

## Learner Pathways

Senior Phase 2022-23



Where can your pathway take you?

## Welcome to the Senior Phase

Welcome to your Senior Phase Learner Pathways booklet for the session 2022-23. As you progress beyond S3, you enter the Senior Phase of your school education. The senior phase will last for one, two or three years, depending on progress, aspirations and career plans.

Many of you will be picking courses for your first set of qualifications while others will have made the choice to come back to get further qualifications needed for the next stage in your learning. Invergordon Academy will do its best to match your aspirations and give you the best chance of going forward into a positive destination, be it employment, training, college or university.

Our Senior Phase offers a wide variety of courses and this booklet supports S3, S4 and S5 students in making the right learning choices for returning to school next session. It explains our Senior Phase and contains information on the learning opportunities available at Invergordon Academy.

Our staff will assist and guide you and much work is going on in developing new courses, linking with colleges and employers, partnerships with other agencies and universities. The school works very hard to provide a curriculum which offers you a range of pathways, qualifications and opportunities. In certain subjects' places may be limited and priority will be given on the basis of prior attainment. It is important, therefore, that all our learners continue to strive to achieve the best standard possible in their courses and exams.

As well as the more traditional subjects, we offer a number of courses which promote and develop employability skills. The courses are available at many levels and some will be delivered in collaboration with local partners. There are also opportunities to learn beyond school, for example, at college; through work experience or volunteering; by studying modules through The Open University, or by following a Foundation Apprenticeship in partnership with local colleges and universities.

Your Support Manager and Skills Development Scotland advisor will help you to identify your interests, strengths, needs and career aspirations. Through PSE and one-to-one meetings, you will be helped to choose an appropriate pathway and this will be based on your levels of attainment last session, your potential and your expected career path.

On behalf of the staff at Invergordon Academy I wish you the very best for your year ahead.



Michael Aitchison  
Head Teacher

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## **Our Commitment**

We expect the highest standards from our senior phase pupils. Staff will work really hard to maximise the chances for success for you and we require your commitment to enable that to happen. The school expects you to be a positive part of the school ethos, to act as appropriate role models for younger pupils and to work with staff to achieve your best.

In particular you are responsible for:

- setting yourself challenging, but attainable, targets and not being satisfied with doing just enough to get by
- being fully prepared and equipped for classes
- follow the school dress-code policy without question or omission
- to be on time for school, classes, appointments and aim for 100% attendance
- to contribute fully, to think about your performance, to ask for help as required and to use feedback from teachers in order to improve
- completing all required homework to the best of your ability
- persevering to achieve your goals, not giving up and taking more responsibility for your own studies
- giving a commitment to establish and maintain good relationships with other students and staff and doing what you can to create an environment which encourages a willingness to learn among students
- embracing the range of experiences which we offer, both curricular and extra-curricular

If staff are concerned that you are not making sufficient effort or your attendance falls below an acceptable level, then a warning meeting will be called with a member of SMT, Parent/Carer and yourself. If there is no improvement after this meeting and you are above school leaving age then you may be asked to leave the school.

## **School Leaving Dates**

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

Pupils entering S4 must complete the school year and if you are 16 years old before 30 September 2022 you may leave after your exams on 31 May 2022.

If you are 16 years old after 30 September 2022 you must remain in full time education until at least the end of the Christmas term 2022.

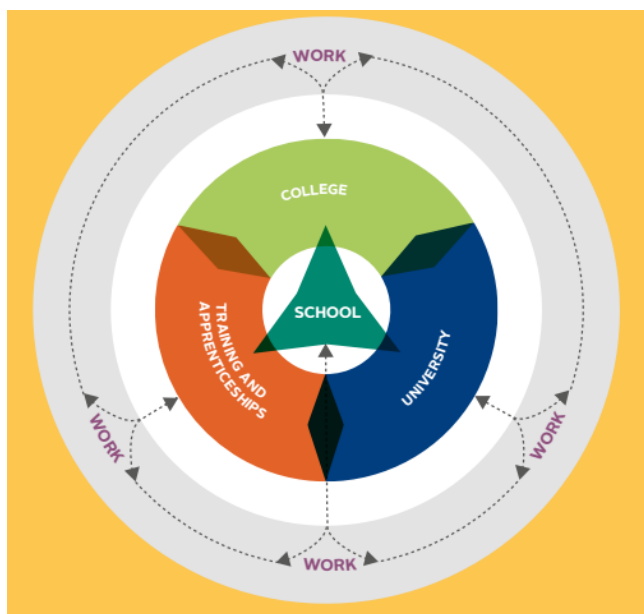
Christmas Leavers can get a great deal out of their last term at school. There are worthwhile courses at school which will help you gain employment or link into colleges. You may also be able to do other things at school or in the community which will add to your experience and range of skills and qualities.

Once a student has reached the school leaving date they are regarded in law as being an adult and the school is required to deal directly with the student but will keep parents informed. Students entering S5/6 will normally have passed their leaving date before the start of, or during, the school session and will therefore be treated as adults throughout and as they would be in a work place. You will thus be expected to conduct yourself as an adult in all aspects of your business in school.

## What is Senior Phase all about?

It is about preparing for the next stage in your education and making you an attractive candidate for employment, training for further study. You need to remember you have a range of options and school is only one of them.

There are many ways to enter the workplace, get a good job and have a successful career. School gets you to the starting line; you now get to choose the best route for you.



This diagram has been reproduced from the National Parent Forum Scotland (NPFS) publication called Career Education: A World of Possibilities

The National Parent Forum produces a wide range of documents written in pupil and parent friendly language without jargon.

A good number of pupils come back to school as they think it is the best way to achieve their potential.

Unfortunately, this is not always the case and they can find they leave at the end of S6 not having made the progress they expected and are unable to move on the way they expected.

Many very successful and happy people left school before the end of S6. Have a think about why you are coming back and look at all the options open to you before making your final decision.

Your qualifications are important, but they are only part of the story. Whatever your route into employment you will need to develop a wide range of other skills. Some of these skills will be developed through your courses. Others are about self-discipline and working as part of the school community.

Others will require you to engage with employers, gain experience in a specific vocational field. Sometimes you will need to put yourself well outside your comfort zone and do some things you didn't think you could do (or even wanted to do!). Senior school should provide an opportunity for skills development; it is up to you to grab the opportunities open to you.

## **Senior Phase Curriculum**

Students going into S4 will choose 6 subject courses and will receive two periods of Core PE and one period of PSE/RME on rotation. Learners have already started thinking about their S4 plans in Skills Time lessons and in the weeks ahead they will have considerable further input and discussions both at home and in school.

Students returning for S5 who are choosing 4 or more Higher level courses should choose 5 courses plus a Standalone Unit and/or Wider Achievement option, otherwise 6 full courses should be chosen.

S6 students who intend to attend full-time should choose courses in at least 5 columns plus a Standalone Unit/Wider Achievement. All full-time S6 students will receive one period of Core PE, PSE and two study periods.

Some pupils at all levels will require a more flexible curriculum and we will work together with pupils, parents and other partners to put these into place where appropriate.

Students have been encouraged to discuss their plans at home and with their subject teachers and Support Managers, so that the most appropriate decisions can be arrived at. Courses will only run if there is sufficient demand and staffing and resources are available.

## **Applying for Courses**

This booklet should be read carefully in its entirety so that pupils have a good understanding of what studying a particular course will involve. This allied with sensible planning and detailed discussion with their parents and their teachers will form the basis of each learner's decision making for the year ahead and beyond. As always we will try to deliver the individual options requested, but it must be remembered that class sizes are finite and the range of courses offered will be determined by staff availability. With that in mind we ask pupils to select second choices as well as first. Individual learner track record and current progress in departments will be considered carefully in the application process. The length of time a learner intends to remain at school will also guide choice. A learner who plans to stay on after S4 will be working towards a two or three-year plan which will give greater scope for the breadth of subjects that they will study.

## **Presentation for Certification**

The school has to pay a fee for every student presented for certification. Presentation will be dependent on satisfactory attendance and progress reports from course teachers.

Students must remember that continuous assessment of essays, project or investigative work, speaking tests, folios of work done, class tests and preliminary examinations are an increasingly important part of assessment for certification. The final examination is only one part of the overall assessment of each student. It is essential that all deadlines are met for the submission of work for assessment.

## Entry Requirements for Courses

- National 3-5 can be taken as new subjects or as a progression from the previous level in S3 (CfE3/4) or S4
- Higher level courses: the normal entry level is a good pass at National 5.
- Advanced Higher usually require a grade A or B in Higher.

## Assessment and Certification

Courses will continue to contain work that is assessed and marked throughout the year by teachers. These 'Units' will be assessed as Pass or Fail only.

National Qualification courses at Higher and Advanced Higher levels will still include Units assessed by schools and colleges but, for these qualifications, learners will also have to pass an additional course assessment which will be marked externally by SQA. Course assessments will normally be carried out using one or two methods from seven possible types of assessment modes which will include:

- |                |                 |                             |                |
|----------------|-----------------|-----------------------------|----------------|
| 1. Assignments | 2. Case Studies | 3. Practical Activities     | 4. Performance |
| 5. Portfolios  | 6. Projects     | 7. Question Papers or Tests |                |

## Course Grading

National 2, National 3 and National 4 Courses will not be graded but assessed overall as a PASS or FAIL and, if a learner fails a Course assessment, they will receive credit for the Units they have achieved at that level.

National 5, Higher and Advanced Higher Courses will be graded A to D or 'No Award'. There are no automatic compensatory arrangements at any level.

## Added Value Assessments

Courses from National 4 through to Advanced Higher will assess 'added value' and thus include a 40- hour added value element or AVU. This will assess breadth, challenge and/or application of learning and will be achieved by sampling skills, knowledge and understanding from Units. Added value will be assessed in a Unit at National 4 and through the Course Assessment at National 5, Higher and Advanced Higher.

## Learner Journeys

The following section gives examples of typical learner journeys through the Senior Phase as they are currently being experienced in schools across the country.

## Advice

Advice is available to students on option choices from subject teachers, Support Managers, Head Teacher or Depute Head Teachers.

If parents wish to consult any member of staff please telephone the school (01349 852362).

## **Open/Distance Learning**

Various courses may be studied on an Open Learning basis, usually in S5/6. Pupils interested in these courses should obtain further information from SMT. Normally only one Open Learning Course is recommended as they require students to work on an individual basis for most of the time. The choice of courses available depends on resources and availability of external tutors and may vary from year to year.

## **Personal Development Activity**

This will be a compulsory component in the new national arrangements for post-16 students. It should involve the student working as part of a team, co-operating with others, communicating effectively, taking on responsibilities and making decisions. Some activities within the school provide such opportunities: social committee, paired reading scheme, paired sums, paired computing, assisting staff to run sporting events. Other activities such as work experience and Duke of Edinburgh Award Scheme also offer such opportunities.

## **Work Experience**

Work experience for S5/6 students may be arranged with local nearby placements on a regular weekly basis for all or part of the year or may also be arranged in a one week block depending on circumstances. Work experience plans should be negotiated primarily on the basis of advice from the Support Manager. The student will be asked to complete an application form and then be directed to a teacher who will assist the student to make the necessary detailed arrangements. It is important that correct procedures are followed. Students should not approach any company until arrangements have been agreed with the teacher responsible. All placements have to be approved by Highland Council before they can go ahead.

## **Private Study**

Time may be used for private study when a student is not timetabled for classes. Arrangements for private study in departments may be negotiated. The Library may be used for study at certain times with the permission of the librarian. The Library is also used by class groups and may not always be available. Support staff will advise students on how much time should be allocated to private study and what is acceptable as appropriate use of study time. As a guide, private study during the school day should be kept to a minimum. Evidence shows that students who have the busiest programmes are generally the most successful.

## **Holidays**

Students, like teachers and other school staff, are expected to take their holidays during the official school holiday periods.



**Attendance**

Attendance will be recorded in each class in which the student is enrolled. It is expected that all students will maintain a level of attendance in excess of 95%. Even a 90% level over the year means an average of one day off every two weeks and this could prevent students from maintaining satisfactory progress. Exceptions will, of course, be made in cases of genuine illness or injury. In such cases it is advisable that the student informs the school immediately.

Students will be required to provide notes to cover all absences. Students arriving in school after the start of period 1 should report to the school office to register and complete an absence form giving the reason for absence until that time of day.

**Education Maintenance Allowance**

Education Maintenance Allowance is awarded subject to satisfactory attendance and progress reports. An unsatisfactory attendance report could lead to the withdrawal of the EMA.

**Part time Jobs**

Part-time jobs involving long hours will have an adverse effect on your studies. Give yourself the best possible chance of success in S5/S6 by carefully managing your time so that you strike a reasonable balance between your studies and all the other demands on your time.

