery skills, techniques and processes – This unit enhances learners' cookery skills, food preparation techniques, safety, hygiene and ability to follow cookery processes in the context of producing dishes.

Understanding and using ingredients – This unit develops learners' knowledge & understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice.

Organisational skills for cooking – This unit develops learners' basic organisational skills. Learners will acquire the ability to produce dishes (with guidance and by following a given plan), to present them appropriately and to work safely and hygienically. They will also develop the ability to carry out an evaluation of the product.

It is important that candidates selecting this course understand that there is theory/written work that accompanies every practical unit. A course award cannot be achieved without the completion of the theory work.

NATIONAL 4

Units: As above, plus an Added Value Unit (Preparing a 2-course meal).

NATIONAL 5

Units: As above, plus Practical Cookery Assessment Task.

NATIONAL 5: ASSESSMENT

This course assessment has 3 components:

Component 1: question paper, 20 marks, 25 scaled mark, 1 hour.

Component 2: assignment, 18 marks, 13 scaled mark, 1 hour and 45 minutes.

Component 3: practical activity, 82 marks, 62 scaled mark, 2 and a half hours.

PROGRESSION PATHS

Linear progression

Currently there is no Higher Practical Cookery, therefore HE is unable to offer this as an option.

Skills progression

The course at NQ4 and NQ5 offers learners opportunities to develop their cookery skills, and other important skills for learning, life and work. The experiences provided through the course are relevant to careers in the food development and manufacturing industries, health and environmental health professions.

HOSPITALITY SCQF LEVEL 4/5

For all enquiries with this qualification, please see: [Principal Teacher Faculty - Mrs V Beaton](#).

INTRODUCTION

Hospitality is an exciting and flexible industry offering a wealth of career opportunities in hotels, restaurants, cafes, pubs and bars and many other venues across Scotland.

THE COURSE

Your Skills for Work award will cover:

- ❖ Working in the professional kitchen
- ❖ Working front of house
- ❖ Working in the hospitality industry
- ❖ Events

You will:

- ❖ Work closely with an employer
- ❖ Deliver your project to a real-life client
- ❖ Develop an understanding of the hospitality sector

You will use the skills and knowledge you develop in your Skills for Work award to design and deliver a project.

Your Foundation Apprenticeship will also help you to develop meta-skills. These skills are highly valued by employers.

Meta-skills include:

- ❖ Self-management
- ❖ Social intelligence
- ❖ Innovation

These meta-skills are necessary and highly desirable for working in a range of other related jobs.

JOBS

The sector offers a wide range of careers and jobs available to anyone with the right attitude including:

- | | |
|-------------------------------|----------------------|
| ❖ Chefs | ❖ Bar staff |
| ❖ Housekeepers | ❖ Food service staff |
| ❖ Hotel and catering managers | ❖ Baristas |

If you enjoy working with people and would like to work in an exciting and varied job this could be the career for you.

QUALIFICATION

You'll gain a Foundation Apprenticeship in Hospitality at either SCQF level 4 or 5, which is the same level of learning as a National 4 or National 5.

- ❖ A Skills for Work award (SfW) in Hospitality at SCQF Level 4 or SCQF level 5
- ❖ A Work Based Challenge Skills unit at SCQF Level 4 or SCQF Level 5

ATTENDANCE

There is a choice of delivery models for Foundation Apprenticeship with a mixture of theory and practical work placement, offered as part of the S4 choices.

For all enquiries with this qualification please see: [Principal Teacher Faculty – Mrs C Brown](#).

BROAD DESCRIPTION

To encourage pupils to aim high and to work hard to achieve this, to develop pupils' confidence in using Mathematics, to teach pupils how to calculate; mentally, using paper and pencil and using calculators and computers, to allow pupils to investigate, to make generalisations and to solve problems and to emphasise the practical nature of Mathematics and to help pupils understand the importance of Mathematics in modern life.

NATIONAL 3: MATHEMATICS

There are 3 units:

- ❖ Manage Money and Data
- ❖ Shape, Space and Measures
- ❖ Numeracy

Each unit is internally assessed on a pass/fail basis.

NATIONAL 4: MATHEMATICS

There are 3 units:

- ❖ Expressions and Formulae
- ❖ Relationships
- ❖ Numeracy

Units are internally assessed. Overall pass/fail is awarded when Added Value Test is completed.

