



Smithycroft Secondary School

# Senior Course Options

2024–2025



We **BELONG**  
We **LEARN**  
We **ACHIEVE**

# Smithycroft Secondary

## S5/6 Learner Pathways

Please circle / highlight the subjects you wish to study and the level you think you will be studying.

COLUMN 1		COLUMN 2		COLUMN 3		COLUMN 4		COLUMN 5		COLUMN 6	
1	L	2	L	3	L	4	L	5	L	6	L
Admin	N5 H	PE	N5 H	English	N5 H	PE	N5 H	Business Management	N5 H	PE core	
Art & Design	N5 H AH	RMPS	N5 H	ESOL	N5 H	Geography	H	Spanish	N5 H	RMPS core	
Chemistry	H	Maths	N5 H	Business Management S6	H	History	H	French	N5 H	STEM	
Music	N5 H AH	Maths Applications	N5	Leadership with Work Placement	L5 L6	Modern Studies	H	Graphic Comm.	N5 H	Community Award	
Drama	N5 H AH	Practical Cookery	N5			Travel & Tourism	N5	Health & Food Technology	N5 H AH		
SFA Refereeing	L7					Dance	N5 H	Human Biology	H		
SQA Leaders / SQA Leadership	L5 L6					Maths Applications	N5	Physics	H		
Leadership with Work Placement	L5 L6							Lab Skills	L5		
								Media Studies	N5 H		
								Events	L4		
								College			

PUPIL NAME

REG  PASTORAL CARE TEACHER

PUPIL SIGNATURE  DATE

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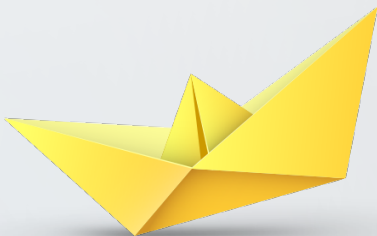
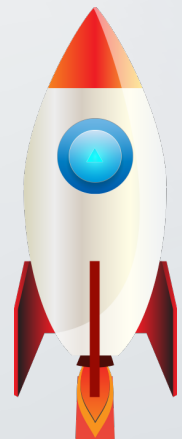


Department

# Business Education



Senior Course Options  
2024–2025



# National 5 Business Management

**Course Level:** Level 5 (24 SCQF credit points)

**Course Units:**

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

**Course Code:** C810 75

**Entry Qualifications:**

Entry to this course is at the discretion of the centre. Candidates should have achieved the fourth curriculum level or the National 4 Business course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

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

**The course will:**

The course enables candidates to develop:

- Knowledge and understanding of the ways in which society relies on business to satisfy needs and wants.
- An insight into the systems organisations use to ensure customers' needs are met.
- Enterprising skills and attributes.
- Financial awareness, in a business context.
- An insight into how organisations organise their resources for maximum efficiency and to improve their overall performance.
- Awareness of how external influences impact on organisations.

**What Skills will be Developed?**

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

- Knowledge and understanding of the impact of business activities on society.
- Decision-making — by applying the ideas of ethical and effective business decisions to solve straightforward business-related problems.
- Communicating straightforward business ideas, opinions and information relating to the effects of internal and external factors on business activity.
- Knowledge and understanding of how enterprising skills can help in business development.
- Understanding how to enhance employability skills.
- Knowledge and understanding of the contribution of staff to business success.
- Interpreting and evaluating straightforward business financial data to ensure effective financial Management.
- Analysing the effectiveness of a limited range of marketing activities.
- Evaluating a range of production techniques used to maximise the quality of goods/services.
- Basic knowledge of using existing and emerging technologies in current business practice.

**Assessment:**

- Question Paper (90 marks) = 75%
- Assignment (30 marks) = 25%

**Progression Routes:**

- Higher Business Management course

# Higher Business Management

**Course Level:** Level 6 (24 SCQF credit points)

**Course Units:**

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

**Course Code:** C810 76

**Entry Qualifications:**

Entry to this course is at the discretion of the centre. Candidates should have achieved the National 5 Business Management course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

The course highlights the different ways in which large organisations operate. Candidates learn to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. Using current business theory and practice, the course reflects the integrated nature of large organisations, their functions and decision making processes.

**The course will:**

Candidates develop an understanding of:

- The ways in which society relies on organisations and how external influences can affect them.
- A range of methods that businesses and other organisations use to meet customer needs.
- Enterprising skills and attributes.
- How to analyse and interpret business information and communicate it in a clear and concise way.

**What Skills will be Developed?**

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

- Applying knowledge and understanding of the impact of business activities on society.
- Applying the ideas of ethical and effective business decision making to solve strategic business-related problems.
- Communicating relatively complex business ideas and opinions from a range of information relating to the effects of opportunities and constraints on business activity, some of which may be unfamiliar.
- Understanding how entrepreneurial attributes can help business development and risk management.
- Analysing the effectiveness of a range of marketing activities and understanding how they can be used to enhance customer satisfaction.
- Analysing a range of activities which can be used during the production process to maximise the quality of goods/services.
- Understanding leadership styles and how they can be used to enhance the contribution of staff to business success.
- Analysing business financial data to draw conclusions and suggest solutions where appropriate.
- Analysing the use of existing and emerging technologies to improve business practice.

**Assessment:**

- Question Paper (90 marks) = 75%
- Assignment (30 marks) = 25%

**Progression Routes:**

- Advanced Higher Business Management course

# National Progression Award (NPA)

## Business with Information Technology

**Course Level:** Level 5 (24 SCQF credit points)

**Course Units:**

- Understanding Business
- Management of Marketing and Operations
- IT Solutions for Administrators
- Communication in Administration

**Course Code:** G9X0 45

**Entry Qualifications:**

Entry is at the discretion of the centre. However, it is recommended that candidates have completed some ICT skills training at SCQF level 4. This may be through the achievement of relevant National Units or employment experience.