**Disciplinary Procedures**

A responsible, adult attitude is expected of senior students. Any student who misses a class without good reason will face disciplinary action. Any form of behaviour which adversely affects the work of other students or teachers, or which is liable to be damaging to property or personal safety, any unjustifiable absence, persistent lateness, or failure to meet deadlines for the submission of work, could lead to disciplinary action being taken.

Disciplinary procedures for post-16 students will be in line with those to be found in any place of further education or employment. Failure to respond to initial correction will lead to formal procedures.

## Mythbusters!

### ***College is for less academic pupils***

False!

Colleges offer a huge range of courses at a wide range of levels. They offer a degree of vocational skill that is not possible in a school. They have very specialised facilities that a school could never offer. The courses on offer are suitable for pupils with a small number of National 3/4 qualifications and also those with good higher grades.

They may offer qualifications you do not recognise, but these qualifications will be recognised and valued by employers. Colleges work closely with employers and universities to make sure their courses prepare young people well for the workplace or further study.

Some college places are very competitive with high calibre candidates applying for them.

### ***I need to go to straight to university to get a degree***

False!

For some pupils, moving to university straight from school is a step too far. They struggle with the workload, they do not cope very well with the level of independent study required or they can choose the wrong course. The drop-out rate at university is higher than it should be.

You can go to college first, study for an HNC/HND and gain entry into University. This can be a very positive experience as students gain confidence as the work is at a more appropriate level and progresses at a more suitable rate. The nature of the work can be more relevant and motivating. The skills developed will be of direct relevance to the employment sector you are working within, making you an attractive candidate for employers.

There is always the option to move into employment or further study. There may be the opportunity to move into employment with further training being supported by an employer.

### ***I need to study three sciences to be a doctor/vet, etc.***

False!

You will need five very good Highers usually including Biology (or Human Biology) and **two** from Chemistry/Physics/Maths. If you have a particular university in mind, you should check with their admissions office for details. Some universities are happy for you to 'top up' with any missing subjects (e.g. Physics) in S6 providing you get the necessary grades in any subjects in S5.

### ***I will increase my chances of getting a job if I stay until the end of S6***

Perhaps.

If you come back to school because you didn't know what else to do and it is what all your friends were doing, you might not improve your chances of getting a job. A significant number senior of pupils, particularly in S6, have poor attendance patterns. They are effectively taking 1.5 days off every two weeks. When it comes to course work and exams, they suddenly find themselves in trouble part way through the year. They haven't developed a strong work ethic and attendance and punctuality is poor. None of this looks good on a CV or reference!

If you have a clear plan about what you want to get from S5/6, work closely and openly with your teachers and Support Manager and keep an open mind about the your future then you will increase your chances of getting a job.

***Employers only value academic qualifications***

False!

Obviously employers value academic qualifications as this shows a level of commitment, ability and resilience. However, they are only part of the story. Employers also value the following:

- Flexibility
- Resourcefulness and a problem solving attitude
- Reliability and punctuality
- Communication skills
- Team workers
- Determination
- Positive attitude, cheerfulness and energy

These qualities are not measured by exams. How could you develop these skills and be able to demonstrate to an employer that you have them? On many occasions, the best person for the job isn't the one with the best grades, it's the one with the good grades and the best set of employability skills.

***There is nothing at school for 'Christmas Leavers'***

False!

If you are a 'Christmas Leaver' (you are 16 after 30 Sept 2022) you must stay on the school roll until December 2022. If you want to leave school before summer 2022, we would like to work closely with you to help you reach your goal. There are a number of people we can work with to make you better prepared for a college placement or getting a job. Speak to your Support Manager for advice, the earlier you do this, the better we can support you.

**Where to Find More Information?**

The SQA website: [www.sqa.org.uk/cfeformparents](http://www.sqa.org.uk/cfeformparents) is full of useful information to help explain the changes to National Qualifications, including opportunities to download the various documents.

There are also details on how they are working with teachers and lecturers to introduce the new National Qualifications and Awards.

Further information on subject courses/curricular pathways can be obtained from;

<https://blogs.glowscotland.org.uk/glowblogs/NPF/nationals-in-a-nutshell/>

<http://www.myworldofwork.co.uk/>

[http://www.sqa.org.uk/files\\_ccc/SQA\\_CfE\\_learners\\_guide.pdf](http://www.sqa.org.uk/files_ccc/SQA_CfE_learners_guide.pdf)

[http://www.sqa.org.uk/files\\_ccc/SQA\\_CfE\\_parents\\_guide.pdf](http://www.sqa.org.uk/files_ccc/SQA_CfE_parents_guide.pdf)

<http://www.sqa.org.uk/sqa/59033.html>

[http://www.educationscotland.gov.uk/Images/GreatLearninginScotland\\_tcm4-814175.pdf](http://www.educationscotland.gov.uk/Images/GreatLearninginScotland_tcm4-814175.pdf)

<http://www.educationscotland.gov.uk/parentzone/cfe/learnerjourneys/introduction.asp>

# **LEARNER JOURNEYS**

## Liam's Learner Journey

Liam achieved well in his broad general education mostly at third and fourth levels. He had not yet successfully achieved third level in maths.

In S4 Liam studied one – year programmes of learning in all subjects at either National 4 or National 5 level, except maths. He began a two-year course of learning in maths in order to develop his confidence in this area and to provide more time to further develop his skills.

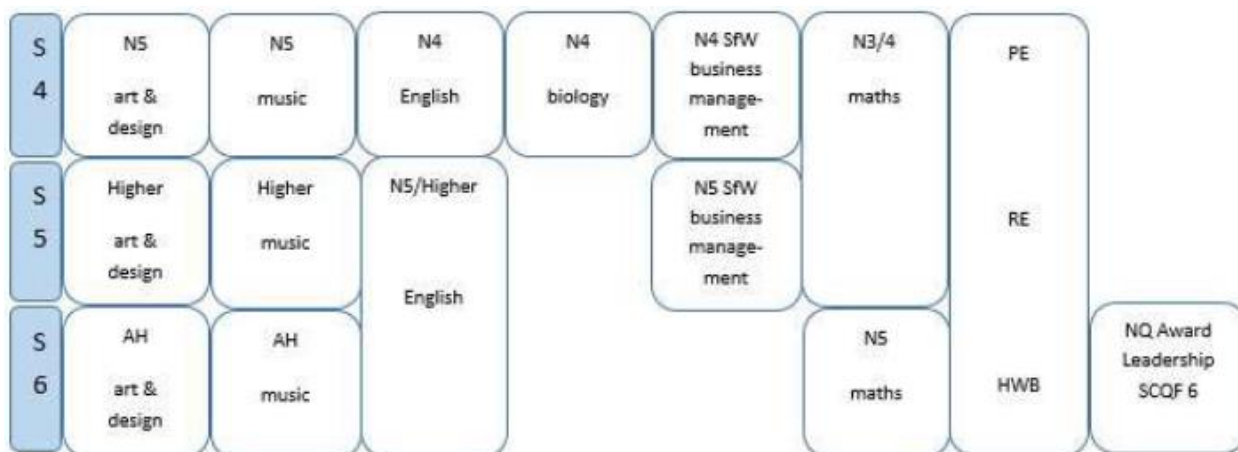
He looked at a number of degree courses in art and design before deciding on his choice of subjects for S5 and S6. In discussion with his school and parents he agreed a programme of one and two-year programmes of learning to ensure he successfully achieved the necessary qualifications.

His activities as part of an enterprise project contributed to his Leadership Award.

At the end of S6 he decided to apply to study HNC in art & design with a view to transferring to a degree course the following year.

*I have always been very creative and wanted to design and make products as a future career. Throughout my time in art and design I developed a real interest in textiles and the importance of adopting a more sustainable approach to their use. I made a range of products from recycled knitwear and their popularity grew through social media, a school fair and a local social enterprise initiative. I plan to continue to develop my portfolio before applying to study textile design further.*

Liam



## Heather's Learner Journey

Heather has additional support needs and finds literacy particularly challenging. She achieved well in her broad general education at second level in all areas of the curriculum.

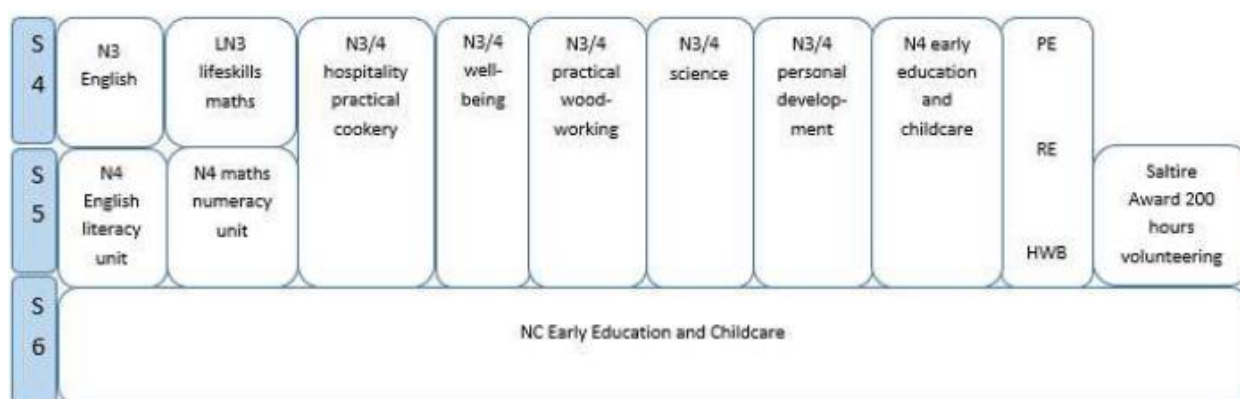
In S4, Heather agreed, supported by school staff and her parents, to a one-year programme of learning in English and Lifeskills Maths at National 3 and a two – year programme of study at National 3/National 4 in her other subject areas. She was successful in interviews for a place at the local college studying National 4 Early Education and Childcare - this included a work placement in a local nursery.

Heather continued to access additional support for literacy and took part in the Saltire Challenge. Her work with Young Carers and her work placement contributed to her Wellbeing and Personal Development Awards.

In S5, Heather continued with her two-year programmes of study and passed all courses at National 4. Heather successfully completed a Literacy unit at National 4 and in all her other subjects achieved course awards at National 4. Heather was successful in her application for the NC course in Early Education and Childcare at college.

*I have always struggled a bit with English and maths and am better at practical subjects, but with the support of my teachers I have achieved a good set of results from school. Young Carers has been a really good support to me and I might not have done so well at school if they hadn't helped me cope with looking after my mum. I am a real people person and have always enjoyed lots of company particularly my nieces and nephews and I think this experience will really help me in my Early Education and Childcare course at college.*

Heather



## Helen's Learner Journey

Helen achieved well in her broad general education at fourth level in technologies and expressive arts and third level in other curricular areas. She found reading and writing more difficult but was progressing steadily.

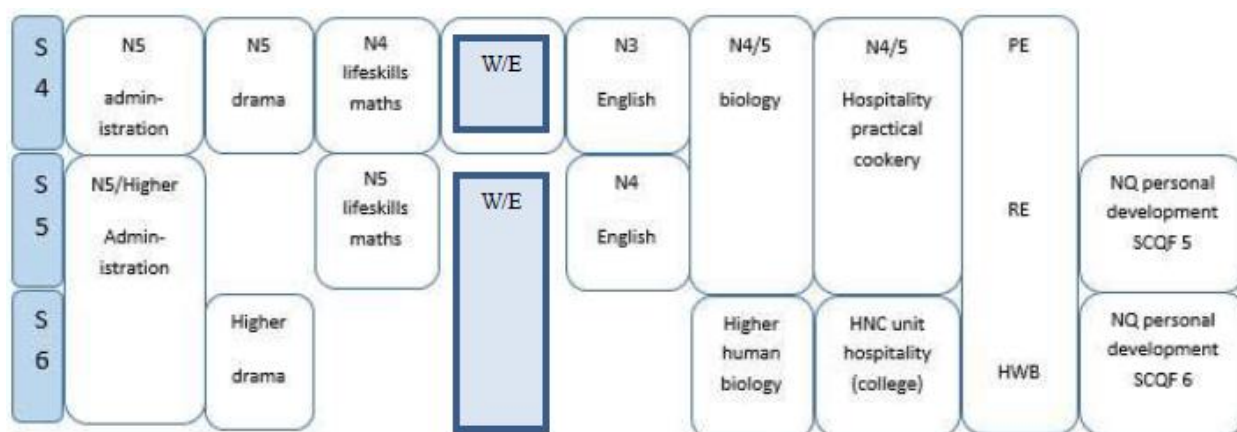
Her S3 profile recorded her interest and strengths in practical skills. It also highlighted the importance of her requiring programmes of learning in the senior phase that would take forward her learning in areas of particular strength and also provide additional support, at an appropriate pace, in subject areas she found most challenging.