NATIONAL 4: LIFESKILLS MATHEMATICS

There are 3 units:

- ❖ Managing Finance and Statistics
- ❖ Geometry and Measures
- ❖ Numeracy

Units are internally assessed. Overall pass/fail is awarded when Added Value Test is completed.

NATIONAL 5: MATHEMATICS

There are 3 units:

- ❖ Expressions and Formulae
- ❖ Relationships
- ❖ Applications

Each unit is internally assessed on a pass/fail basis.

NATIONAL 5: ASSESSMENT

This course assessment has 2 components:

Component 1: question paper, paper 1 (non-calculator), 50 marks, 1 hour and 15 minutes.

Component 2: question paper, paper 2, 60 marks, 1 hour and 50 minutes

PROGRESSION PATHS

Linear progression

A quality pass at National 5, can lead to studying Higher Mathematics. A quality pass at Higher can lead to studying Advanced Higher Mathematics.

Skills progression

Learning mathematics develops logical reasoning, analysis, problem solving skills, creativity, and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way across the curriculum.

HIGHER

There are 3 units:

- ❖ **Unit 1:** Expressions and Functions: - logarithmic and exponential functions, trigonometric expressions and vectors.
- ❖ **Unit 2:** Relationships and Calculus: - algebraic and trigonometric equations and calculus
- ❖ **Unit 3:** Applications: - straight line, circles, sequences and calculus in context.

Entry to this course requires National 5 skills, knowledge and understanding. Each unit will be internally assessed on a pass/fail basis.

EXTERNAL ASSESSMENT

There are 2 papers: -

Paper 1 (non-calculator) 70 minutes, 60 marks.

Paper 2 (calculator) 90 minutes, 70 marks.

To gain an award, candidates must pass both the internal unit tests and the external assessment.

ADVANCED HIGHER MATHEMATICS, MECHANICS and STATISTICS

- ❖ All units are internally assessed.
- ❖ At the end of each unit you will sit a unit test and be awarded a pass/fail. The final exam lasts 3 hours, is worth 100 marks and is graded A – D.
- ❖ A calculator may be used for all unit assessments and the final assessment.
- ❖ To gain Advanced Higher you must pass all 3 units and the final exam (additionally you must carry out a statistical investigation for Advanced Higher Statistics).

ADVANCED HIGHER MATHEMATICS

Methods in Algebra and Calculus (Advanced Higher)

- ❖ use mathematical operational skills linked to methods in algebra and calculus

Applications of Algebra and Calculus (Advanced Higher)

- ❖ use mathematical operational skills linked to applications of algebra and calculus
- ❖ use mathematical reasoning skills linked to applications of algebra and calculus

Geometry, Proof and Systems of Equations (Advanced Higher)

- ❖ use mathematical operational skills linked to geometry, proof and systems of equations

ADVANCED HIGHER MATHEMATICS OF MECHANICS

Mathematics of Mechanics: Linear and Parabolic Motion (Advanced Higher)

- ❖ use mathematical operational and reasoning skills linked to linear and parabolic motion

Mathematics of Mechanics: Force Energy and Periodic Motion (Advanced Higher)

- ❖ use mathematical operational and reasoning skills linked to force, energy and periodic motion

Mathematics of Mechanics: Mathematical Techniques for Mechanics (Advanced Higher)

- ❖ use mathematical operational and reasoning skills linked to mechanics

ADVANCED HIGHER STATISTICS

Mathematics of Statistics: Data Analysis and Modelling (Advanced Higher)

- ❖ use mathematical operational and reasoning skills linked to data analysis and modelling

Mathematics of Statistics: Statistical Inference (Advanced Higher)

- ❖ use mathematical operational and reasoning skills linked to statistical inference

Mathematics of Statistics: Hypothesis Testing (Advanced Higher)

- ❖ use mathematical operational and reasoning skills linked to hypothesis testing

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mr K MacDonald](#).

BROAD DESCRIPTION

Maritime Skills is an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in the industry. The Course provides a broad experiential introduction to maritime skills. Candidates will explore a variety and range of career opportunities, local, national and global in the maritime sector, including commercial sea-fishing, the Royal Navy, the Merchant Navy, inland waterways and marine leisure, ports and harbours.