**Contexts for Learning:**

The National Progression Award has been developed with the purpose of providing candidates with the fundamental business and information technology skills required for employment and/or further study in any of these two areas.

**The course will:**

- Develop candidates' knowledge and understanding of the role of business in society.
- Develop candidates' knowledge, application and usage of a variety of software packages.
- Provide candidates with the relevant Core Skills for business, administration and technology for employment and further study.

**What Skills will be Developed?**

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

- It provides skills, knowledge and capabilities needed for employment.
- It provides the credibility of a nationally accredited award.
- It consists of units which are practical and will engage the interests of learners.
- It is compatible with existing arrangements adopted by centres.
- It provides the flexibility which learners and centres value.
- It provides an opportunity for learners to develop the ICT core skill.

**Assessment:**

The following units are internally assessed:

- Understanding Business
- Management of Marketing and Operations
- IT Solutions for Administrators
- Communication in Administration

**Progression Routes:**

- On successful completion of the NPA, it is envisaged that employment could be gained in the business in the business, administration and IT sectors.

# National 4 Administration & IT

**Course Level:** Level 4 (24 SCQF credit points)

**Course Units:**

- Administrative Practices
- IT Solutions for Administration
- Communication in Administration
- Administration and IT Assignment

**Course Code:** C701 74

**Entry Qualifications:**

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

- Administration and IT (National 3 or relevant component Units)
- Business (National 3 or relevant component Units)

**Contexts for Learning:**

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 course will:**

The Course aims to enable learners to:

- Develop a basic understanding of administration in the workplace and key legislation affecting employees.
- Develop an appreciation of good customer care.
- Develop IT skills and use them to perform straightforward administrative tasks.
- Acquire organisational skills in the context of organising and supporting small-scale events.

**What Skills will be Developed?**

A broad overview of the mandatory subject skills, knowledge and understanding that will be covered in the Course is given in this section. This includes:

- Skills, qualities and attributes required of administrators.
- Basic skills in using the following IT applications: word processing, spreadsheets, databases, presentations and desktop publishing, in familiar administrative contexts.
- Skills in organising and supporting small-scale events.
- Basic skills in using technology, including the internet, for electronic communication and investigation in familiar administrative contexts.
- Basic skills in organising, processing and communicating simple information in familiar administrative contexts.
- Knowledge and understanding of key legislation affecting employees in the workplace.
- Knowledge and understanding of the key features of good customer care.

**Assessment:**

The following units are internally assessed:

- Administrative Practices
- IT Solutions for Administration
- Communication in Administration
- Administration and IT Assignment

**Progression Routes:**

- National 5 Administration and IT



# National 5 Administration & IT

**Course Level:** Level 5 (24 SCQF credit points)

**Course Units:**

- Administrative Practices
- IT Solutions for Administration
- Communication in Administration

**Course Code:** C801 75

**Entry Qualifications:**

Entry to this course is at the discretion of the centre. Candidates should have achieved the fourth curriculum level or the National 4 Administration and IT course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

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

The National 5 Administration and IT course provides candidates with experience of real-life administration tasks and engaging practical activities relevant to the world of work. There is an emphasis on the development of transferable life skills and the application of these skills.

Candidates following the course become aware of the use of technology within the workplace, as they complete organisational tasks.

**The course will:**

- Develop an understanding of administration theory in the workplace.
- Develop IT skills and use them to perform administrative tasks.
- Acquire organisational skills in the context of organising and supporting events.

**What Skills will be Developed?**

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

- Skills in using spreadsheets, databases, word-processing, desktop publishing and presentations.
- Skills in using technology for electronic communication and investigation.
- Skills in organising and supporting events.
- Problem-solving skills in administrative contexts.
- Theory of the tasks (duties) and knowledge associated with the administrative support function in an organisation.

**Assessment:**

- Question Paper – Spreadsheet, Database and Theory (50 marks)
- Assignment - Word Processing, CIA skills and Theory (70 marks)

**Progression Routes:**

- Higher Administration and IT
- Other qualifications in Business Management or related areas
- Further study, employment and/or training

# Higher Administration & IT

**Course Level:** Level 6 (24 SCQF credit points)

**Course Units:**

- Administrative Practices
- IT Solutions for Administration
- Communication in Administration

**Course Code:** C801 76

**Entry Qualifications:**

Entry to this course is at the discretion of the centre. Candidates should have achieved the National 5 Administration and IT course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

Administration and IT skills cut across all sectors of the economy and offer wide-ranging employment opportunities.

This course provides candidates with experience of authentic senior administration tasks and engaging practical activities relevant to the world of work. It encourages candidates to organise their work effectively, be aware of current legislation and the importance of customer care.

**The course will:**

Candidates develop understanding of:

- The importance of administration theory in the workplace
- Advanced digital literacy skills and how to use them to process, manage and communicate information.
- Organisational and management skills in the context of organising and supporting the workplace.

**What Skills will be Developed?**

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

- Using a range of advanced functions of the following software applications – word processing, spreadsheets, databases and presentation software – in both familiar and unfamiliar contexts.
- Organising, managing and communicating complex information to a range of audiences.
- Solving problems in an administrative context.
- Knowledge and understanding of administration in the workplace and its importance.
- Knowledge and understanding of effective teams, and time and task management.
- Knowledge and understanding of key legislation affecting administration and its implications for organisations.
- Knowledge and understanding of the impact of digital technology on working practices.
- Knowledge and understanding of the features of good customer care and the benefits of good, and consequences of poor, customer care.
- Knowledge and understanding of procedures for organising and supporting meetings and events.
- Using technology for electronic communication in both familiar and unfamiliar contexts.