In S4, Helen was able to study a mixture of one and two –year programmes of learning at both National 4 and National 5 levels to meet her learning needs, she also undertook work experience at a local hotel..

She continued this pattern in S5, progressing to Highers in human biology and drama in S6. She also attended a local college completing an HNC unit in hospitality: professional cookery. Helen's experience from her part-time Saturday job contributed to her NQ personal development course and secured a full-time place on a HNC/HND course in professional cookery at college.

*I always enjoyed making and building things when I was younger and knew that I would probably end up in a job where I could put my practical skills to good use. In the BGE, I developed a real interest in cooking and even started making simple snacks at home. I decided to study practical cookery and my enthusiasm and level of skill increased exceptionally well. I had the opportunity to study for a unit in professional cookery at the local college and from this experience made a decision that a career as a head chef in a professional kitchen was my ultimate goal.*

Helen



W/E: One week work experience in fourth year. One afternoon a week in S5/6

More examples of Learner Journeys can be found at:

<http://www.educationscotland.gov.uk/parentzone/learninginscotland/seniorphase/learnerjourneys>



## **COURSE INFORMATION**

## **ADMINISTRATION & IT - NATIONAL 4 & 5**

### **What does the course involve?**

The main purpose of the course is to develop Administrative skills and IT skills to enable learners to:

- develop an understanding of administration in a workplace and the main laws that affect organisations and their employees
- understand the importance of good customer care
- develop excellent IT skills and use them to carry out administrative tasks
- develop their organisational skills to plan and organise events

### **Assessment**

There are 3 Units in both the National 4 and 5 Administration and IT courses:

#### **Administrative Practices**

In this Unit you will learn:

- the duties, skills and qualities of an administrative assistant
- the features of good customer care and the benefits of this for an organisation
- health and safety duties, security of people, property and information
- how to plan, organise and prepare for a small-scale event within a budget

#### **IT Solutions for Administrators**

In this Unit you will learn how to use:

- word processing
- spreadsheets
- databases

#### **Communication in Administration**

In this Unit you will learn how to:

- make use of technology to gather information e.g. intranet and internet
- use a range of technology such as desktop publishing, multi-media and email
- select suitable methods of communication to suit different purposes and people/organisations

### **Assessment**

Details can be found using the following link;

<https://www.sqa.org.uk/sqa/45625.html>

### **Progression**

Pupils who achieve success at National 4 may progress to National 5.

Pupils who achieve success at National 5 may progress to Higher.

### **Contact**

Miss MacPherson in the Business Education Department

## **ACCOUNTS N5**

This course helps pupils to gain an understanding of how to use financial information, allows them to prepare accounting statements, and helps them analyse, interpret and report on an organisation's financial performance.

The course enables pupils to gain the following skills:

- Develop an awareness of the function that accounting performs in industry and society
- Prepare, present, interpret and analyse accounting information
- Apply a systematic approach to solving financial problems, by using the relevant accounting concepts and techniques
- Apply information technology in accounting-related tasks

### **Course Outline**

The course consists of two main areas;

#### **Financial accounting**

Candidates develop skills, knowledge and understanding to prepare, interpret and analyse financial accounting information by using the relevant accounting concepts and techniques.

#### **Management accounting**

Candidates develop skills, knowledge and understanding of internal accounting information, and are able to prepare this using a range of basic accounting techniques.

### **Further details**

<https://www.sqa.org.uk/sqa/47434.html>

## **ADMINISTRATION AND IT - HIGHER**

### **Why Higher Administration?**

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

The key purpose of this course is to develop learners' advanced administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

The course aims to enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and management of information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT
- acquire skills in managing the organisation of events

**Course Outline**

The course consists of 3 units:

- Administrative Theory and Practice
- Information Solutions for Administrators
- Communication in Administration

**Assessment**

Details can be found using the following link;

<https://www.sqa.org.uk/sqa/45625.html>

**Progression**

Successful completion of the course could lead on to:

- Advanced Higher Administration and IT
- Higher National programmes in Administration
- Higher Education programmes in Administration
- Training or employment e.g. Administrator

**Careers**

Administration is useful for many careers including Administration and Management, Hospitality, Travel and Tourism, Computing and ICT etc.

**Contact**

If you would like further information, please discuss with Miss MacPherson.

## ART AND DESIGN - NATIONAL 4 & 5

### Why choose Art and Design?

Art and Design is very much part of your daily life whether you realise it or not. Every man-made object that you see and every product that you buy – from CDs, clothes, shoes, jewellery and accessories to buildings, computer games and furniture – have all started out as the ideas of a designer. We are also surrounded by examples of painting and sculpture in our own homes or within the community.

Art and Design will always be a part of your everyday life and entertainment and this course will help you to develop **your own** creative and design skills. It will also encourage you to build the skills to be able to appreciate good design and artistic expression.

### What does the course involve?

You will create a folio of work which consists of the following:

#### Expressive Activity

1. Research and Development of a chosen theme, through the mediums of drawing, painting, printmaking or sculpture.
2. The study of appropriate artists and movements within Art, so that you can further enhance and develop ideas.
3. The production of a finished piece of artwork.
4. An evaluation of the work you have created.

#### Design Activity

1. Research and Development of an idea, based on the requirements of a set design brief.
2. The study of appropriate designers and design movements.
3. The production of a finished design.
4. An evaluation of the work you have created.

Within the National 5 course you will also be required to sit a written question paper, based on the work of artists and designers appropriate to the folio of practical work you have undertaken during the course.

This is sat under exam conditions.

### How is your work assessed?

National 4 is internally assessed as Pass or Fail.

Details of National 5 and Higher can be found using the following link;

<https://www.sqa.org.uk/sqa/45625.html>

### Recommended entry - Level 4

(Experiences and Outcomes) or at the discretion of the Teachers in the Department

### Contact

For further information, please discuss with Mrs Forsyth.

## **ART AND DESIGN - HIGHER**

### **Why Higher Art and Design?**

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

### **Course Outline**

The course consists of 3 units:

- Expressive Unit
- Design Unit
- Art and Design Studies

### **Assessment**

Details can be found using the following link;

<https://www.sqa.org.uk/sqa/45625.html>

### **Progression**

For students in S5 there may be progression to Advanced Higher Art and Design.

Higher Art and Design is a well-recognised qualification for many areas of further education (HNC/HND/Degree), Training (VQ), and many areas of employment.

### **Careers**

All aspects of Art and Design, for example, Teaching, Community Art, Graphic Design, Fashion Design, Architecture, Interior Design, Textile Design, Product Design, Theatre Design, etc.  
Communications and Media  
Manufacturing Industries

### **Contact**

For further information please discuss with Mrs Forsyth.

## **ART AND DESIGN – ADVANCED HIGHER**

### **Why Advanced Higher Art and Design?**

In a future of rapid change, the ability to think creatively – showing independence and lateral thinking, self-reliance and motivation – will be highly valued. The Advanced Higher Art and Design course strongly supports candidates in developing these qualities and the transferable skills needed to meet the challenges of the 21<sup>st</sup> century. Candidates will undertake appropriate, high-level and intensive study in the subject through coherent development within a chosen area. Studies will be characterised by substantial evidence of independent learning which will allow candidates to take responsibility for determining the content and overall direction of their work.

This course is suitable for candidates progressing from Higher Art and Design and who have achieved strong grades in this course.

### **Course Outline**

The course consists of one mandatory unit, which can be either Design Enquiry or Expressive Activity and a choice of one other unit (usually a written unit of study).

### **Assessment**

The course is assessed externally by the SQA.

### **Progression**

This course may provide progression to:

- Further Education programmes
- Higher Education programmes
- Training or employment

### **Careers**

All aspects of Art and Design, for example, Teaching, Community Art, Graphic Design, Fashion Design, Architecture, Interior Design, Textile Design, Product Design, Theatre Design, etc.  
Communications and Media  
Manufacturing Industries

### **Contact**

For further information, please discuss with Mrs Forsyth.

## **BIOLOGY - NATIONAL 4 & 5**

### **Why study Biology?**

The purpose of the course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course by investigating the applications of biology. The course covers major areas of biology ranging from cellular to whole organism and up to ecosystems.

### **What does the course involve?**

The course has three mandatory Units:

#### **Cell Biology**

This unit covers the following key areas: cell division; DNA genes and chromosomes; properties of enzymes; properties of micro-organisms and photosynthesis. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy.

#### **Multicellular Organisms**

This unit covers the following key areas: sexual and asexual reproduction; propagating and growing plants; commercial uses of plants; genetic information; growth and development of different organisms; and biological actions in response to internal and external changes to maintain stable body conditions.

#### **Life on Earth**

This unit covers the following key areas: plant and animal interdependence; impact of population growth and natural hazards on biodiversity; nitrogen cycle; fertiliser design and environmental impact of fertilisers; and adaptations for survival and learned behaviour in response to stimuli linked to species survival.

#### **Added Value Unit**

Learners will draw upon and extend the skills they have learned from across the other units and will demonstrate a breadth of knowledge and skills in unfamiliar contexts and/or integrated ways.

### **How is your work assessed?**

At National 4, the course is assessed through internal assessment by the teacher only.

At National 5, the course is assessed through a combination of internal assessment by the teacher and an external examination, set and marked by the SQA.

### **Progression**

By successfully completing a course in Biology at National 4 a learner may progress to the following course:

- National 5 Biology

By successfully completing a course in Biology at National 5 a learner may progress to the following courses:

- Higher Human Biology
- National 5 Physics or Chemistry

### **Contact**

For further information, please discuss with Mr C Phillips



## **(HUMAN) BIOLOGY - HIGHER**

### **Why Higher Human Biology?**

The Higher Human Biology course provides a broad based integrated study of a range of biological topics which develop concepts of human biology. The purpose of the course is to develop learners' interest and enthusiasm for human biology in a range of contexts. The course provides the opportunity for learners to acquire a deeper understanding of cellular processes, physiological mechanisms, communication between organisms, and the biology of populations as they apply to the human species.

### **Recommended entry**

National 5 Biology, preferably at Grade A or B

### **Course Outline**

The following Units are studied:

- Human Cells
- Physiology and Health
- Neurobiology and Communication
- Immunology and Public Health

### **Assessment**

To gain the course award, the learner must pass all of the Units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award. The course assessment will consist of two components: a question paper and an assignment. The question paper will have two sections; the assignment will have one section.

### **Progression**

The course or its units may provide progression to:

- Advanced Higher Biology
- Other qualifications in Biology or related areas.
- Further study, employment and/or training.

### **Careers**

Medicine, Physiology, Dentistry, Genetics, Health, Nursing, Radiography and Research

### **Contact**

For further information, please discuss with Mr C Phillips

## BIOLOGY – ADVANCED HIGHER

### Why Advanced Higher Biology?

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. The Course covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. Learners develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

**Recommended entry:** Higher Biology or Higher Human Biology - A or B Grade.

### Course Outline

The following Units are studied:

- Cells and Proteins
- Organisms and Evolution
- Biology Investigation

### Assessment

To gain a course award the learner must pass all of the units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award.

The course assessment will consist of two components: a question paper and a project.

Component 1 — question paper **100** marks

Component 2 — project **30** marks

Total **130 marks**

### Progression

On successful completion of this course, the learner could progress to:

- a biology-based HND/degree programme or one from a wide range of related areas, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science and health.
- careers in a biology-based or related area including the health sector, agricultural science, education, environmental services

### Contact

For further information, please discuss with Mr C Phillips

## **BUSINESS MANAGEMENT - Higher**

### **Why Higher Business Management?**

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role.

The purpose of the course is to highlight the ways in which large organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of large organisations, their functions and their decision-making processes.

A main feature of this course is the development of enterprising and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The Course therefore includes the study of large organisations in the private, public and third sectors.

The Course explores the important impact businesses have on everyday life, thereby giving learners topical experiences. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through developing learners' knowledge of financial management in a business context.

### **Course Outline**

The course consists of 3 units:

- Understanding Business
- Management of People and Finance
- Management of Marketing and Operations

### **Assessment**

Details can be found using the following link;

<https://www.sqa.org.uk/sqa/45625.html>

### **Progression**

Successful completion of the course could lead to:

- Advanced Higher Business Management
- HNC/D e.g. Business Management
- Degree courses e.g. BA Business Management, BA Commerce
- A range of employment or training opportunities

### **Careers**

Business Management is useful for a wide range of careers including Accounting, Administration, Management, Financial Services, Hospitality, Travel and Tourism, etc.

### **Contact**

If you would like further information, please discuss with Miss MacPherson

## **CHEMISTRY - NATIONAL 4 & 5**

### **Why study Chemistry?**

The purpose of the course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

### **What does the course involve?**

In this course learners will:

- develop and apply knowledge and understanding of chemistry
- develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills in a chemistry context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem solving skills in a chemistry context
- use and understand scientific literacy, in everyday contexts, to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

The Course has four mandatory units. The units are:

### **Chemical Changes and Structure**

In this unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated.