They will be introduced to the operation of boats and equipment in the Unit Maritime Skills: Seamanship: An Introduction (National 5), including: boat handling, the use of ropes, wires and chains and effective anchoring, mooring and securing a vessel are tackled in practical situations. There's an introduction to marine navigation, where candidates learn how to use a marine chart to plot position using standard marine instruments, and how to take account of the weather. The safety aspects of any job in the maritime sector are tackled in the Unit Health and Safety in the Maritime Sector (National 5), including: safe working practices on board ship, life-saving principles, basic first aid and basic fire safety. The Unit also covers the basic engineering involved with small boats, such as pumping and steering mechanism are reviewed and the routine care and maintenance of the engine and auxiliaries on a boat.

Central to the Course is developing the employability skills valued by employers in general and necessary for effective work in the maritime sector. These skills are embedded in the different Units, providing candidates with the opportunity to practice and develop these skills through practical and team-working activities in real or simulated working environments and investigations throughout the Course. Candidates will also evaluate their own skills, seeking feedback from others, identifying areas of improvement, taking account of feedback received and reviewing their progress throughout the Course.

N5 MARITIME SKILLS SCQF LEVEL 5

There are 5 units:

- ❖ Seamanship: An introduction
- ❖ Small Boat Engineering
- ❖ Maritime Environment: An Introduction
- ❖ Health & Safety in the Maritime Sector
- ❖ Employability Skills and Careers in the Maritime Sector

N5 EXTERNAL ASSESSMENT

The skills and attitudes being developed in this Course are assessed through an involvement in a range of practical activities, although, there are also elements of knowledge and understanding which are essential. An important element in the assessment process will be the ability of the candidate to Review progress and development in specific employability skills throughout the Course. Assessment should reflect current workplace practice through real or simulated workplace activities.

PROGRESSION PATHS

North Atlantic Fisheries College: <https://www.nafc.uhi.ac.uk/>

Lews Castle College: <https://www.lews.uhi.ac.uk/>

City of Glasgow College: <https://www.cityofglasgowcollege.ac.uk/courses/faculty-nautical-studies>



NPA MARITIME SCQF LEVEL 5

This course gives learners seeking a vocational programme the opportunity to enrich their school education, providing an insight into the maritime industry and enabling them to confirm their interest in the sector as a career or pathway to further study.

WHY CHOOSE THIS COURSE?

This NPA includes mandatory Units that provide an insight into the maritime industry and the nautical environment. In addition, candidates undertake a range of theoretical maritime subjects, and the knowledge and experience gained provides them with the opportunity to make well informed career choices.

ENTRY REQUIREMENTS

Access is at the discretion of the college. A genuine interest in a Maritime career is highly desirable. Pupils should be able to work at SCQF level 5.

COURSE STRUCTURE

This qualification offers opportunities to learners to develop knowledge and understanding in all aspects of the maritime industry.

In the mandatory Units pupils will develop an understanding of basic navigational watch keeping, an overview of the maritime sector, the theory behind vessel construction and stability, and vessel ropework, anchoring and mooring.

The optional Unit allow pupils to develop more specialised knowledge of the health and safety aspects involved in securing a vessel for safe passage.

COURSE ASSESSMENT

The use of a wide range of assessment methods is included within the Units, including multiple choice questions, short reports, portfolios and the observation of practical ropework.

ATTENDANCE

The course will be taught by VC by lecturing staff from the Maritime section at Lews Castle College.

PROGRESSION

The NPA Maritime, at SCQF level 5, provides a progression route to the employment in the Maritime and Aquaculture sectors, relevant locally devised FE programmes and, potentially, higher education. For example, with the appropriate educational profile, candidates could progress to a seagoing modern apprenticeship.

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs MB MacIntyre.](#)

BROAD DESCRIPTION

Media enables learners to analyse and create media content, as appropriate to purpose, audience and context. Learners develop knowledge of the key aspects of media literacy and of the role of media in society. This course is for learners who are interested in film, television, advertising, the press and/or other media and creating their own media content. It combines theory with practice. This allows the learner to be analytical and creative and provides opportunities for personalisation and choice.

NATIONAL 5 / HIGHER

Media offers candidates opportunities to develop and extend a wide range of skills including communication, independent learning, critical literacy, personal and interpersonal working, and creative thinking.

This course aims to enable candidates to develop:

- ❖ the ability to analyse and create media content as appropriate to purpose, audience and context
- ❖ knowledge and understanding of the key aspects of media literacy as appropriate to content
- ❖ knowledge and understanding of the role of media within society
- ❖ the ability to plan and research when creating media content as appropriate to purpose, audience and context
- ❖ the ability to evaluate their own practice

NATIONAL 5 ASSESSMENT

This assessment has 2 components:

Component 1: question paper, 60 marks, 2 hours.