**Assessment:**

- Question Paper – Theory (50 marks)
- Assignment - Word Processing, Spreadsheet, Database and CIA skills (70 marks)

**Progression Routes:**

- Other qualifications in Business Management or related areas
- Further study, employment and/or training

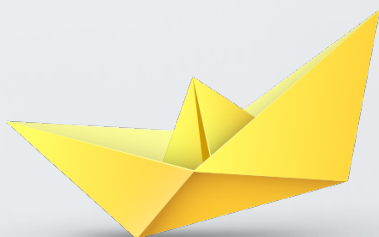
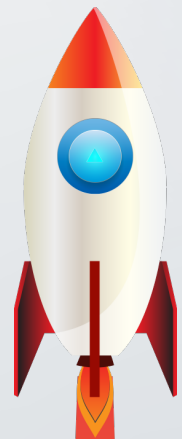


Department

# Creative Arts



Senior Course Options  
2024–2025



# National 5 Art & Design

**Course Level:** Level 5 (24 SCQF credit points)

**Course Units:** QP, Expressive Portfolio, Design Portfolio

**Course Code:** C804 75

## Entry Qualifications:

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

Candidates should have achieved the fourth curriculum level or the National 4 Art and Design course or equivalent qualifications and/or experience prior to starting this course.

## The course will:

- Develop knowledge and understanding of art and design practice in an extended-response format in a question paper
- Produce a portfolio of expressive art work showing a selection of relevant 2D/3D analytical drawings, studies and investigative research, and the development of one idea leading to an expressive final piece
- Produce a portfolio of design work showing a selection of relevant 2D/3D investigative material and market research, and the development of one idea leading to a design solution

## What Skills will be Developed?

- Ability to produce focused and investigative visual and market research for a design activity
- Skills in using a range of art and design materials, techniques and/or technology creatively
- Refine creative ideas for art and design work in 2D and/or 3D formats
- Ability to analyse the impact of social, cultural and other influences on artists' and designers' work and practice
- Problem -solving, planning and self-evaluation skills within the creative process

## Assessment:

- Question paper (50 Marks)
- Expressive Portfolio (100 Marks)
- Design Portfolio (100 Marks)

## Progression Routes:

- Higher Art & Design

<h1>Higher Art &amp; Design</h1>	<p><b>Course Level:</b> Level 6 (24 SCQF credit points)</p> <p><b>Course Units:</b> QP, Expressive Portfolio, Design Portfolio</p> <p><b>Course Code:</b> C804 76</p>
<p><b>Entry Qualifications:</b> Entry to this course is at the discretion of the centre. Candidates should have achieved the National 5 Art and Design course or equivalent qualifications and/or experience prior to starting this course.</p>	
<p><b>The course will:</b></p> <ul style="list-style-type: none"><li>• Develop knowledge and understanding of art and design practice in an extended-response format in a question paper</li><li>• Produce a portfolio of expressive artwork with a selection of relevant 2D/3D analytical drawings, studies and investigative research, and showing the development of one idea leading to an expressive final piece</li><li>• Produce a portfolio of design work with a selection of relevant 2D/3D investigative material and market research, and showing the development of one idea leading to a design solution</li></ul>	
<p><b>What Skills will be Developed?</b></p> <ul style="list-style-type: none"><li>• Ability to produce focused and investigative visual and market research for a design activity</li><li>• Skills in using a range of art and design materials, techniques and/or technology creatively</li><li>• Refine creative ideas for art and design work in 2D and/or 3D formats</li><li>• Ability to analyse the impact of social, cultural and other influences on artists' and designers' work and practice</li><li>• Problem -solving, planning and self-evaluation skills within the creative process</li></ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>• Question Paper (60 Marks)</li><li>• Expressive Portfolio (100 Marks)</li><li>• Design Portfolio (100 Marks)</li></ul>	
<p><b>Progression Routes:</b></p> <ul style="list-style-type: none"><li>• Advanced Higher Art &amp; Design</li></ul>	

# Advanced Higher Art & Design (Expressive)

**Course Level:** Level 7 (24 SCQF credit points)

**Course Units:** Portfolio

**Course Code:** C805 77

## Entry Qualifications:

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

Candidates should have achieved the Higher Art and Design course or equivalent qualifications and/or experience prior to starting this course.

## The course will:

- Learn about expressive art practice by investigating how artists respond creatively to themes.
- Explore how artists integrate visual stimuli and other information from a variety of sources.
- Apply their understanding of expressive art practice while responding to a theme or stimulus to communicate their thoughts and ideas.

## What Skills will be Developed?

- develop independence, flexibility and resilience when approaching creative tasks
- draw on their understanding of expressive art when developing and resolving their ideas and artwork
- reach informed creative decisions and manage their own learning
- broaden their understanding of visual culture and make connections between ideas and contexts

## Assessment:

- Portfolio (100 Marks)

# National 4 Drama

**Course Level:** National 4

**Course Units:** Drama Skill & Production Skills

**Course Code:** C721 74

## Entry Qualifications:

- No formal entry qualification

## Contexts for Learning:

Drama is a practical, hands-on subject where you will explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. You will develop a range of acting skills in relation to portraying characters. You will also develop a knowledge and understanding of social and cultural influences on drama, as well as learn how to evaluate your own progress and that of others.

The course comprises **two** areas of study:

### Drama Skills

You will:

- explore and develop a range of drama skills and ways of communicating to an audience
- develop a range of skills as an actor
- learn how to respond to stimuli, including text
- develop your understanding of how to portray character
- develop your K&U of form, structure, genre and style when creating and presenting drama
- extend your understanding of social and cultural influences on drama
- reflect on your own progress and that of others.