### **Nature's Chemistry**

The Earth has a rich supply of natural resources which are used by all of us. In this unit, learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels.

**Chemistry in Society**

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

**Added Value Unit**

In this unit, learners will draw on and extend the skills they have learned from across the other Units, and demonstrate the breadth of knowledge and skills acquired, in unfamiliar contexts and/or integrated ways. In the National 5 Chemistry Course, added value will focus on breadth, challenge and application.

**How is your work assessed?**

At National 4, the course is assessed through internal assessment by the teacher only.

At National 5, the course is assessed through a combination of internal assessment by the teacher and an external examination, set and marked by the SQA.

**Progression**

- This Course or its components may provide progression for the learner to:
- National 5 Chemistry Course
- National 4 or 5 Course in another science subject
- Skills for Work Courses (SCQF levels 4 or 5)
- National Certificate Group Awards
- National Progression Awards (SCQF levels 4 or 5)
- Employment and/or training

Further information on this course can be found on the SQA web-site at

<http://www.sqa.org.uk/sqa/45720.html>

## **CHEMISTRY - HIGHER**

### **Why Higher Chemistry?**

The Higher Chemistry course develops learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the course and the relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts.

### **Recommended entry**

National 5 Chemistry Course at Grade A or B

### **Units**

The following units are studied:

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

### **Assessment**

To gain the course award, the learner must pass all of the units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award. The course assessment will consist of two components: a question paper and an assignment. The question paper will have two sections the assignment will have one section.

### **Progression**

This course or its units may provide progression to:

- Advanced Higher Chemistry
- other qualifications in Chemistry or related areas
- further study, employment and/or training

**Contact** – Mrs Machin

## **CHEMISTRY –ADVANCED HIGHER**

### **Why Advanced Higher 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.

### **Recommended Entry**

Higher Chemistry course award at Grade A or B

### **Units**

- Inorganic and Physical Chemistry
- Organic Chemistry and Instrumental Analysis
- Researching Chemistry

### **Assessment**

To gain the award of the course, the learner must pass all of the units as well as the course assessment. Course assessment will provide the basis for grading attainment in the course award.

### **Progression**

This course or its units may provide progression to:

- an HND/degree in a chemistry-based course or a related area
- a career in a chemistry-based discipline or related area

**Contact** – Mrs Machin

## COMPUTING SCIENCE - NATIONAL 4 & 5

The National 4 and National 5 Computing Science courses aim to develop skills in: analysis and problem-solving, design, developing a solution, implementing and testing digital solutions, across a range of contemporary contexts.

### What does each course involve?

Both National 4 and National 5 have the same **three** units (*although National 5 deals with things in more complexity*). The **three units** are:

#### Software Design and Development

Software design and development takes a variety of forms: you can use a programming language, develop an 'app' or develop a game. You will design, create and test your own solutions.

#### Information Systems Design and Development

This will involve the use of web design, databases and multimedia applications. You will also learn about the hardware and networks required to run these systems. You will investigate issues such as security, hacking, viruses, legal issues and moral issues. Current and emerging technologies will also be investigated.

#### Computing Science Project

Part of the course will be a **practical assessment**, for which there will be a choice. This will test all the practical skills you have covered in the course.

### How is your work assessed?

For the first **two** units you will be assessed by your teacher in class. This will involve practical work completed throughout the units and also other assessments.

Details can be found using the following link;

<https://www.sqa.org.uk/sqa/45625.html>

### Progression

Those successful at National 4 may progress to National 5.

Those successful at National 5 may progress to Higher.

### Careers

There are various careers relating to Computing. These include: Software Development, Networks, System Security, Multimedia Systems and Computer Engineer.

### Contact

If you would like further information please see Mr Herbert.



## **COMPUTING SCIENCE - HIGHER**

### **Why Higher Computing?**

The Higher Computing Science course introduces learners to an advanced range of computational processes and thinking, and develops in a rigorous approach to the design and development process across a variety of contemporary contexts. Learners gain an awareness of the importance that computing professionals play in meeting the needs of society today and for the future, in fields which include science, education, business and industry.

### **Course Outline**

The course consists of 2 units:

#### **Software Design and Development**

Learners will develop skills in software design and development as well as an understanding of the impact of contemporary computing technologies.

#### **Information System Design and Development**

Learners will develop skills in information system design and development; and understanding the legal, environmental, economic and social implications involved in designing and developing an information system.

### **Assessment**

Each unit has nationally produced assessment questions and practical tasks. A nationally produced coursework task contributes 40% to the overall grade. The external exam at the end of the course contributes 60%.

### **Progression**

Candidates who achieve a good grade in Higher may consider progressing to the Advanced Higher Computing course.

### **Careers**

There are many different careers in the Computing industry e.g. Software, Networks, Systems Security, Interactive Media Design, Multimedia Systems.

### **Contact**

If you would like further information, please see Mr Herbert.

## **COMPUTING SCIENCE - ADVANCED HIGHER**

### **Why Advanced Higher Computing?**

The Advanced Higher Computing Science Course builds on knowledge, understanding and practical skills developed by learners in the Higher Computing Science Course. Learners gain advanced programming, development and research skills, and an understanding of the role and impact of contemporary technologies.

### **Course Outline**

The course consists of 2 units:

#### **Software Design and Development**

Learners will develop skills, knowledge and understanding of software design and development as well as knowledge and understanding of different contemporary programming paradigms.

#### **Information System Design and Development**

Learners will develop skills, knowledge and understanding of information system project design, development and management as well as knowledge and understanding of the implications of contemporary information system development.

### **Assessment**

The Computing Science project – worth 40% of the final grade – adds value by requiring challenge and application. Learners will apply knowledge and skills from the units to specify, plan, develop, implement, test and evaluate a digital solution to a significant and appropriately challenging computing-based problem. The question paper – worth 60% of the final grade – introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the units.

### **Progression and Careers**

Progression pathways from this Course are wide, from direct entry to further study in areas such as software programming/engineering, databases, robotics, artificial intelligence, e-commerce, social networking and web design and development, to technical roles in networking, security, systems analysis and testing, and a wealth of others. Critically, many business and industry employers value computing skills as vital to their growth and sustainability, while a growing number of individuals use computing technologies as a way to create entrepreneurial, social and enterprise-building opportunities.

### **Contact**

If you would like further information, please see Mr Herbert.

## **SKILLS FOR WORK ENGINEERING SKILLS. - NATIONAL 4/5**

### **Why take this course?**

Engineering is a well-established industry with a number of qualifications available ranging from National Qualifications and SVQs to university degrees.

This course is a nationally recognised qualification that will give you a broad introduction to engineering, helping you decide which discipline you may be interested in progressing to on leaving school.

You will develop essential practical skills in the workshop, as well as skills identified as important by employers – excellent preparation for progressing towards further study or employment.

### **What you will experience**

Teaching will take the form of practical, hands-on activities in a workshop environment, combined with classroom-based theory lessons.

### **This course is made up of the following four units:**

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

You will be introduced to workshop safety; the tools and equipment used in the industry and will then progress to the development of basic essential skills required in the industry. The course will also equip you with the knowledge you need to make an informed decision on progression pathways, whilst giving you the opportunity to develop the important employability skills.

### **How do I gain a qualification?**

To achieve the full qualification, you must attend regularly and successfully complete all units. Assessment will be based on a range of practical activities in the workshop, and Assessors will watch you undertake various tasks. Please note that you will be expected to demonstrate an awareness of health and safety throughout.

### **Contact**

If you would like further information, please see Mr Rasmussen

## **ENGLISH – NATIONAL 4**

The National 4 English course enables learners to develop their literacy skills and to understand, analyse and evaluate texts in the context of literature, language and media. The course also enables learners to create and produce texts, and provides opportunities to develop planning and research skills, applying language skills as appropriate. National 4 English is an internally assessed course.

**Course Outline:****Analysis and Evaluation**

Learners will develop listening and reading skills through the study of a variety of texts chosen from Prose, Poetry, Drama and Media. Learners will develop the skills needed to understand, analyse and evaluate these texts.

**Creation and Production**

Learners will develop talking and writing skills to help them create and produce written and oral work.

**Literacy**

Learners will develop reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work.

**Added Value Unit**

Learners will apply language skills to plan and research a chosen topic and report their findings in either written or oral form.

**Assessment**

To achieve the English National 4 course, learners must pass all of the required units. There is no external assessment for this course. National 4 courses are not graded.

**Progression**

Successful completion of this course may lead to English National 5

**Contact**

If you would like further information, please see your English teacher.

## **ENGLISH – NATIONAL 5**

The National 5 English course enables learners to develop their literacy skills and to understand, analyse and evaluate a range of texts, including Scottish texts, in the contexts of literature, language and media. The course also enables learners to create and produce texts and to apply their knowledge and understanding of language. It is an internally and externally assessed course, focused on developing a wide range of literacy and communication skills.

### **Course Outline:**

#### **Analysis and Evaluation**

Learners will develop listening and reading skills through the study of a variety of detailed texts chosen from Prose, Poetry, Drama and Media. Learners will develop the skills needed to understand, analyse and evaluate these texts. At least one Scottish text should be studied.

#### **Creation and Production**

Learners will develop talking and writing skills to help them create and produce detailed written and oral work.

#### **Assessment**

To achieve the English National 5 course learners must pass the course assessment.

The course assessment will take the form of an exam and a writing portfolio:

#### **Examination (70% of final mark)**

Section 1      Close reading   30 marks

Section 2      Critical reading      40 marks      (20 marks for each assessment)

#### **Writing portfolio (30% of final mark)**

Two pieces of writing – one personal/creative and one discursive -15 marks each.

#### **Progression**

Successful completion of this course may lead to:

Higher English

#### **Contact**

If you would like further information please see your English teacher.

## **ENGLISH - HIGHER**

### **Why Higher English?**

Being competent in English is the key to success in many aspects of your life and work. Skills in English are important in many other school subjects as well as college and university courses and also in the world of work. A qualification in English is often required for entry to further and higher education.

The Higher English Course provides learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language. Building on literacy skills, learners develop understanding of the complexities of language, including through the study of a wide range of texts, and develop high levels of analytical thinking and understanding of the impact of language.

### **Course Outline:**

#### **Analysis, Understanding and Evaluation**

Learners will develop listening and reading skills through the study of a variety of detailed and complex texts chosen from Prose, Poetry, Drama and Media. Learners will develop the skills needed to understand, analyse and evaluate these texts. At least one Scottish text should be studied.

#### **Creation and Production**

Learners will develop talking and writing skills in a wide range of contexts to help them create and produce detailed and complex language in written and oral forms.

#### **Assessment**

To achieve the Higher English course, learners must pass the course assessment.

#### **External Assessment**

Component 1 — question paper — Reading for Understanding, Analysis and Evaluation (30 marks)

Component 2 — question paper — Critical Reading (40 marks)

Component 3 — portfolio: writing (30 marks)

#### **Progression**

Successful completion of this course may lead to:

- Advanced Higher English
- HNC/HND/Degree courses

#### **Careers**

Administrative Assistant; Fundraiser; Personnel Trainee; Advertising Account Executive; Journalist; Public Relations Specialist; Campaign Manager; Legislative Assistant; Publicity Assistant; Claims Examiner; Librarian; Research Assistant; Communications Specialist; Lobbyist; Sales Representative; Copy Writer; Marketing Manager; Special Events Coordinator; Corporate Trainer; Teacher

#### **Contact**

If you would like further information please see your English teacher.

## **ADVANCED HIGHER ENGLISH**

### **Why Advanced Higher English?**

This course is designed to build on the knowledge and skills that you have already gained in Higher English and encourage you to pursue particular interests in more specialised areas of study. The course develops your ability to think and work independently. It provides a sound base for further study of English and is also extremely valuable for a wide range of other studies and employment situations.

### **Course Outline**

The course consists of two mandatory units:

#### **Analysis and Evaluation:**

Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.

#### **Creation and Production:**

Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.

### **Assessment**

To achieve the Advanced Higher English course, learners must pass all of the required units as well as the course assessment.

#### **External Assessment:**

##### **Component 1 — Portfolio – 60 marks**

Section 1: dissertation – at least 2,500 words – 30 marks

Section 2: writing – two pieces of writing for two different purposes – (30 marks in total; 15 for each essay)

##### **Component 2 — Question paper – 40 marks**

Extended written response on a text studied in class – 20 marks

Textual analysis of an unseen poem – 20 marks

### **Progression**

Successful completion of this course may lead to Degrees in Higher Education; Further academic study in English or related areas; Employment or training

### **Careers**

The ability to analyse and evaluate complex and sophisticated texts, and apply highly developed thinking and communication skills, are important in a number of professions and degree programmes. This course can lead to:

- Degree programmes in business, drama, education, English, humanities, journalism, law, media and social science.
- Careers in commerce and industry, education, journalism, law, marketing, media, and politics.