Component 2: assignment, 60 marks.

HIGHER ASSESSMENT

The course assessment has **three** components **totalling 100 marks**:

Component 1: Analysing Media question paper 1. 1hr 45mins. Paper 1, consisting of two sections. Section 1 worth 20 marks, and section 2 worth 10 marks, **total worth 30 marks.**

Component 2: Role of Media question paper 2. 1hr. Paper 2, **total worth 20 marks.**

Component 3: Assignment. The assignment has two sections: section 1: Planning, worth 25 marks and section 2 Development, worth 25 marks) aspects of media literacy. **Total worth 50 marks.**

Study Materials

[SQA Past Papers Media Higher](#)

[SQA Specimen Paper \(Analysis of media content\) Media Higher](#)

[SQA Specimen Paper \(The role of media\) Media Higher](#)

[SQA Understanding Standards Media](#)

PROGRESSION PATHS

This Course or its Units may provide progression to:

- ❖ other qualifications in Media or related areas.
- ❖ further study, employment and/or training.

For all enquiries with this qualification please see: [Principal Teacher Faculty – Miss M Garbutt.](#)

BROAD DESCRIPTION

Pupils are taught a common core of three National qualifications at the three National levels:

- ❖ Political Issues in Scotland and the UK
- ❖ Social Issues in Scotland and the UK
- ❖ International issues

There is also an 'Added Value' part to each of the courses. This 'Added Value' will take the form of a small project with a written report.

NATIONAL 3

Three study areas are:

- ❖ Political Issues
- ❖ Social Issues
- ❖ International Issues

The course work will include self-study and group work and will be formally and informally assessed.

NATIONAL 4

Three study areas are:

- ❖ Political Issues
- ❖ Social Issues
- ❖ International Issues

The course work will include self-study and group work and will be formally and informally assessed.

NATIONAL 5

Three study areas are:

Political Issues; Social Issues and International Issues. The course work will include self-study and group work and will be formally and informally assessed.

N5 EXTERNAL ASSESSMENT

This course assessment has 2 components:

Component 1: question paper, 80 marks, 2 hours and 20 minutes.

Component 2: assignment, 20 marks, 1 hour.

PROGRESSION PATHS

Linear progression

National 5 pass in Modern Studies leads on to Higher Modern Studies, and a pass at Higher Modern Studies allows entry to Advanced Higher Modern Studies. Both Higher and Advanced Higher require strong literacy skills.

Skills progression

There is a variety of skills which form part of the National series of assessments, these are continued to be developed through to National 5 and beyond.

HIGHER

The purpose of the Higher course is to develop Knowledge and Understanding of political, social and international issues and to develop core skills of analysis, synthesis, evaluating, drawing conclusions and detecting and explaining objectively.

You will study 3 areas:

Democracy in Scotland and the United Kingdom.

Social issues in the United Kingdom e.g. crime and the law or social inequality.

International Issues: Study of world power e.g. USA or China.

ASSESSMENT

There is an assignment and an external examination.

Each pupil will undertake a personal research project followed by an assessment of their skills and of their findings, under exam conditions.

ADVANCED HIGHER

This course is highly suitable for candidates who have studied Higher Politics in S5. You will study:

Political Issues and Research Methods

Within the course 2 from the following 3 topics are studied:

- ❖ Power and influence;
- ❖ Living Political ideas;
- ❖ Political Structures

PLUS

- ❖ Research Social Science Issues;
- ❖ Dissertation Unit.

The purpose of the Advanced Higher course is to develop Knowledge and Understanding of a specific area of study and to develop core skills of analysis, synthesis, evaluating, and comparisons.

The course aims:

- ❖ to ease the transition from secondary to higher education by developing a number of skills, including note taking, tutorial participation and presentations.
- ❖ to increase and improve the understanding of, and to develop the use of, social research methods.
- ❖ to allow students to have learning experiences which will involve both independent learning and direct teaching.

ASSESSMENT

There are two internal assessments for the SQA and an external examination in addition a Dissertation which is to be written up and sent to the SQA.

For all enquiries with this qualification, please see: [DHT Link - Mr R Gillies](#).

BROAD DESCRIPTION

Courses in Music allow learners to develop practical skills in performing and creating, while developing their understanding of music styles and concepts. Opportunities are provided for learners to perform a variety of music in solo and/or group settings using their voice or selected instruments. Self-expression, personal creativity and self-confidence will be developed when performing and creating. Understanding music through listening enables learners to build knowledge, raising their social and cultural awareness of the influences on musicians and composers.