### Drama Production Skills

You will:

- develop a range of production skills and use these skills to enhance drama when presenting
- use problem solving skills in order to generate ideas for presenting drama.

## What Skills will be Developed?

- You will learn how the use of voice, language and movement can develop your ideas for drama.
- You will learn the skills and practices involved in planning, producing and presenting drama.
- You will also find out how actors and writers work, and how their environment and culture affect their work.

## Assessment:

- Component 1: question paper – worth 40 marks
- Component 2: performance – worth 60 marks.

## Progression Routes:

- National 5 Drama

# National 5 Drama

**Course Level:** National 5

**Course Units:** Drama Skill & Production Skills

**Course Code:** C821 75

## Entry Qualifications:

- No formal entry qualification

## Contexts for Learning:

Drama is a practical, hands-on subject where you will explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. You will develop a range of acting skills in relation to portraying characters. You will also develop a knowledge and understanding of social and cultural influences on drama, as well as learn how to evaluate your own progress and that of others.

The course comprises **two** areas of study:

### Drama Skills

You will:

- explore and develop a range of drama skills and ways of communicating to an audience
- develop a range of skills as an actor
- learn how to respond to stimuli, including text
- develop your understanding of how to portray character
- develop your K&U of form, structure, genre and style when creating and presenting drama
- extend your understanding of social and cultural influences on drama
- reflect on your own progress and that of others.

### Drama Production Skills

You will:

- develop a range of production skills and use these skills to enhance drama when presenting
- use problem solving skills in order to generate ideas for presenting drama.

## What Skills will be Developed?

- You will learn how the use of voice, language and movement can develop your ideas for drama.
  - You will learn the skills and practices involved in planning, producing and presenting drama.
- You will also find out how actors and writers work, and how their environment and culture affect their work.

## Assessment:

- Component 1: question paper – worth 40 marks
- Component 2: performance – worth 60 marks

## Progression Routes:

- Higher Drama



# Higher Drama

**Course Level:** Higher (Level 6)

**Course Units:** Drama Skill & Production Skills

**Course Code:** C821 76

## Entry Qualifications:

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

- Candidates should have achieved the N5 Drama course or equivalent qualifications and/or experience prior to starting this course.
- 

## Contexts for Learning:

Drama is a practical, hands-on subject where you will explore and develop a range of drama skills and approaches to communicating thoughts and ideas to an audience. You will develop a range of acting skills in relation to portraying characters. You will also develop a knowledge and understanding of social and cultural influences on drama, as well as learn how to evaluate your own progress and that of others.

The course comprises **two** areas of study:

### Drama Skills

You will:

- explore and develop a range of drama skills and ways of communicating to an audience
- develop a range of skills as an actor
- learn how to respond to stimuli, including text
- develop your understanding of how to portray character
- develop your K&U of form, structure, genre and style when creating and presenting drama
- extend your understanding of social and cultural influences on drama
- reflect on your own progress and that of others.

### Drama Production Skills

You will:

- develop a range of production skills and use these skills to enhance drama when presenting
- use problem solving skills in order to generate ideas for presenting drama.

## What Skills will be Developed?

- You will learn how the use of voice, language and movement can develop your ideas for drama.
- You will learn the skills and practices involved in planning, producing and presenting drama.
- You will also find out how actors and writers work, and how their environment and culture affect their work.

## Assessment:

- Component 1: question paper – worth 40 marks
- Component 2: performance – worth 60 marks.
- 

## Progression Routes:

- Higher Education at College – NC, HNC and HND (SCQF Levels 7 and 8)

# National 3 Music

**Course Level:** Level 3 (18 SCQF points)

**Course Units:**

- Performing Skills
- Composing Skills
- Understanding Music

**Course Code:** C750 73

**Entry Qualifications:**

Entry to this Course is at the discretion of the centre

However, learners would normally be expected to have attained the skills, knowledge and understanding required at 3<sup>rd</sup> level.

**Contexts for Learning:**

- This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop a general interest in music and to develop performing skills on two selected instruments, or on one instrument and voice. The Course also provides opportunities for learners to develop basic composing skills and their understanding of music. The skills that learners gain throughout the Course will be valuable for learning, life and work

**The course will:**

- develop performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- create music using straightforward compositional methods and music concepts
- develop understanding of the things that influence composers and their work

**What Skills will be Developed?**

- performing music on two selected instruments, or using instrument and voice, in solo and/or group programmes
- performing sections of music with sufficient accuracy while maintaining the musical flow
- reflecting, with some support, on their musical and creative skills
- a basic understanding of the creative process, the things that influence and inspire composers, and how they use music concepts in their music
- creating their own original music using straightforward compositional methods and simple music concepts

**Assessment**

- **Performing Skills:** In this Unit, learners, with guidance, will develop performing skills on two selected instruments, or on one selected instrument and voice. They will play level-specific sections of music with sufficient accuracy while maintaining the musical flow. Learners will, with support, reflect on their own performing skills.
- **Composing Skills:** In this Unit, learners will use their knowledge of music styles and concepts when creating their own music. They will experiment with and use straightforward compositional methods and simple music concepts in imaginative ways. Learners will, with support, reflect on their own creative choices and the creative choices of others.
- **Understanding Music:** In this Unit, by listening to a range of music and music styles, learners will develop their understanding of level-specific music concepts. They will develop the ability to distinguish between different music styles and sounds, and will be able to identify and recognise simple music signs and symbols used in music notation.