### **Contact**

If you would like further information please see your English teacher.

## **FRENCH – NATIONAL 4 & 5**

**National 4 French** is divided into three sections:

- Using Language (focusing on talking and writing skills)
- Understanding Language (focusing on reading and listening skills)
- Assignment (an investigation on a topic)

There will be one outcome for each language unit and a presentation in French for the Assignment.

There will be no external exam at the end of the year.

Pupils are likely to use “Studio 3 Vert” as a basis for their studies, combined with study of at least one film in French and research and discussion of various topics from the following contexts:

Citizenship, society, learning, employability and culture

Pupils will be expected to revise and learn vocabulary regularly, and to produce appropriate pieces of work as required.

**National 5 French** is divided into four component units:

- Component 1: listening
- Component 2: reading
- Component 3: writing
- Component 4: talking and listening

There will be an external assessment at the end of the year to provide grades, but pupils will also be required to pass assessments in each element in the course of the year.

The external question papers will consist of:

Listening (three texts from the contexts of culture, employability, learning and society)

Reading (three texts, answering comprehension questions in English)

Writing (produce a written text in response to a stimulus supported by six bullet points)

Speaking (a presentation followed by a conversation)

Pupils are likely to use “Studio 3 Rouge” as a basis for their studies, combined with study of at least one film in French and research and discussion of various topics from the following contexts:

Citizenship, society, learning, employability and culture

Pupils will be expected to revise and learn vocabulary regularly, and to produce appropriate pieces of work as required.

### **Contact**

If you would like further information, please discuss with Mrs Taylor.



## **FRENCH - HIGHER**

### **Why Higher French?**

Since the establishment of the Single European Market in 1992, many companies require employees who are fluent in one or more European language. Higher French is therefore an extremely useful course for a variety of career paths. It is also valuable for your general education and personal development.

### **Course Outline**

Learners will follow a course in which four main topics (divided into a variety of themes) are studied: Society, Employability, Learning and Culture.

Pupils may also study a book or a film as part of the Culture topic. Books and films studies have included "Les Miserables", "Les Choristes" and "Jean de Florette".

### **Assessment**

There are four Unit assessments: in reading, listening, writing and talking.

There are two talking tests, one for a unit assessment, and the other for the course assessment (consisting of a presentation followed by a discussion) which will probably take place in March.

The end of year course assessment, consisting of exams in listening, reading and two writing papers, will take place in May.

### **Progression**

Successful completion of this course may lead to:

- Advanced Higher French – *please discuss with a member of the department if you wish to find out more about this option.*
- university or college courses
- the application of skills and promotion within a chosen field or company

### **Careers**

Employment in [Hospitality, Catering, Travel, Tourism](#), Teaching, [Law](#), Engineering.

### **Contact**

If you would like further information, please discuss with Mrs Taylor.

## **GEOGRAPHY - NATIONAL 4/5**

### **What is covered in the course?**

There are 3 main units. Geographical skills will permeate the rest of the course.

#### **1. Physical Environments**

- a. Weather, within the context of the United Kingdom
- b. U.K Landscapes (Glaciation & Coasts or Limestone and Rivers)

#### **2. Human Environments**

- a. Farming landscapes
- b. Population
- c. Urban

#### **3. Global Issues**

- a. Environmental Hazards
- b. Health

### **How will you be assessed?**

#### National 5

The course assessment has 2 parts:

#### **Question Paper**

This is externally assessed and will last 1 ¾ hours. This makes up 75% of your overall grade.

#### **Assignment**

This is externally assessed and will last 1 hour. This makes up 25% of your overall grade.

Your overall grade will be A, B,C, D or Fail.

#### National 4

The course assessment has 2 parts:

#### **Unit assessments**

You will have an assessment for each unit: Physical, Human and Global. These assessments are marked on a pass/fail basis. You must pass all of these assessments to get the overall course award.

#### **Added Value Unit**

This is an assignment which is internally marked. You will work individually to produce a report, following on from fieldwork or research. This will be marked on a pass/fail basis.

The overall award at National 4 is Pass or Fail.

## GEOGRAPHY - HIGHER

### Why study Higher Geography?

If you choose to study Geography, your horizons will be extended as you are challenged to look at the world in new ways. You will gain a deeper understanding of the processes at work shaping our world, creating fabulous landscapes and causing devastating natural disasters. In the 21<sup>st</sup> century, there is a growing awareness of the impact of human activity upon the physical environment and scarce resources. By studying Geography, you will develop life-long positive attitudes of stewardship, sustainability and global citizenship. You will develop skills and knowledge to enable you to contribute effectively to your local community and wider society.

### Course outline

The course is divided into three broad sections:

#### Physical Environments Atmosphere

- Atmospheric and Oceanic energy distribution,
- Intertropical Convergence Zone of West Africa

#### Lithosphere

- Erosion and Deposition glaciation landscapes
- Erosion and Deposition coastal landscapes

#### Hydrosphere

- Hydrographs
- Hydrological cycle

#### Biosphere

- Soils

#### Human Environments

##### Rural

- Land use conflict and management in EMDC
- Land use conflict and management in ELDC

##### Urban

- Urban Change in EMDC and ELDC
- Urban management in EMDC and ELDC

##### Population

- Data collection methods
- Population structures and consequences
- Migration

#### Global Issues Development & Health

- Development Indicators
- Reasons for differences between ELDCS
- Waterborne disease (Malaria)
- Primary Health Care

##### Global Climate change

- Causes, Effects, Strategies/Limitations

### Assessment

Internal assessment:

- Assessment standards for each unit will be attempted throughout the year – pass/fail
- Prelim

External assessment – overall you will receive a grade A-D.

- Question Paper – 60 marks (66% grade).
- Assignment – 30 marks (33% grade)

### **Progression**

An 'A' pass at Higher Geography allows progression onto Advanced Higher.

### **Careers**

Geography students acquire many highly desirable transferable skills including team work, problem solving, and communication. Research has shown that Geographers are highly sought after by employers because of their wide and varied skills base. Having studied Geography, you could go on to an array of careers. These include a career in tourism, architecture, forestry, civil service, engineering, armed forces, education, surveying, meteorology, and town planning, foreign affairs, international charities etc. etc. etc.!

### **Contact**

Speak to Miss Ross if you would like any more information about Geography.

Field work is really important in Geography. You can actually see much of what you learn about in the classroom happening all around

## GRAPHIC COMMUNICATIONS – NATIONAL 4 & 5

### Graphic Communication

Graphic Communication in all its forms is vital to society. It is a means of getting across information visually using graphics. Graphic communication comes in many forms and various aspects of life including education, industry and commerce.

This course is designed to increase your awareness of how graphics are used, and to learn about the technology used to create them. You will create 2D, 3D and pictorial graphics with visual impact or which transmit information, digitally and on paper.

The skills you learn in this course are useful in many career areas including Architecture, Surveying, Engineering or Design and Marketing.

### Course Outline

This course will teach you how to read, interpret and create graphic communications. You will develop skills in spatial awareness and visual language. You will also learn how to use graphic communication equipment, software and materials effectively. You will also look at how graphic communication technologies impact on our environment and society.

The course has two compulsory units, plus an added value unit that assesses your practical skills:

- *2D Graphic Communication*
- *3D and Pictorial Graphic Communication*

**National 4 Assessment:** Your work will be assessed by your teacher on an ongoing basis throughout the course in accordance with SQA regulations.

*Successful completion of this course may lead to: National 5 Graphic Communications*

**National 5 Assessment:** Your work will be assessed by your teacher on an on-going basis throughout the course in accordance with SQA regulations. You will also sit a written exam marked by the SQA. You must pass the course assignment, and the written exam to be awarded the course qualification. The course assessment is graded A-D. Your grade will depend on the total marks for the course assignment and written exam, each with a contribution of 50% towards the overall mark.

*Successful completion of this course may lead to: Higher Graphic Communications*

### Contact

Speak to Mr Rasmussen or Mr McColl if you would like any more information about Graphic Communications.

## **GRAPHIC COMMUNICATIONS - HIGHER**

### **Why study Higher Graphic Communications?**

Graphic Communication is the process of using drawings, sketches and colour illustrations needed for clear and efficient communication. The course covers the use of technical graphics in education, construction, industry and commerce. Graphic Communication offers learners the opportunity to communicate in what is effectively an international language.

This practical course is suitable for learners with an interest in Graphics — both digital and paper based – developing skills in 2D and 3D graphics, as well as pictorial graphics. The Higher course will enable progression from topics currently being delivered at National 5 level where skills in colour theory, freehand sketching, technical drawing and computer modelling will advance through a series of independent, group and themed tasks building skills at Higher Level.

This is an enjoyable course which will offer pupils flexibility and opportunities to develop and apply skills they have learnt. There is vast scope for personalisation and choice within the course for each learner. These skills will be invaluable for learning, for life and for the world of work. These skills are also complimentary to other curricular areas such as expressive arts, sciences and maths.

### **Course Outline**

The course has two compulsory units, plus a graphical assignment that assesses your practical skills:

- *2D Graphic Communication*
- *3D and Pictorial Graphic Communication*

### **Assessment**

Your work will be assessed by your teacher on an ongoing basis throughout the course in accordance with SQA regulations. You must pass the graphical assignment and the written exam set by the SQA to be awarded the course qualification.

The course assessment is graded A-D. Your grade will depend on the total marks for the assignment and the written exam, each with a contribution of 50% towards the overall grade.

### **Career Opportunities**

Architecture; Civil Engineering; Surveying; Industrial Design; Product Design

Marketing; Computer Animation; Desktop Publishing; Media Production or a career in Promotional Advertising

### **Contact**

Speak to Mr Rasmussen or Mr McColl if you would like any more information about Graphic Communications.

## HISTORY - NATIONAL 4 & 5

### Why study History?

The main reason for taking history should be that you enjoy the subject and find it interesting. At National 5 it also teaches you the skills involved in essay writing, which is important for progression to Higher. It is also a skill required by a whole range of subjects in higher education.

Many of the other skills gained from the study of history can help you in later life:

- History is about people and what motivates them to act in certain ways, therefore it increases your understanding of society.
- Dealing with large amounts of information and deciding what is relevant.
- The accurate use of evidence and evaluation of sources.
- History helps you to make judgements based on evidence.
- History teaches you to express yourself as a confident individual and to read accurately and critically.

### Course Outline

The History courses at National 4 and 5 will consist of 3 units of study and one value added unit. The 3 units of study cover Scottish, British and World History.

#### Historical Study: Scottish

The Wars of Independence, 1286-1328

- The succession problem 1286-1292
- Balliol and Edward 1292-1296
- William Wallace 1296-1305
- Robert Bruce 1306-1328

#### Historical Study: European & World

Nazi Germany, 1919-1939

- Weimar Germany, 1919-1929
- Nazi rise to power, 1929-1933
- Nazi control of Germany
- Nazi social and economic policies

#### Historical Study: British

The Atlantic Slave Trade, 1770-1807

- The Triangular Trade
- Britain and the Caribbean
- The captives experience and slave resistance
- The abolitionists campaigns

### Value Added Unit

At National 4 you will select a topic to research and then present your findings.

At National 5 you will select an issue which promotes debate, develops understanding and allows for a well-reasoned conclusion. This issue will come from some aspect of the Course.

### Assessment

**National 4** will be internally assessed throughout the course. This will include your added value unit. This award is pass or fail.

**National 5** you will have to pass an external exam. Your Added Value Unit will also be externally assessed and will be worth 25% of your final mark. This award will be graded A-D.

### Contact

If you would like further information, please discuss with Mr Cameron.

## **HISTORY - HIGHER**

### **Why Higher History?**

The main reason for taking history should be that you enjoy the subject and find it interesting. It also teaches you the skills involved in essay writing, which is important in a whole range of University courses.

Many of the other skills gained from the study of history can help you in later life:

- Dealing with large amounts of information and deciding what is relevant.
- The accurate use of evidence and evaluation of sources.
- History is about people and what motivates them to act in certain ways.
- History teaches you to express yourself as a confident individual and to read accurately and critically.
- History helps you to make judgements based on evidence.

### **Course Outline**

The Higher course consists of 3 units of study. One of the units is British where we will study the Atlantic Slave Trade and its Abolition. There is a Scottish unit which will look at Scotland and the Treaty of Union, which is arguably the most significant event in Scottish history. The third unit is European and looks at the bloody events of the French Revolution.

### **Assessment**

Higher Exam consists of extended response questions on unit 1 & 3 and a range of source questions on unit 2. There is also a longer essay which is prepared in advance.

### **Progression**

Those successful at Higher could progress to Advanced Higher. Higher History is also a well-recognised qualification for many college and university courses as well as a good qualification for many areas of employment.

### **Careers**

Administration, Public Service, Management, Law, Armed Forces, Police, Heritage and Education

**Entry requirements:** Normally a good pass at National 5 History.

### **Contact**

If you would like further information, please discuss with Mr Cameron.