NATIONAL 3

- ❖ Develop performing skills using 2 instruments.
- ❖ Create music using simple compositional methods.
- ❖ Listen to music to develop knowledge of music literacy.
- ❖ Identify areas for improvement.

NATIONAL 4

- ❖ Develop performing skills using 2 instruments.
- ❖ Perform music with accuracy Create original music.
- ❖ Develop knowledge of social/cultural side of music.
- ❖ Develop KU of music.
- ❖ Reflect on work and that of others.

NATIONAL 5

- ❖ Develop performing skills using 2 instruments.
- ❖ Perform challenging music.
- ❖ Create original music.
- ❖ Develop knowledge of social/cultural side of music.
- ❖ Broaden knowledge of music through listening activities.
- ❖ Reflect on work and that of others.

N5 EXTERNAL ASSESSMENT

This course assessment has 4 components:

Component 1: question paper, 40 marks, 35 scaled mark, 45 minutes.

Component 2: assignment, 30 marks, 15 scaled mark.

Component 3: performance instrument 1, 30 marks, 25 scaled mark.

Component 4: performance instrument 2, 30 marks, 25 scaled mark.

PROGRESSION PATHS

Linear progression

Achievement at N5 provides progression to the Higher and Advanced Higher Music courses.

Skills progression

These include negotiating and working collaboratively with others, interpersonal skills development and the chance to gain valuable insights from others which could be used to help improve their own technical and musical skills. These skills are the same as those being developed throughout the curriculum and will contribute to possible further study, employment or training.

HIGHER

All candidates must take the three mandatory Units:

- ❖ Music: Composing
- ❖ Music: Understanding
- ❖ Music: Performing

Composing Unit: pupils develop their creative use of compositional skills in preparation for the production of an audio folio.

Understanding Unit: pupils develop the ability to identify stylistic features of music listened to and to describe compositional features in terms of melody, harmony, rhythm, structure, timbre, genre and form.

Performing Unit: pupils demonstrate, in a prepared performance, the ability to perform with accuracy in pitch and rhythm and to play musically.

EXTERNAL ASSESSMENT

Pupils are assessed by a specialist Visiting Examiner in Music for their Performance Component (worth 60%) and a Question Paper for the Listening Component (worth 40%).

ADVANCED HIGHER

All candidates must take the **three mandatory** Units:

- ❖ Music: Composing
- ❖ Music: Understanding
- ❖ Music: Performing

In the **Composing Unit**, pupils will have opportunities to develop their creative use of compositional skills in preparation for the production of an audio folio which contains two examples of completed individual work. In the **Understanding Unit**, pupils will develop the ability to identify stylistic features of music listened to and to describe compositional features in terms of melody, harmony, rhythm, structure, timbre, genre and form. They will also compose an analytical essay based upon works that they have listened to during the course. In the **Performing Unit** pupils will demonstrate, in a prepared performance, the ability to perform with accuracy in pitch and rhythm and to play musically.

EXTERNAL ASSESSMENT

Pupils are assessed by a specialist Visiting Examiner in Music for their Performance Component (worth 60%) and a Question Paper for the Listening Component (worth 40%).



PHYSICAL EDUCATION

For all enquiries with this qualification please see: [Principal Teacher Faculty - Mrs V Beaton](#).

BROAD DESCRIPTION

Physical Education at the Senior Phase of the curriculum is focussed on the study of performance improvement, through an enhanced understanding of how different mental, social, emotional and physical factors impact on sporting performance.

In order to achieve a Senior Phase Physical Education course award, candidates **must already possess a high level of practical ability in two** of the following physical activities: Gymnastics, Badminton, Swimming, Basketball, Football and Dance.

The courses include the following three main components: **Factors Impacting Performance** (internally assessed); **Portfolio Investigation** (externally assessed) and the One-Off Performance unit (internally assessed). The courses are delivered through three double periods a week. There are two practical lessons that include written work, which **MUST** be completed independently by the pupils each lesson as they perform.

There is also a dedicated theory/written lesson each week, in which the pupils will complete an internal written assessment every second week up until Christmas. It is important that candidates understand the continuous nature of the internal assessment in Senior Phase Physical Education, as assessments start as early as the third week of the new academic year in June. There are three performance-based assessments, which are also carried out within lessons.