**Progression Routes:**

- National 4 Music

# National 4 Music

**Course Level:** Level 4 (24 SCQF points)

**Course Units:**

- Performing Skills
- Composing Skills
- Understanding Music
- Added Value Unit( AVU)

**Course Code:** C750 74

**Entry Qualifications:**

Entry to this Course is at the discretion of the centre  
National 3 Music Course

**Contexts for Learning:**

This Course is practical and experiential in nature and includes flexibility in the contexts for learning. It helps learners to develop a general interest in music and to develop performing skills on two selected instruments, or on one instrument and voice.

**The course will:**

- develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- develop compositional methods and use of music concepts when composing
- develop knowledge and understanding of the social and cultural factors influencing music

**What Skills will be Developed?**

- performing music on two selected instruments, or using instrument and voice, in solo and/or group programmes
- performing sections of music with sufficient accuracy while maintaining the musical flow
- reflecting on and evaluating their musical and creative skills
- understanding the creative process and common approaches used by composers and musicians to create their music
- a basic understanding of the social and cultural influences on music
- creating original music using straightforward compositional methods and music concepts in imaginative ways to realise their creative intentions

**Assessment:**

- **Performing Skills:** In this Unit, learners will be required to provide evidence of musical performing skills on their two selected instruments, or instrument and voice, and of reflecting on their performing skills. Learners will maintain the musical flow and play, with acceptable accuracy, sections of level-specific music.
- **Composing Skills:** In this Unit, learners will be required to provide evidence of a basic understanding of the creative process and how compositional methods and music concepts are used by others. They will provide evidence of experimenting and using compositional methods and music concepts imaginatively to create their own music, and of reflecting on their creative decision making and music.
- **Understanding Music:** In this Unit, learners will be required to provide evidence of their knowledge of level specific music concepts and music literacy. They will evidence their understanding of the factors which influence the distinctive sounds of specific music styles, identify music concepts in excerpts of music, and identify and recognise the meaning of music signs, symbols and terms.
- **Added Value Unit:** This Unit adds value by introducing challenge and application. In the music performance, learners will draw on and extend their performing skills in a new context. Learners will prepare and perform a programme of music in a solo setting and/or as part of a group.

**Progression Routes:**

- National 5 Music

# National 5 Music

**Course Level:** Level 5 (24 SCQF points)

**Course Units:**

- Performing on 2 instruments/Voice
- Understanding Music
- Assignment - Composing

**Course Code:** C850 75

**Entry Qualifications:**

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

Learners should have achieved the fourth curriculum level or the National 4 Music course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

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

**The course will:**

- provide practical experiences in performing, creating and understanding music.
- develop a range of musical, technical and interpretive skills on their two selected instruments, or one instrument and voice,
- develop knowledge and understanding of music and its cultural influences.
- enable learners to apply this knowledge to create original pieces
- enable learners to develop their skills and creative capabilities and provides the opportunity to build confidence and self-esteem through performance.

**What Skills will be Developed?**

- Identifying next steps for learning
- Identifying personal strengths and areas for improvement in their performing skills and work
- Applying musical and technical performing skills and understanding of music concepts and level-specific music literacy to realise the composers intentions for the piece
- Critically reflecting on and evaluating creative skills and identifying areas for improvement
- Analysing the musical impact and effect of social and cultural influences on composers and their music
- Performing music in solo and/or group settings

**Assessment:**

**PERFORMANCE 1 & 2 (60 Marks)**

Learners should prepare a programme of pieces on 2 instruments/1 instrument and voice lasting 8 minutes (minimum 2 minutes on 1 instrument with minimum of 2 pieces).

Each instrument is worth 30 marks and is examined by a Visiting Assessor in February/March

**QUESTION PAPER (40 Marks)**

The paper will consist of a range of questions – multiple choice and short answers related to a range of musical concepts and styles.

**ASSIGNMENT – COMPOSING (15 Marks)**

Compose or arrange ONE piece of music

Review the creative process of the composition

**Progression Routes:**

- Higher Music

# Higher Music

**Course Level:** Level 6 (24 SCQF points)

**Course Units:**

- Performing on 2 instruments/Voice
- Understanding Music
- Assignment - Composing

**Course Code:** C850 76

## Entry Qualifications:

Learners should have achieved a PASS at National 5 Music prior to starting this course. However, this is at the discretion of the centre.

## Contexts for Learning:

- Learners will gain a wider understanding of musical concepts, composition methods and practical skills; both in solo and/or group settings. Learners will also expand their knowledge and understanding of social and cultural factors which influence music. Through performing, composing and listening learners will use their maturing skills and knowledge to critically reflect on their own work, their decisions and those of others.
- The course will:
- provide further practical experiences in performing, creating and understanding music.
- further develop a range of musical, technical and interpretive skills on their two selected instruments, or one instrument and voice,
- further develop related knowledge and deep understanding of music and its cultural influences.
- enable learners to apply this knowledge to create original pieces or arrange suitable works.
- enables learners to further their skills and creative capabilities as a musician and provides the opportunity to build confidence and self-esteem through performance.

## What Skills will be Developed?

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- skills in creating original music, incorporating harmony and using compositional methods
- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

## Assessment:

### PERFORMANCE 1 & 2 (60 Marks)

Learners should prepare a programme of pieces on 2 instruments/1 instrument and voice lasting 12 minutes (minimum 4 minutes on 1 instrument with minimum of 2 pieces)

Each instrument is worth 30 marks and is examined by a Visiting Assessor in February/March

### QUESTION PAPER (40 Marks)

The paper will consist of a range of questions – multiple choice and extended answers related to a range of musical concepts

### ASSIGNMENT – COMPOSING (15 Marks)

There are 2 parts to this component

Compose or arrange ONE piece of music

Review the creative process of the composition or arrangement

## Progression Routes:

- Advanced Higher Music in S6
- other qualifications in Music, Music Business, Musical Theatre, Sound Production
- further study, employment and/or training

# Advanced Higher Music

**Course Level:** Level 7 (32 SCQF points)

**Course Units:**

- Performing on 2 instruments
- Understanding Music
- Composing and analysis

**Course Code:** C850 77

## Entry Qualifications:

Learners should have achieved a PASS at Higher Music prior to starting this course. However, this is at the discretion of the centre.