## **HEALTH AND FOOD TECHNOLOGY – NATIONAL 4 & 5**

### **Why Health and Food Technology?**

In this current climate of poor health, poor dietary choices, obesity, heart disease, diabetes and cancer, a course which increases knowledge about preventing such conditions has never been so important.

The Health and Food Technology course is suitable for pupils with a genuine interest in food, health and consumer issues. This course focuses on the nutritional properties of food, developing and preparing new dishes and evaluating products.

This course uses experimental, practical and problem solving approaches to learning which take into account local, cultural and media influences on food choice. Pupils will have opportunities to develop their own food products, visit local businesses involved in both food production and retail.

### **Course Outline**

This course consists of three units:

#### **Food for Health**

Pupils will develop their knowledge of the relationships between health, food and nutrition, as well as lifestyle choices and their impact on health.

#### **1. Food Product Development**

Pupils will develop their knowledge of the function of ingredients and the stages in product development. Throughout the unit, pupils will increase their awareness of food hygiene and safety.

#### **2. Contemporary Food Issues**

Pupils will explore factors which may affect food choices. They will also develop their knowledge and understanding of food labelling.

### **Assessment**

#### National 4 - Added Value Unit: Assignment

Assessment at National 4 is internal. Pupils will undertake an assignment. This will require the pupils to develop a product to meet a given brief. They will apply their knowledge and skills from across the three units.

#### National 5

As with National 4, pupils will undertake an assignment in which they will develop a product to meet a given brief. In addition, National 5 pupils will sit an external written question paper. Both parts carry equal weighting towards the final grade.

### **Progression**

Successful completion of National 4/5 Health and Food Technology will allow pupils to take up the following courses:

National 5/Higher Health and Food Technology

National 4/5 Hospitality Practical Cookery

### **Contact**

If you would like further information, please discuss with Mrs Booth

## **HEALTH AND FOOD TECHNOLOGY – HIGHER**

### **Purpose and aims of the Course**

The purpose of this course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. The course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices.

The Course uses an experiential, practical and problem-solving learning approach to develop knowledge, understanding and skills, and promotes independence in learning. The Course uses real-life situations, and where appropriate, takes account of local, cultural and media influences and technological innovations.

### **Course Outline**

#### **Food for Health**

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

#### **Food Product Development**

The aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques.

#### **Contemporary Food Issues**

In this Unit, learners will investigate a range of contemporary food issues. They will explain how these issues influence decisions taken by consumers when making food choices. They will communicate their findings in an appropriate way.

### **Assessment**

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment which consists of an assignment and a question paper. The assignment (50% of overall grade) will require application of skills, knowledge and understanding from across the Units. Learners will develop a product to meet a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice. The question paper (50% of overall grade) will require integration of knowledge and understanding from across the Units.

### **Progression/Careers**

This course would suit those interested in a career in food product development, consumer science, nutrition and dietetics, health promotion, health and social care as well as those with a personal interest in food and health.

### **Contact**

If you would like further information please discuss with Mrs Booth.

## **MATHEMATICS - NATIONAL 4 & 5 Applications of Maths**

### **Why Mathematics?**

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

These courses help equip students with many of the skills required for life, learning and work.

### **What do these courses involve?**

**National 4 and 5 Applications of Maths** both consist of three compulsory units:

- Personal Mathematics
- Mathematics at Work
- Numeracy

The emphasis in both courses is on developing many of the mathematical skills required in the modern workplace.

### **How is your work assessed?**

At **National 4** there is an additional Added Value Unit which will address skills and concepts covered across the three compulsory units. This will also be assessed internally within the mathematics department on a pass/fail basis.

At **National 5** there is a final overall course assessment (examination) set by the SQA. Grades A-D may be awarded.

### **Recommended entry level**

**National 4** National 3 Lifeskills pass or equivalent

**National 5** National 4 Lifeskills pass or equivalent

### **Contact**

If you would like further information please discuss with any member of the mathematics department.

## **MATHEMATICS - NATIONAL 4 & 5**

### **Why Mathematics?**

These mathematics courses are designed to play a useful part in your personal development and overall education. They provide you with skills which are helpful in other school subjects and which will be important for your everyday life, now and in the world of work. These courses help you to learn to appreciate mathematics and understand its importance in today's world.

For many Further Education courses this is a compulsory subject for entry and employers very often require job applicants to have a qualification in mathematics.

### **What do these courses involve?**

**National 4** consists of three compulsory units:

- Expressions and Formulae
- Relationships
- Numeracy

The content of National 4 is similar to that for Standard Grade General or Intermediate 1.

**National 5** also consists of three units:

- Expressions and Formulae
- Relationships
- Applications

The content for National 5 is similar to that for Standard Grade Credit or Intermediate 2.

The emphasis in both courses is very much on describing, tackling and solving problems which arise in real life using mathematical knowledge and techniques.

### **How is your work assessed?**

At **National 4** there is an Added Value Unit which will address skills and concepts covered across the three compulsory units. This will also be assessed internally within the mathematics department.

At **National 5** there is a final overall course assessment set by the SQA.

### **Recommended entry level**

**National 4** National 3 Lifeskills pass or equivalent

**National 5** National 4 pass or equivalent

### **Contact**

If you would like further information please discuss with any member of the mathematics department.

## **MATHEMATICS - HIGHER**

### **Why Higher Mathematics?**

The study of Mathematics develops logical reasoning, analysis, problem-solving skills and the ability to think in abstract ways, as well as offering opportunities for creativity. It is a rich and stimulating subject with the capacity to engage and fascinate learners and has a wide applicability to science, engineering, technology, business, industry and not least to everyday life. Mathematics is an ever expanding body of knowledge, skills, concepts and techniques essential in the efficient handling of information and the solution of problems.

### **Course Outline**

The course consists of three units:

- Applications
- Relationships and Calculus
- Expressions and Functions

### **Assessment**

To gain the overall award students must pass written assessments in all three units of the course and an external assessment. The SQA external exam consists of 2 papers – one calculator, one non-calculator. A prelim, which takes the same form as the SQA external exam, is sat under exam conditions in February.

### **Progression**

Students may progress to Advanced Higher Mathematics or exit to higher or further education, using the qualification as a general or specific entry requirement for mathematics, engineering, or science HNC/D or degree courses.

### **Careers**

Qualifications in Mathematics are useful in a wide variety range of careers, for example, the Natural and Life Sciences, Science and Engineering, Medicine and Health, Finance and Banking, Teaching and the Education Sector, Business Consultancy and Operational Research, Defence and the Military, IT and Computers, Insurance and Risk, Design, Mathematics and Statistics Research, Communication, Music and Media.

### **Contact**

If you would like further information please discuss with any member of the mathematics department.

## MATHEMATICS – ADVANCED HIGHER

### Why Advanced Higher Mathematics?

The Advanced Higher Mathematics Course enables learners to select and apply complex mathematical techniques in a variety of mathematical situations. Learners interpret, analyse, communicate and manage information in mathematical form, while exploring more advanced techniques.

### Course Outline

The course comprises three units:

- **Methods in Algebra and Calculus**

Outcomes cover partial fractions, standard procedures for both differential calculus and integral calculus, as well as methods for solving both first order and second order differential equations. The importance of logical thinking and proof is emphasised throughout.

- **Applications of Algebra and Calculus**

Outcomes cover the binomial theorem, the algebra of complex numbers, properties of functions, rates of change and volumes of revolution. Aspects of sequences and series are introduced, including summations, proved by induction.

- **Geometry, Proof and Systems of Equations**

The aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra. Learners will develop skills in logical thinking. The Outcomes cover matrices, vectors, solving systems of equations, the geometry of complex numbers, as well as processes of rigorous proof.

### Assessment

To gain the overall course award students must pass the assessment standards in all three units as well as a single SQA external exam paper. A prelim, which takes the same form as the SQA external exam, is sat under exam conditions in February.

### Progression

Students may progress to degree or HND courses either in Mathematics or in subjects for whom mathematics is a major component such as the Sciences, Engineering, Design and Medicine.

### Careers

Qualifications in Mathematics are useful in a wide variety range of careers, for example, the Natural and Life Sciences, Science and Engineering, Medicine and Health, Finance and Banking, Teaching and the Education Sector, Business Consultancy and Operational Research, Defence and the Military, IT and Computers, Insurance and Risk, Design, Mathematics and Statistics Research, Communication, Music and Media.

### Contact

If you would like further information please discuss with any member of the mathematics department.

## **MODERN STUDIES - HIGHER**

### **Why Higher Modern Studies?**

The purpose of Modern Studies is to develop knowledge of contemporary political and social issues in local, Scottish, UK and international contexts. Modern Studies makes a distinctive contribution to the curriculum by drawing on the social sciences of sociology, politics and economics. It takes a multi-disciplinary approach. This course is very important in helping young adults to understand more of the society they live in.

### **Course Outline**

There are 3 Mandatory units with choice within each unit.

- Democracy in Scotland and the UK
- Social Issues in the UK
- International Issues

### **Assessment**

Unit Assessment will be on a pass/fail basis and this will be carried out in class

In units 1 and 3 assessment will comprise an extended response question and a source-based evaluative question.

Unit 2 assessment will comprise an extended response question and an evaluative question requiring the student to have carried out research on a given topic.

Course Assessment has two parts:

An exam – 2hour 15min, 2 x 8 mark source based questions, 2 x 12 mark extended response questions, 1 x 20 mark essay. 60 marks in total.

Course Assignment – a Modern studies topic to be researched by the student then a report written under controlled conditions in class, 1 hour 30 minutes, 30 marks.

### **Progression**

Higher Modern Studies is a well-recognised qualification for many college and university courses. Students may progress to other areas of social science.

### **Careers**

Law, Police, Social Work, Journalism, International Relations, Local Government, Politics, Education, for more see [www.he.courses-careers.com](http://www.he.courses-careers.com)

### **Contact**

If you would like further information please discuss with Mr Cameron.

## MUSIC – NATIONAL 4 & 5

### Why should I study Music?

Music is an important and valuable part of contemporary culture: it is all around us. By exploring different musical styles, creating music and developing instrumental technique you will learn transferable skills such as: self-motivation and self-direction; reflection and evaluation; co-operation and consideration. Studying Music will help you to foster a sense of achievement and build the confidence you need to succeed in many areas of your life and work.

### What does the course involve?

#### Performing Skills

- You will develop skills on two instruments e.g. guitar and bass guitar
- You will keep a log of your progress from lesson to lesson
- You will be expected to perform in front of/with your peers
- You will be expected to show a commitment to the extra-curricular life of the department

#### Composing Skills

- You will experiment with compositional methods and musical concepts studied in the 'Understanding Music' units
- You will reflect on your own choices and decisions and develop a basic understanding of how composers develop and create their music
- You will keep a log of your progress from lesson to lesson

#### Understanding Music

- You will listen to and explore a variety of musical styles in order to develop a knowledge and understanding of level specific concepts and aspects of musical literacy
  - » Unit 1 – Orchestral Music
  - » Unit 2 – Vocal Music
  - » Unit 3 – Contemporary Music

#### Assessment

- The three elements of the course are assessed internally in line with SQA standards, and assessments are ongoing throughout the year. These assessments will take a variety of forms such as performing to the class or analysing a piece of music. They are designed to encourage pupils to apply the skills they have developed across the three elements.

#### Added Value Unit: Music Performance (National 4)

- In this element of the course, learners will draw on the performing, compositional and literacy skills acquired in the previous units by performing a programme of music in a solo/group setting

#### Added Value Unit: Music Performance and Question Paper (National 5)

- In this element of the course, learners will draw on the performing, compositional and literacy skills acquired in the previous units by performing a programme of music in a solo/group setting
- Pupils will also sit an external paper, marked and verified by the SQA

#### Contact

If you would like further information please discuss with Miss Robertson.



## **MUSIC - HIGHER**

### **Why Higher Music?**

This course is designed to provide interesting and enjoyable work which allows individual talents to be developed. Music is a valuable and important part of our culture. Learning a musical instrument increases pupils' confidence and can encourage them to take responsibility for lifelong learning.

### **Course Outline**

There are four main elements to the Higher Music Course:

- Performing Skills (2 instruments)
- Understanding Music
- Composing Skills
- Added value – question paper and performance

### **Assessment**

To gain the course award, the learner must satisfy the requirements of all of the units as well as the added value course assessment. In the added value element of the course, learners will be assessed on two instruments by a visiting SQA examiner. The performance time on either of the two selected instruments is twelve minutes. The question paper will cover the learner's knowledge and understanding of the range of music concepts, music literacy and styles covered in the *Understanding Music* unit. The performance will form 60% of the total marks with the question paper contributing 40%.