The NQ4 and NQ5 courses culminate with a written exam (NQ5), or Added Value Unit (NQ4) carried out in February, followed by a one-off performance assessment and associated evaluative exam paper at the end of the year. The Higher course includes a prelim in February, followed by a one-off performance assessment with associated evaluative exam paper, and a final written exam in May.

NATIONAL 4

Units: As above, plus an Added Value Unit consisting of an assessed practical performance and associated evaluative questions.

NATIONAL 5

Units: Factors Impacting on Performance (internally assessed, externally verified), Portfolio Investigation, and One-Off Practical Performance (internally assessed, externally verified).

NATIONAL 5: EXTERNAL ASSESSMENT

This course assessment has 2 components:

Component 1: portfolio, 60 marks.

Component 2: performance, 60 marks.

PROGRESSION PATHWAYS

Linear Progression: The structure and content of the three Senior Phase courses are similar, but as a candidate moves up in levels there is a significant increase in the need to take responsibility for their own individualised learning. All three courses require this, but the level of detail and the complexity of the performance development increases dramatically from NQ 4 up to Higher.

Skills Progression: The investigative and analytical skills developed, accompanied by the need to apply practical problem solving, make Physical Education valuable to any pupil. The course will

enhance a pupil's ability to work in a group or individually, and the evaluative skill set required for success, will equip pupils with many transferrable skills useful in learning, life and work.

HIGHER

Entry requirement: NQ5 Physical Education, or NQ5 English and high level of practical ability.

Internally Assessed Units: Performance Skills (Internally assessed in 2 activities), and Factors Impacting Performance (internally assessed within lessons). Both of these units are minimal competency Pass/Fail assessments, and must be completed in order for the candidate to be presented for the final assessments.

Externally Assessed Units: One-Off Performance Assessment, which is 40% Practical and 60% theory. This makes up 60% of the candidate's overall final grade. Questions and Scenarios Written Exam Paper lasting 1.5 Hours under exam conditions, makes up the final 40% of the total mark.

Progression: Many universities/colleges like to see Physical Education on the list of qualifications that candidates have. It shows an ability to work as part of a team, showing leadership and self-evaluation. Higher Physical Education is recognised by all universities as a legitimate academic entry qualification.

For all enquiries with this qualification, please see: [Principal Teacher Faculty - Mrs C Brown](#).

BROAD DESCRIPTION

Through learning in physics, pupils develop their interest in and understanding of the world. Through a range of tasks, pupils develop important skills to become creative, inventive and enterprising.

Physics Courses encourage resourcefulness, leading to pupils becoming confident individuals. Successful learners in physics think creatively, analyse and solve problems. Physics can produce responsible citizens, through studying the impact it makes on their lives, on the environment, and on society.

NATIONAL 3 (ENTRY: GRADE 6 OR 7 IN S3)

There are 3 units:

- ❖ Electricity and Energy
- ❖ Waves and Radiation
- ❖ Dynamics and Space

An experimental and investigative approach is used to develop KU of Physics concepts.

NATIONAL 4 (ENTRY: GRADE 4 - 5 IN S3, OR N4)

Biology or Chemistry)

- ❖ Electricity and Energy
- ❖ Waves and Radiation
- ❖ Dynamics and Space
- ❖ Added Value

A range of approaches are used to develop KU and skills for learning, life and work.

NATIONAL 5 (ENTRY: GRADES 1, 2 OR 3 IN S3, OR N4 PHYSICS)

There are 3 units:

- ❖ Electricity and Energy
- ❖ Waves and Radiation
- ❖ Dynamics and Space

A range of approaches are used to develop knowledge and understanding and skills for learning, life and work.

N5 EXTERNAL ASSESSMENT

This course assessment has 2 components:

Component 1: question paper, 135 marks, 100 scaled mark, 2 hours and 30 minutes.

Component 2: assignment, 20 marks, 25 scaled mark, 8 hours, of which a maximum of 1 hour 30 minutes is to be allocated to the report stage.