## Contexts for Learning:

Throughout the course, learners will plan, organise and make decisions and take responsibility for managing their learning. They will apply their critical thinking skills when reflecting on their performing skills and their own music compositions. They will review and refine their music performances and compositions. They will develop their critical thinking and listening skills within the context of music and how it is performed.

## The course will:

- enable learners to develop skills in performance, composition, understanding and analysing music.
- enable learners to develop and extend their applied music skills in challenging contexts and to develop greater depth of understanding of music through listening.
- provide learners with the skills they need to perform challenging music with musical and technical accuracy and fluency, while realising the composers' intentions.
- provides learners with opportunities to develop composing skills in sophisticated and creative ways.
- helps learners develop advanced aural skills and demonstrate their understanding and analysis of music through researching and analysing complete movements or works.

## Assessment:

### PERFORMANCE 1 & 2 (60 Marks)

Learners should prepare a programme of pieces on 2 instruments/1 instrument and voice lasting 18 minutes (minimum 6 minutes on 1 instrument with minimum of 2 pieces).

Each instrument is worth 30 marks and is examined by a Visiting Assessor in April/May

### QUESTION PAPER (40 Marks)

The paper will consist of a range of questions similar to Higher - the emphasis in the question paper will be on the APPLIED use of musical concepts.

### COMPOSING AND ANALYSING ASSIGNMENTS (20 Marks)

Compose or arrange ONE piece of music

Review the creative process of the composition or arrangement

Analyse a chosen piece of music

## Progression Routes:

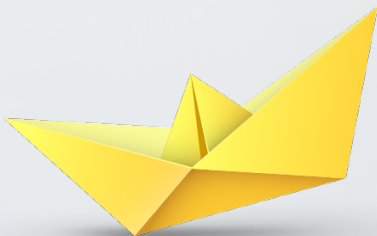
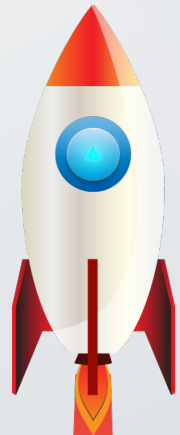
- Further study of music at college/university
- other qualifications in Music, Music Business, Musical Theatre, Sound Production or related areas
- further study, employment or training



Department

# English

Senior Course Options  
2024–2025



# National 4 English

**Course Level:** Level 4 (24 SCQF credit points)

**Course Units:**

- Three Mandatory Units:
- Analysis and Evaluation
- Creation and Production
- Added Value Unit

**Course Code:** C724 74

**Entry Qualifications:**

- Candidates should have achieved the third curriculum level or the National 3 English course or equivalent qualifications and/or experience prior to starting this course.

**Candidates will learn:**

The Course provides learners with the opportunity to develop skills in listening, talking, reading and writing, which are essential for learning, life and work, to develop their ability to communicate their thoughts and feelings, and respond to those of other people, and to use different media effectively for learning and communication.

The Course enables learners to understand and use vocabulary, word patterns, text structures and style. Learners recognise, analyse and use language for a range of purposes. Through this Course, learners develop the ability to understand and use language in practical and relevant contexts.

**The course will:**

- Provide flexibility, personalisation and choice to enable learners to achieve in different ways and at different paces.
- Provide opportunities for learners to build on prior learning experienced in a broad general education or in English qualifications at a lower SCQF level.
- Provide learners with the opportunity to develop an understanding of how language works and use language to communicate ideas and information in English, to use creative and critical thinking to synthesise ideas and arguments, and to develop critical literacy skills and personal, interpersonal and team-working skills.
- Provide learners with the opportunity to enhance their enjoyment and understanding of their own and other cultures.
- Foster an appreciation of language awareness and of a wide range of literature and texts. This enables learners to access their own cultural heritage and history, as well as the culture and history of others.
- National 4 English offers learners the opportunity to develop straightforward language skills in the contexts of literature, language and media.

**What Skills will be Developed?**

- listening, talking, reading and writing skills, as appropriate to purpose and audience
- understanding, analysing and evaluating straightforward texts, as appropriate to purpose and audience in the contexts of literature, language and media
- creating and producing straightforward texts, as appropriate to purpose and audience in familiar contexts
- using knowledge of language

**Assessment:**

- Analysis and Evaluation (Reading & Listening)
- Creation and Production (Talking & Writing)
- Added Value Unit



# National 5 English

**Course Level:** Level 5 (24 SCQF credit points)

**Course Units:**

Four Mandatory Units:

- Reading for Understanding, Analysis and Evaluation
- Critical Reading
- Portfolio-writing
- Performance-spoken language

**Course Code:** C824 75

**Entry Qualifications:**

Candidates should have achieved the fourth curriculum level or the National 4 English course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

**Candidates will learn:**

In the National 5 English course, there is an emphasis on the development and application of key language skills closely associated with literacy and communication. Language skills have personal, social and economic value and importance. Our ability to use language, and to communicate, lies at the centre of the development and expression of our emotions, our thinking, and our sense of personal identity. It is generally accepted that language competence helps to unlock learning across all subjects.

**The course will:**

- Allow candidates to encounter and engage with a wider range of texts across literature, language and media.
- Enable candidates to communicate, to think critically, and to be thoughtful and creative.
- Encourage candidates to reflect on, and to build understanding of, their own experiences, environment, and culture, and the experiences, environments and cultures of others.
- Develop an appreciation of Scotland's own literary heritage.