### **Progression**

Students who achieve National 5 Music might progress to:

- a course or units at Higher level
- after further study to HNC or HND or to degree and Higher Education courses

Students who achieve Higher Music might progress to:

- Advanced Higher Music/degree courses in Music
- Other degree and higher education courses which use Higher Music as a general entry qualification.

**Careers** - Teaching, Performing, Music Technology, Music Therapy and Performing Arts. Pupils participating in this course also develop and improve many skills essential for the workplace.

### **Contact**

If you would like further information please discuss with Miss Robertson.

## **MUSIC – ADVANCED HIGHER**

### **Why Advanced Higher Music?**

This course is designed to provide interesting and enjoyable work which allows individual talents to be developed. Music is a valuable and important part of our culture. Learning a musical instrument increases pupils' confidence and can encourage them to take responsibility for lifelong learning.

### **Course Outline**

There are four main elements of the Advanced Higher music course:

- Performance on 1<sup>st</sup> instrument (15 mins)
- Performance on contrasting instrument (10 mins)
- Inventing/Composing
- Listening
- Analytical commentary (1500 word essay)

### **Assessment**

- Performances of 1<sup>st</sup> and 2<sup>nd</sup> instruments are assessed by playing to a visiting examiner.
- Inventing/Composing involves creating two pieces of contrasting music, each a minimum of 1min 30 seconds. These are assessed by a teacher in school.
- Listening is assessed by an external examination set and marked by SQA. The course covers a wide range of musical styles, from Renaissance to Modern.
- The analytical commentary (essay) is marked internally and is assessed as part of the listening element.

### **Progression**

Students who achieve Advanced Higher Music might progress to: music teaching; performance in music; sound engineering; and other degree and higher education courses which use Advanced Higher Music as a general entry qualification.

### **Careers**

There are a wide range of career opportunities in the music industry, including Teaching, Performing, Music Technology, Music Therapy and Performing Arts.

### **Contact**

If you would like further information please discuss with Miss Robertson.

## PHILOSOPHY NATIONAL 5/HIGHER

### Why study Philosophy?

- Philosophy delivers highly marketable, highly transferable skills. If your ideal career requires thinking, talking, or writing, we'll help you prepare.
- To be employable - the discipline teaches you how to think clearly, a gift that can be applied to any line of work.
- Ever wondered if God exists? If you have free will? If life has a meaning? Whether abortion/same-sex marriage/capitalism is right or wrong? What it means to be a person? If you should fear death? Believe it or not, we've made progress and we have answers—lots of them—backed up with reasons. Come join humanity's conversation before life gets in the way and you die wondering.

*The philosophy of the school room in one generation will be the philosophy of government in the next.*  
(Abraham Lincoln)

*Wonder is the feeling of the philosopher, and philosophy begins in wonder.* (Plato)

*The word philosophy sounds high-minded, but it simply means the love of wisdom. If you love something, you don't just read about it; you hug it, you mess with it, you play with it, you argue with it.*  
(Hugh Jackman)

### The course involves the following units:

#### Arguments in Action

- distinguish statements from questions, commands, exclamations and arguments
- identify premises, hidden premises and conclusions in an argument
- describe how conclusions are arrived at in terms of reasoning
- analyse and evaluate simple arguments
- recognise and generate examples of the following common fallacies: attacking the person; false dilemma; illegitimate appeal to authority; slippery slope

#### Knowledge and Doubt

Skills, knowledge and understanding required from this Unit include the ability to explain philosophical views on:

- knowledge
- belief
- certainty
- scepticism

Candidates will be able to explain common sceptical arguments including: reliability of the senses; arguments from dreaming; and evil genius.

Candidates must understand and be able to explain and evaluate rationalism, empiricism and scepticism, making reference to appropriate sources in epistemology. It is not expected that candidates will engage with original texts, but that they will know the source of information.

## **Moral Philosophy**

Candidates will explore and understand at least two moral theories.

For Utilitarianism:

- Act and Rule Utilitarianism
- normative ethics
- Greatest Happiness Principle
- consequentialism; equity; hedonism
- Bentham's hedonic calculus
- Mill's higher and lower pleasures
- common criticisms of Utilitarianism: evil pleasures; difficulty of predicting consequences; tyranny of the majority

### **Assignment – your choice – one third of your overall grade (30 marks out of 90)**

This assignment gives you the opportunity to investigate a philosophical question of your choice. This may be related to areas you have studied in class if you wish, but you are free to research any relevant question.

- describing the issues, reasons or arguments relating to the chosen question or claim
- identifying and selecting sources to address the issues, reasons or arguments relating to the question or claim
- using and analysing information from sources and philosophers/contributors to the debate
- evaluating issues, reasons or arguments relating to the chosen question or claim
- presenting an informed personal view on the philosophical question or claim
- using philosophical terminology

When completed your assignment should be between 800 and 1,200 words.

### **Contact**

If you would like further information please discuss with Miss McKie.

## PHYSICAL EDUCATION - NATIONAL 4 & 5

### Why N4/5 Physical Education?

The purpose of this course is to develop, demonstrate and improve your practical skills in physical activities. You will develop knowledge and understanding that you will be able to apply in order to improve your overall performance in a number of activities. The course is largely practically based which means you will acquire much of this knowledge and understanding through participating in the activities. You will be required to do classroom based work at times.

Through this course you will also have the opportunity to develop team building skills and enhance your ability to compete, co-operate and collaborate.

### What does the course involve?

The course consists of two mandatory units and an Added Value at National 4 and National 5.

#### Unit 1: Physical Education: Performance

This unit is designed to improve your level of performance in a number of physical activities/sports. Activities will be decided depending upon the interests of the class.

#### Unit 2: Physical Education: Factors Impacting Performance

This unit requires you to analyse and evaluate factors that impact on performance in physical activities and evaluate the process of personal performance development.

### Course Assessment

#### Performance

You will be required to **demonstrate** a basic (National 4) and some complex (National 5) range of performance skills in two activities.

#### Factors Impacting on Performance

This will be assessed through discussion and written tasks. At National 5 this will include more formal written assessments.

### Added Value

#### National 4

This will be assessed through a **practical activity** which allows you to **show** the extent to which you can apply the knowledge and skills you have gained in the above 2 units. This will be assessed internally.

#### National 5

This will be assessed through a performance and a portfolio. You will be assessed on your ability to plan, prepare for, perform and evaluate your performance in one activity. The portfolio will be externally assessed.

### Progression

Pupils who achieve National 4 can progress onto National 5. Pupils who achieve National 5 can progress onto Higher.

### Contact

If you have any other questions regarding the course, please see a member of the PE department.

## **PHYSICAL EDUCATION - HIGHER**

### **Why Higher Physical Education?**

This course will help pupils to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance (looking specifically at the impact of mental, emotional, social and physical factors), understand what is required to develop it and then apply this knowledge to their own performance.

### **Course Outline**

The course consists of 2 units.

#### **Performance Skills:**

- Demonstrate a broad and comprehensive range of complex movement and performance skills in physical activities.

#### **Factors Impacting on Performance:**

- Analyse and evaluate factors that impact on performance in physical activities.
- Evaluate the process of personal performance development.

#### **Course Assessment**

- Performance (60 marks) – Pupils will choose which activity they would like to be assessed in for a one-off performance. They will be assessed on their planning, performance and evaluation of their performance
- Factors Impacting on Performance (40 marks) – Pupils will sit an SQA exam paper to assess their ability to integrate and apply knowledge and understanding from across the units. It will give pupils the opportunity to demonstrate the following skills, knowledge and understanding:
  - Analysing factors that impact on performance
  - Explaining a range of approaches for developing performance
  - Analysing the recording, monitoring and evaluation of performance development.

Up to date analysis software is used to enhance the in-depth study of these activities, allowing students to be familiar with ICT equipment used by professional sportsmen and coaches.

### **Progression**

Pupils would normally be expected to have attained N5 in PE to progress to this course. Higher PE may be seen as entry to further or higher education courses for PE Teaching, Sports Coaching, Sports Science, Physiotherapy, Armed Services, Sports Psychology, Biomechanics, Sports Nutrition, Sports Management or a career in the Leisure industry.

### **Contact**

If you would like further information please discuss with the PE department.

## PHYSICS – NATIONAL 4 & 5

### Why Physics?

The national qualifications in physics will give you a basic understanding of electronics and its use in modern technology. By studying physics you will not only gain the practical, experimental and problem-solving skills to help you in any career but you will also acquire the knowledge to question the world around you and change it for the better.

### Course Structure

Both the National 4 and National 5 courses are made up of four compulsory units. These are: Dynamics and Space; Electricity and Energy; Waves and Radiation; and finally the Added Value unit or assignment.

Dynamics and Space	Electricity and Energy	Waves and Radiation
1. Kinematics 2. Dynamics 3. Newton's Laws 4. Energy Introduction 5. Space Exploration 6. Cosmology	1. Electrical Circuits 2. Energy and Power 3. Heat 4. Gas Laws and the Kinetic Model	1. Waves and wave phenomena 2. Effects of Nuclear Radiation 3. Using the Nucleus

### Progression

Success in N4 Physics could allow a pupil to progress to the National 5 Physics course. National 5 physics can be used to gain entry in to higher physics and National 5 level biology or chemistry. National Qualifications in physics also supply pupils with the skills and qualifications needed for many college courses and apprenticeships.

### Contact

If you would like further information, please discuss with Mr Phillips.

## PHYSICS - HIGHER

### Course Content

The course consists of three units (each split into topics) and one 'researching physics assignment'. The course is completed in one year.

Our Dynamic Universe	Particles and Waves	Electricity
Motion Forces, energy and power Collisions, momentum and energy Projectiles and satellites Special relativity The expanding universe The big bang theory	The standard model Electric fields Nuclear reactions Wave properties Refraction of light Spectra	Electrons and energy Electrons at work

### Researching Physics

This unit takes about 2 weeks to complete. Pupils have to investigate a chosen field of physics, complete experiments and then write an essay that will be sent away and marked by SQA. This will count towards 20% of the final grade.

### Assessment

#### End of topic tests

These are 50 minute tests done in class at the end of each subtopic. They are used to assess progress but are not part of the final grade.

#### Unit Assessment Tests

There are 3 unit assessment tests, each covering a separate unit. All must be passed for students to be able to sit the exam.

#### Assignment & Exam

Higher Physics Pupils have to write an essay (20%) and sit the final exam (80%).

#### Progression

Success in Higher physics may lead to an Advanced Higher Physics course and other sciences at Higher grade. Physics is also useful for careers in medicine, astronomy, physiotherapy, computer sciences, engineering and many apprenticeships.

#### Contact

If you would like further information please discuss with Mr Phillips.



## PHYSICS – ADVANCED HIGHER

### Why Study Advanced Higher Physics?

The new Advanced Higher CfE Physics course is designed to develop a critical understanding of the role of physics in scientific issues and relevant applications, including the impact these have on the environment or society.

### Course Content

The course is structured similarly to Higher physics, with 4 units, to include 'Researching Physics'. AH physics pupils receive two periods of teaching each week. This will cover course content and experiments. AH pupils are expected to complete set tasks in their own time for review at subsequent lessons.

Rotational Motion & Astrophysics	Quanta & Waves	Electromagnetism
1. Kinematics relationships 2. Angular Motion 3. Rotational Dynamics 4. Gravitation 5. General Relativity	1. Introduction to quantum theory 2. Particles from Space 3. Simple Harmonic Motion 4. Waves 5. Interference 6. Polarisation	1. Fields 2. Circuits 3. Electromagnetic radiation

### Researching Physics

This unit takes about 2 weeks to complete. Pupils have to investigate a chosen field of physics, complete experiments and then write an essay that will be sent away and marked by SQA. This will count towards 20% of the final grade.

### Assessment

#### Progress Tests

Pupils will complete these in their own time.

#### Unit Assessment Tests

There are 3 unit assessment tests, each covering a separate unit. All must be passed for students to be able to sit the exam.

#### Assignment & Exam

AH Physics Pupils have to write an essay (20%) and sit the final exam (80%).

### Contact

If you would like further information please discuss with Mr Phillips.

## **PRACTICAL METALWORK – NATIONAL 4 & 5**

### **Why Practical Metalworking?**

This course will give you a broad introduction to practical metalworking skills. You will learn the correct use of tools and equipment, and a range of materials, processes and techniques. You will also be able to read simple diagrams, and work safely in a workshop-based setting. You will get to use some creative skills, and plan your activities through to completing a finished product in metal. The skills you learn in this course will help you move into career areas such as craft, design, engineering and graphics.

### **Course Outline**

In this course you will develop manual dexterity and control skills in a specialist craft. You will learn about the correct use of a range of tools, equipment and materials. The skills you learn in this course are also useful to other areas such as woodworking. You will also learn how to work effectively alongside others in a workshop environment.

The course has three compulsory units, plus an added value unit that assesses your practical skills:

- *Bench Skills*
- *Machine Processes*
- *Fabrication and Thermal Joining*

Pupils will also be required to keep a logbook up to date as a record of all work carried out in class.