PROGRESSION PATHS

Skills progression

- ❖ develop scientific analytical thinking, inquiry and investigative skills
- ❖ develop the use of technology, equipment and materials, safely, in practical scientific activities

- ❖ develop problem solving skills
- ❖ use and understand scientific literacy, in everyday contexts

HIGHER (ENTRY: NAT 5 PHYSICS)

There are 4 units:

- ❖ Our Dynamic Universe
- ❖ Particles and Waves
- ❖ Electricity
- ❖ Researching Physics

The course provides opportunities for pupils to acquire:

- ❖ An increased knowledge and understanding of facts and ideas, of techniques and of the applications of physics in society.
- ❖ Skill in applying their knowledge and understanding in a wide variety of theoretical and practical problem-solving contexts.
- ❖ Skills associated with carrying out experimental and investigative work in physics and analysing the information obtained.

EXTERNAL ASSESSMENT

The end of course exam is a question paper: 20 marks multiple choice and 80 marks for short and extended answer questions.

The assignment is worth 20 marks and will assess the application of skills of scientific inquiry and related physics knowledge and understanding.

CfE ADVANCED HIGHER

There are 4 units:

- ❖ Rotational Motion and Astrophysics
- ❖ Quanta and Waves
- ❖ Electromagnetism
- ❖ Investigating Physics

The purpose of the Course is to build on the knowledge and skills developed by the learner in the Higher Physics Course and to use their mathematical knowledge and skills to analyse and solve problems in real-life contexts. As our understanding of physics and its potential applications is constantly evolving, our success as an industrial society depends on the development of young people who are secure in their knowledge of physics and who are resilient, adaptable, creative and inventive.

EXTERNAL ASSESSMENT

Project (30 marks) - 23% of final grade.

Exam (100 marks) - 77 % of final grade

- ❖ The question paper will contain restricted and extended response questions.



For all enquiries with this qualification, please see: E-Sgoil delivery.

BROAD DESCRIPTION

The Higher Psychology Course enables learners to use appropriate psychological concepts, theories, research methods and evidence to investigate and analyse internal and external influences on human behaviour in a range of different contexts.

HIGHER

The main purposes of the Course are to enable learners to develop an understanding of the psychological study of the human mind and behaviour in a range of contexts, and to enhance their ability to use evidence to explain behaviour.

The Course develops learners' understanding of psychology as the scientific study of the mind and behaviour. Psychology is a research-based subject, and it provides the opportunity to conduct practical research. This includes working with human participants in accordance with ethical standards.

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

- ❖ knowledge and understanding of psychological concepts, theories, approaches and terminology
- ❖ the ability to use thinking skills when analysing, evaluating and applying knowledge and understanding of psychology
- ❖ understanding of the role of research evidence in explaining human behaviour
- ❖ research skills to select, organise, interpret and evaluate information
- ❖ the ability to plan and carry out psychological research, using appropriate methods and according to ethical and scientific standards.

ASSESSMENT

This assessment has 2 components.

Component 1: question paper, 80 marks (67%), 2 hours 40 minutes.

Component 2: assignment, 40 marks (33%).

PROGRESSION

This Course or its Units may provide progression to:

- ❖ other qualifications in psychology, social sciences, social studies or related areas
- ❖ further study, training or employment



PRACTICAL METALWORKING

For all enquiries with this qualification, please see: [Principal Teacher Technical - Mr K MacDonald.](#)

BROAD DESCRIPTION

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

- ❖ skills in metalworking techniques
- ❖ skills in measuring and marking out metal sections and sheet materials
- ❖ safe working practices in workshop environments
- ❖ practical creativity and problem-solving skills
- ❖ knowledge of sustainability issues in a practical metalworking context

NATIONAL 4

The course combines practical metalworking techniques with elements of creativity.

Learners develop skills in practical metalworking including correct use of tools and equipment and a range of materials. Learners also gain an appreciation of safe working practices in a workshop environment.

The Course comprises 4 mandatory Units including the Added Value Unit. Each component Unit of the Course is designed to provide progression to the corresponding Unit at N5.

NATIONAL 5

The course is suitable for learners with an interest in metalworking and those wanting to progress to higher levels of study or a related career.

The Course provides opportunities to develop and enhance psychomotor skills, practical creativity, practical problem-solving skills, an appreciation of safe working practices.

PROGRESSION PATHS

Linear progression

On completion of N4, the progression would be to N5 then leading to employment (apprentice) or to further education.

Skills progression

Learners gain skills in safe and correct use of tools, equipment and a range of materials, and in reading and interpreting drawings and diagrams.

The Course develops and enhances psychomotor skills, practical creativity, practical problem-solving skills, an appreciation of safe working practices and knowledge of sustainability issues in a practical metalworking context.