**What Skills will be Developed?**

- the development of key communication and literacy skills in reading, writing, talking and listening
- understanding, analysis and evaluation of detailed texts in the contexts of literature, language and media, including Scottish literature
- the production of detailed texts in a range of contexts
- knowledge and understanding of language

**Assessment:**

- Reading for Understanding, Analysis and Evaluation – Paper 1 Exam
- Critical Reading – Paper 2 Exam
- Portfolio (Writing) – In class
- Performance (Spoken language) – In class

# National 5 Media

**Course Level:**  
level 5 (24 SCQF credit points)

**Course Units:**  
Question Paper – (50% of total mark) EXAM  
Assignment – (50% of the total mark) IN CLASS

**Course Code:**  
C848 75

## Entry Qualifications:

Candidates should have achieved the fourth curriculum level or the National 4 Media course or equivalent qualifications and/or experience prior to starting this course.

## Contexts for Learning:

Candidates will learn about:

The National 5 Media course offers candidates opportunities to develop and extend a wide range of skills including communication, independent learning, critical literacy, personal and interpersonal working, and creative thinking.

## The course will:

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

## What Skills will be Developed?

- analysing and creating media content as appropriate to purpose, audience and context
- knowledge and understanding of the key aspects of media literacy as appropriate to content
- knowledge and understanding of the role of media within society
- knowledge and understanding of how to plan and research when creating media content as appropriate to purpose, audience and context
- evaluation skills

## Assessment:

### Question Paper – (50% of Total mark) EXAM

Section 1 - Analysis of Media Content in Context (50 marks)

Section 2 – Analysis of Unseen Media Text (10 marks)

### Assignment – (50% of the Total mark) IN CLASS

Section 1: Planning (20 marks)

Section 2: Development (28 marks)

# Higher English

**Course Level:** Level 6 (24 SCQF credit points)

**Course Units:**

Four Mandatory Units:

- Reading for Understanding, Analysis and Evaluation
- Critical Reading
- Portfolio-writing
- Performance-spoken language

**Course Code:** C824 76

**Entry Qualifications:**

- Candidates should have achieved the National 5 English course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

**Candidates will learn:**

Language is at the heart of the Higher English course. Higher English is representative of a set of highly valued, and highly valuable, language skills giving candidates the opportunity to contribute to and to flourish within a communications-driven society.

The growth of language skills, and the acquisition of further language competence associated with Higher English, provides a gateway to further study in English literature and language and in many other disciplines. Increased confidence in reading critically, responding to, talking about, and writing detailed and complex texts ensures that candidates are ready for the demands of further and higher education and equips them with many of the skills required for the modern workplace.

**The course will:**

- Read, write, talk and listen in detailed and complex contexts, as appropriate to purpose and audience
- Understand, analyse and evaluate detailed and complex texts, including Scottish texts, in the contexts of literature, language and the media
- Create and produce written texts and spoken language, as appropriate to purpose, audience and context, through the application of knowledge and understanding of detailed and complex language

**What Skills will be Developed?**

- Development of key communication and literacy skills in reading, writing, talking and listening
- Understanding, analysis and evaluation of detailed and complex texts in the contexts of literature, language and media, including Scottish literature
- Production of detailed and complex texts in a range of contexts
- Knowledge and understanding of language

**Assessment:** There are four mandatory units:

- Reading for Understanding, Analysis and Evaluation – Paper 1 Exam
- Critical Reading – Paper 2 Exam
- Portfolio-writing – In class
- Performance-spoken language – In class

**Progression Routes:**

- Advanced Higher English

# Higher Media

**Course Level:** level 6 (24 SCQF credit points)

**Course Units:**

- Analysis of media content
- Role of media
- Assignment

**Course Code:** C848 76

**Entry Qualifications:**

Candidates should have achieved the National 5 Media course and/or the National 5 English course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

**Candidates will learn:**

This course enables candidates to analyse and create media content and to think critically about the media and its role in everyday life. They develop an appreciation of media content in a cultural context, and in the context of the media industry. Through analysing and creating media content, candidates develop skills that enable them to engage more fully in society and in learning.

**The course will:**

- provide candidates with the opportunity to develop knowledge of media contexts, roles and the key aspects of media literacy: categories, language, representation, narrative, audience, institutions and society.
- encounter different types of content in different media.
- enable candidates to communicate, to be critical thinkers, develop cultural awareness, and to be creative.

**What Skills will be Developed?**

- analysing media content, as appropriate to purpose, audience and context
- applying and analysing the key aspects of media literacy, as appropriate to content
- critical understanding of the role of media
- creating media content, as appropriate to purpose, audience and context
- knowledge and understanding of how to plan and research when creating media content, as appropriate to purpose, audience and context
- knowledge of contextual factors, constraints and freedoms that affect producers of media content
- a wide range of evaluation skills

**Assessment:**

- Question paper 1: Analysis of media content 30 marks - exam
- Question paper 2: The role of media 20 marks - exam
- Assignment 50 marks – in class

**Progression Routes:**

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

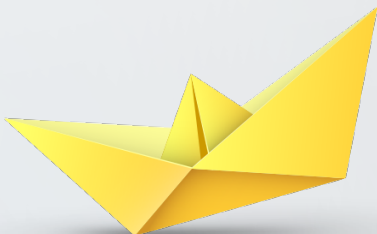
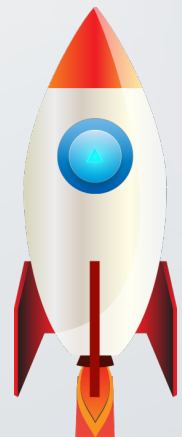


Department



# Health and Food Technology

Senior Course Options  
2024–2025



# NPA Events

**Course Level: 4** (30 SCQF credit points)

**Course Units:**

- Hospitality: Introduction to Events J143 74 (6 points)
- Organisational of Practical Skills D9NL 10 (3 points)
- Food Preparation Techniques: An Introduction D263 10 (6 points)
- Cookery Processes: An Introduction D264 10 (6 points)
- Cake Baking J1YR 75 (9 points)

**Entry Qualifications:**

- Pupils need no prior experience to join the course, although an interest in food or events is beneficial.