### **National 4 Assessment**

Your work will be assessed by your teacher on an ongoing basis throughout the course in accordance with SQA regulations.

*Successful completion of this course may lead to 'National 5 Practical Metalwork'*

### **National 5 Assessment**

Your work will be assessed by your teacher on an on-going basis throughout the course in accordance with SQA regulations. You must pass the external exam and the practical assignment to be awarded the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark achieved in the practical assignment.

### **Contact**

If you would like further information please discuss with Mr Rasmussen or Mr McColl.

## **PRACTICAL WOODWORKING – NATIONAL 4 & 5**

### **Why Practical Woodworking?**

This course will give you a broad introduction to practical woodworking skills. You will learn the correct use of tools and equipment, and a range of materials, processes and techniques. You will also be able to read simple diagrams, and work safely in a workshop-based setting. You will get to use some creative skills, and plan your activities through to completing a finished product in wood. The skills you learn in this course will help you move into career areas such as craft, design, engineering and graphics.

### **Course Outline**

In this course you will develop manual dexterity and control skills in a specialist practical craft. You will learn about the correct use of a range of tools, equipment and materials. You will also learn how to work effectively alongside others in a workshop environment.

In all three units you will develop an appreciation of safe working practices in a workshop setting. You will also look at environmental issues and good practice in recycling in a woodworking context.

The course has three compulsory units, plus an added value unit that assesses your practical skills:

- *Flat-frame Construction*
- *Carcase Construction*
- *Machining and Finishing*

Pupils will also be required to keep a logbook up to date as a record of all work carried out in class.

### **National 4 Assessment**

Your work will be assessed by your teacher on an ongoing basis throughout the course in accordance with SQA regulations.

*Successful completion of this course may lead to 'National 5 Practical Woodwork'*

### **National 5 Assessment**

Your work will be assessed by your teacher on an ongoing basis throughout the course in accordance with SQA regulations. You must pass the external exam and the practical assignment to be awarded the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark achieved in the practical assignment.

### **Contact**

If you would like further information please discuss with Mr Rasmussen or Mr McColl.

## **PSYCHOLOGY – N5/HIGHER**

### **Why Higher Psychology?**

The study of psychology, with its opportunities for both individual learning and for work in groups, and development of research skills equips pupils with skills for life and learning. Psychology allows candidates to develop a greater understanding of the society in which they live and provides an excellent qualification that will enhance applications for a wide range of courses and careers. The subject provides a unique opportunity for pupils to understand and develop their cognitive, emotional and social skills. These are transferable skills of value in both personal and professional contexts.

### **Course Outline**

There are three mandatory units.

- Psychology: Understanding the Individual
- Psychology: Investigating Behaviour
- Psychology: The Individual in the Social Context

### **Assessment**

The Higher assessment is made up of a Question Paper and a Research Investigation.

The Question Paper will last for 1 hour 30 minutes and will examine all three units studied. It is worth 60% of the final grade.

The Research Investigation is based on one of the list of studies provided by SQA annually. The aim of the investigation is to assess practical skills in applying psychological methods and descriptive statistical techniques. The investigation is between 1,500 and 2,000 words in length. It is worth 40% of the final grade.

### **Progression**

The psychology course would be a useful preparation for any pupils intending to go on into Further of Higher Education as well as a good qualification for many areas of employment.

### **Careers**

Medicine, education, social work, nursing, politics and industry are but a few examples.

### **Contact**

This course is delivered by North Highland College. If you would like further information please discuss with Mr Houston.

## **RMPS (Religious, Moral and Philosophical Studies) – N5 or HIGHER**

### **Why National 5 or Higher RMPS?**

The course allows you to develop knowledge, understanding and critical thinking about religious and non-religious perspectives on contemporary issues. You will have the opportunity to reflect on questions raised and the solutions or approaches offered. You will be encouraged to develop a respect for different beliefs, values and viewpoints, and to express detailed, reasoned and well-structured personal views. You should choose this course if you are interested in looking more closely at the beliefs people have and you want to develop your own ability to think critically about the big issues which affect the world today.

### **Course Outline**

There are three units and an added value assessment.

#### **Religious and Philosophical Questions: The Existence of God**

- This unit will focus on critical thinking in relation to the traditional philosophical arguments for the existence of God and responses/counter-arguments. The relationship between reason and faith will be examined.

#### **World Religions: Buddhism**

- This unit will provide an in-depth study into the impact and significance of religion today, through focussing on key beliefs, practices and sources in Buddhism.

#### **Morality and Belief: Religion and Conflict**

- This unit will encourage the development of skills to evaluate and express detailed, reasoned and well-structured views about the contemporary moral issue of conflict. Religious and non-religious responses to conflict will be studied.

#### **Added Value Assignment**

- At National 5 and Higher you will select an issue from some aspect of the course, which is of significance to the contemporary world and for which there are alternative opinions. The assignment should demonstrate critical analysis, counter-arguments and a well-reasoned conclusion.

### **Course Assessment**

At both Higher and National 5 levels you will sit an external exam. The Assignment will also be assessed externally. At Higher, the Added Value Assignment will be worth one third of the overall grade. At National 5, the Added Value Assignment will be worth one quarter of the overall grade. The award will be graded A-D.

### **Progression**

The skills developed in this course are transferable to other areas of study as well as everyday life. Successful candidates at National 5 may progress to Higher in S6. Higher RMPS is a recognised qualification for many college and university courses as well as a useful qualification for many areas of employment such as: psychology, law, broadcasting, police, politics, medicine, social work, community work, education

### **Contact**

If you would like further information, please discuss with Miss McKie.

**PHYSICAL EDUCATION: PERFORMANCE SKILLS (NATIONAL 4/5/HIGHER)****Unit outline**

The general aim of this unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The unit offers opportunities for personalisation and choice in the selection of physical activities.

**Assessment**

Learners must pass outcomes in two activities.

Learners may be awarded the unit pass at National 4, National 5 or Higher depending on their level of performance.

**Contact**

For additional information please speak with Mrs. Christie.

# **VOCATIONAL PATHWAYS**

## **COLLEGE COURSES & ONLINE COURSES 2022-2023**

## Senior Phase College Courses for 2022/23

### **North Highland College**

Courses available to Invergordon Academy Pupils

Please click on the link below;

<https://www.northhighland.uhi.ac.uk/schools/invergordon-academy/>

### **Inverness College**

Courses available to Invergordon Academy Pupils

Please click on the link below;

<https://www.inverness.uhi.ac.uk/schools/invergordon-academy/>



**Subject Levels Explained**

- SCQF 1,2,3 = National 1, 2, 3
- Skills for Work SCQF 4 & 5 = National 4 and 5
- NPA's at SCQF levels 4, 5 & 6 = National 4, 5 and Higher
- SCQF 5 = National 5
- SCQF 6 = Higher
- Foundation Apprenticeships = SCQF 6/Higher
- Higher National Certificates = SCQF 7/Advanced Higher
- Degree modules = SCQF 7/Advanced Higher

### Highland Virtual Learning Academy (5/6 Pupils Only)

These courses will be studied online during timetabled periods each week. You will be in school whilst this occurs. The course will take up one of your option columns. Higher level courses will align with our Option Column A, National 5 with Column B and Advanced Higher timings will be arranged on an individual basis.

Pupils can apply to study the below virtual courses by contacting Mrs Coulshed.

LEVEL	SUBJECT
<b>National 5</b>	German
	Spanish
<b>Higher</b>	German
	Spanish
	Human Biology
	Modern Studies
	Music
	Photography
<b>Advanced Higher</b>	Chemistry
	Physics
	Maths
	German
	Music
	History

Depending on the nature of the course not all periods may be required for direct face to face teaching.

AH Sciences, generally have 4 periods and to avoid clashes will run at the following times

- AH Physics will run at the N5 periods
- AH Chemistry will run at H periods

AH Maths will run at AH periods – generally 5 periods

AH History – 2 periods of direct face to face teaching and 2 periods of a drop- in session

H Photography – generally 1/2 periods of direct face to face teaching

Languages are generally delivered 1/2 periods per week on a 1:1 basis or to very small groups

Pupils work independently through work on google classroom when not involved in direct teaching.


Pupils can contact their tutor at any time for support and guidance

All the courses are delivered using G Suite with Google Meet as the face to face part of the delivery.

## **APPENDICES**

## Appendix 1

## The Scottish Credit &amp; Qualifications Framework

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK					 scottish credit and qualifications framework	
SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Scottish Vocational Qualifications	
12				DOCTORAL DEGREE		
11				INTEGRATED MASTERS DEGREE / MASTERS DEGREE POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	SVQ5	
10				HONOURS DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE		
9				BACHELORS / ORDINARY DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	SVQ4	
8		HIGHER NATIONAL DIPLOMA		DIPLOMA OF HIGHER EDUCATION		
7	ADVANCED HIGHER SCOTTISH BACCALAUREATE	HIGHER NATIONAL CERTIFICATE		CERTIFICATE OF HIGHER EDUCATION	SVQ3	
6	HIGHER					
5	INTERMEDIATE 2 CREDIT STANDARD GRADE				SVQ2	
4	INTERMEDIATE 1 GENERAL STANDARD GRADE	NATIONAL CERTIFICATE	NATIONAL PROGRESSION AWARD		SVQ1	
3	ACCESS 3 FOUNDATION STANDARD GRADE					
2	ACCESS 2					
1	ACCESS 1					

The Framework diagram has been produced to show the relationship Scottish qualifications already exist, mostly SQA and Higher Education levels look, however, there are a diverse number of learning opportunities on the Framework, which, due to the limitations of the format, cannot be represented here. For more information on other credit rated provision, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the database.

scqf | SCOTLAND'S LIFELONG LEARNING FRAMEWORK [www.scqf.org.uk](http://www.scqf.org.uk)

The Framework diagram has been produced to show the relationship between Scottish qualifications already listed in SQA and Higher Education institutions. However, there are a large number of learning programmes on the Framework, which due to the limitations of this format, cannot be represented here. For more information or other credit related problem, please visit The SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the printable version of the Framework or search the database.

**Appendix 2****What are Universities saying about school curriculum pathways?**

Read their statements by clicking the links below.

**University of Aberdeen**

<http://www.abdn.ac.uk/study/undergraduate/cfe.php>

**University of Abertay, Dundee**

<http://www.abertay.ac.uk/applying/ukey/cfe/>

**University of Edinburgh**

[http://www.ed.ac.uk/polopoly\\_fs/1.112286!/fileManager/University%20of%20Edinburgh%20CfE%20statement%202013.pdf](http://www.ed.ac.uk/polopoly_fs/1.112286!/fileManager/University%20of%20Edinburgh%20CfE%20statement%202013.pdf)

**Edinburgh Napier University**

<http://www.napier.ac.uk/study/welcome/applicants/Documents/Edinburgh-Napier-CfEStatement.Pdf>

**University of Glasgow**

[http://www.gla.ac.uk/media/media\\_273068\\_en.pdf](http://www.gla.ac.uk/media/media_273068_en.pdf)

**Glasgow Caledonian University**

<http://www.gcu.ac.uk/study/undergraduate/howtoapply/curriculumforexcellence/>

**Heriot-Watt University**

[http://www.hw.ac.uk/documents/Undergraduate\\_Admissions\\_Policy.pdf](http://www.hw.ac.uk/documents/Undergraduate_Admissions_Policy.pdf)

**University of the Highlands and Islands**

<https://www.uhi.ac.uk/en/schools/>

**Open University in Scotland**

[http://www3.open.ac.uk/near-you/scotland/p8\\_3.asp](http://www3.open.ac.uk/near-you/scotland/p8_3.asp)

**Robert Gordon University**

<http://www.rgu.ac.uk/future-students/parents-teachers-and-advisers/curriculum-for-excellence>

**University of St Andrews**

<https://www.standrews.ac.uk/admissions/ug/undergraduateadmissionspolicy/curriculumforexcellence/>

**University of Stirling**

<http://www.stir.ac.uk/undergraduate-study/entry-requirements/curriculumforexcellence/>

**University of Dundee:**

<http://www.dundee.ac.uk>

**Royal Conservatoire of Scotland**

<http://www.rcs.ac.uk/studyhere/how-to-apply/excellence.html>

**University of Strathclyde**

[http://www.strath.ac.uk/media/students/prospective/CfE\\_University\\_Admissions\\_Statement\\_July\\_2013\\_\(1\).pdf](http://www.strath.ac.uk/media/students/prospective/CfE_University_Admissions_Statement_July_2013_(1).pdf)

**University of the West of Scotland**

[www.uws.ac.uk/WorkArea/DownloadAsset.aspx?id=2147519513](http://www.uws.ac.uk/WorkArea/DownloadAsset.aspx?id=2147519513)

(Note this is embedded in the undergraduate admissions policy.)