Course activities provide opportunities to build self-confidence and to enhance skills in Numeracy, employability skills, thinking skills, planning and organising of work tasks, working independently and in collaboration with others, as well as skills in communication and skills in self and peer evaluation.



PRACTICAL WOODWORKING

For all enquiries with this qualification, please see: [Principal Teacher Technical – Mr K MacDonald](#).

BROAD DESCRIPTION

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

- ❖ skills in woodworking techniques
- ❖ skills in measuring and marking out timber sections and sheet materials
- ❖ safe working practices in workshop environments
- ❖ practical creativity and problem-solving skills
- ❖ knowledge of sustainability issues in a practical woodworking context

NATIONAL 4

The course combines practical woodworking techniques with elements
Learners develop skills woodworking including use
equipment and a range of creativity. in practical of tools and of materials.

Learners also gain an appreciation of safe working practices.

The Course has four mandatory Units including the Added Value Unit. Each Course Unit is designed to progress to the corresponding Unit at National 5.

NATIONAL 5

The course is suitable for learners with an interest in woodworking and those wanting to progress to higher levels of study or a related career.

The Course provides opportunities to develop and enhance psychomotor skills, practical creativity, practical problem- solving skills, an appreciation of safe working practices in a workshop environment, and an understanding of sustainability issues in a practical woodworking context.

PROGRESSION PATHS

Linear progression

On completion of N4, the progression would be to N5 then leading to employment (apprentice) or to further education.

Skills progression

Learners will gain skills in the safe and correct use of tools, equipment and a range of materials, and in reading and interpreting drawings and diagrams.

The course develops and enhances psychomotor skills, practical creativity, practical problem-solving skills, an appreciation of safe working practices in a workshop environment, and knowledge of sustainability issues in a practical woodworking context.

Course activities provide opportunities to build self-confidence and to enhance skills in Numeracy, employability skills, thinking skills, planning and organising of work tasks, working independently and in collaboration with others, as well as skills in communication and skills in self and peer evaluation.



SPORT AND RECREATION

For all enquiries with this qualification, please see: [Principal Teacher Faculty – Mrs V Beaton.](#)

BROAD DESCRIPTION

Sport and Recreation is an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in the industry.

The Course content 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; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting up, dismantling and checking equipment and resources; helping to plan and review a training programme; and establishing good practice in identifying and reviewing goals. The Course also covers health and safety legislation and risk assessment.

NATIONAL 5

At National 5, candidates will learn about:

- ❖ assisting with planning, setting up and delivering activity sessions
- ❖ assisting with setting up, dismantling and checking equipment and resources
- ❖ assisting with accident and emergency procedures
- ❖ dealing effectively and courteously with clients, staff and others
- ❖ helping to plan and review a personal training programme
- ❖ establishing good practice in identifying and reviewing personal goals
- ❖ sourcing information about career pathways
- ❖ identifying and reviewing skills and experiences

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

ASSESSMENT

This assessment has 3 outcomes:

- ❖ Develop Physical Training Plan
- ❖ Monitor Physical Training Plan
- ❖ Review Physical training Plan

SCQF LEVEL 5

There are 4 mandatory units:

- ❖ Assist with a Component of Activity Sessions
- ❖ Employment Opportunities in the Sport and Recreation Industry
- ❖ Assist with Fitness Programming
- ❖ Assist with Daily Centre Duties

For all enquiries with this qualification, please see: [Principal Teacher Faculty - Miss Garbutt.](#)

BROAD DESCRIPTION

The Travel and Tourism Skills for Work course is focused on building the skills required for working in the travel and tourism industry.

Students will learn about the variety of employment opportunities available in the travel and tourism sector. They will also gain an understanding of the required skills and qualities needed to enter the workforce successfully.

Students will also learn about the basics of customer service, including assisting customers in a variety of settings; solving customer problems and promoting products through upselling.

Furthermore, students will gain knowledge and understanding about the variety of tourist destinations in Scotland, the UK and worldwide destinations; the amenities on offer; the current trends in the industry and the impact of tourism on Scotland, the UK and on worldwide destinations.

NATIONAL 4 AND NATIONAL 5

Within the National course you study 4 main topics:

- ❖ Employability
- ❖ Scotland
- ❖ Customer Service
- ❖ UK and World

NATIONAL COURSE ASSESSMENTS

- ❖ National 4 and 5 are internally assessed following the SQA provided assessments.
- ❖ Assessments are completed continuously throughout the year.
- ❖ Short work placement required.
- ❖ No external exam.



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