**Contexts for Learning:**

- The main purpose of the NPA Events at level 4 is to provide both theoretical knowledge and vocational skills necessary to gain access to further study and/or entry level employment in events or a similar sector. This unit will enable learners will be able to plan work, gather ingredients, identify equipment and integrate practical skills to complete tasks involving work co-ordination in the context of food preparation. Throughout the unit, learners will use safe working practices.

**Candidates will learn about:**

- Identifying foods suitable for a range of cookery processes.
- Carry out the cookery process to given specifications.
- Control the cookery process to minimise wastage.
- 

**The course will:**

- Investigate a range of hospitality events.
- Working as a member of a team, plan, implement and evaluate a specified hospitality event
- Review and evaluate own contribution to the event

**What Skills will be Developed?**

- customer care skills
- good verbal communication
- ability to work in a team
- awareness of food hygiene and health and safety procedures
- confidence to seek feedback
- good listening skills
- self-review and evaluation

**Assessment:**

- There are five stand- alone units to pass and show evidence of

**Progression Routes:**

- Other qualifications in hospitality or events related areas
- Further study, employment or training

<h1>National 4 Health + Food Technology</h1>	<p><b>Course Level:</b> National 4 (24 SCQF credit points)</p> <p><b>Course Units:</b></p> <ul style="list-style-type: none"> <li>• Food for Health</li> <li>• Food Product Development</li> <li>• Contemporary Food Issues</li> <li>• Added Value Unit</li> </ul> <p><b>Course code:</b> C736 74</p>
<p><b>Entry Qualifications:</b> National 3 Health and Food Technology Course or relevant component Units</p>	
<p><b>Contexts for Learning:</b> Candidates will learn about:</p> <ul style="list-style-type: none"> <li>• the relationships between health, nutrition and food</li> <li>• develop and apply skills, knowledge and understanding related to the functional properties of food</li> <li>• investigate contemporary issues affecting food and consumer choice</li> <li>• use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs</li> <li>• prepare food using safe and hygienic practices to meet specific needs</li> </ul> <p><b>The course will:</b></p> <ul style="list-style-type: none"> <li>• develop and apply knowledge and understanding of the relationship between health, food and nutrition</li> <li>• research a range of issues which affect consumer choice of food</li> <li>• develop knowledge and understanding of the stages involved in developing a food product</li> <li>• develop knowledge and understanding of the functional properties of a range of ingredients in food, and their use in developing food products</li> </ul>	
<p><b>What Skills will be Developed?</b></p> <ul style="list-style-type: none"> <li>• analysing the relationship between health, food and nutrition and applying understanding in practical contexts</li> <li>• understanding practical applications of the functional properties of food</li> <li>• explaining a range of contemporary issues influencing food choice</li> <li>• applying a range of technological skills related to food production</li> <li>• applying problem-solving skills to make food products to meet specified needs There are also opportunities within the course for candidates to develop:</li> <li>• a range of food preparation skills and techniques using appropriate tools and equipment</li> <li>• an understanding of safe and hygienic food preparation practices</li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Food for Health</li> <li>• Food Product Development</li> <li>• Contemporary Food Issues</li> </ul>	
<p><b>Progression Routes:</b></p> <ul style="list-style-type: none"> <li>• National 5 Health and Food Technology Course or relevant component Units</li> <li>• Other SQA qualifications in health and food technology, hospitality or related areas</li> <li>• Further study, employment or training</li> </ul>	

<h1>National 5 Health + Food Technology</h1>	<p><b>Course Level:</b> National 5 (24 SCQF credit points)</p> <p><b>Course Units:</b></p> <ul style="list-style-type: none"> <li>• Food for Health</li> <li>• Food Product Development</li> <li>• Contemporary Food Issues</li> <li>• Assignment</li> </ul> <p><b>Course Code:</b> C836 75</p>
<p><b>Entry Qualifications:</b></p> <ul style="list-style-type: none"> <li>◆ National 4 Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course</li> </ul>	
<p><b>Contexts for Learning:</b> Candidates will learn about:</p> <ul style="list-style-type: none"> <li>• the relationships between health, nutrition and food</li> <li>• develop and apply skills, knowledge and understanding related to the functional properties of food</li> <li>• investigate contemporary issues affecting food and consumer choice</li> <li>• use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs</li> <li>• prepare food using safe and hygienic practices to meet specific needs</li> </ul> <p><b>The course will:</b></p> <ul style="list-style-type: none"> <li>• develop and apply knowledge and understanding of the relationship between health, food and nutrition</li> <li>• research a range of issues which affect consumer choice of food</li> <li>• develop knowledge and understanding of the stages involved in developing a food product</li> <li>• develop knowledge and understanding of the functional properties of a range of ingredients in food, and their use in developing food products</li> </ul>	
<p><b>What Skills will be Developed?</b></p> <ul style="list-style-type: none"> <li>• analysing the relationship between health, food and nutrition and applying understanding in practical contexts</li> <li>• understanding practical applications of the functional properties of food</li> <li>• explaining a range of contemporary issues influencing food choice</li> <li>• applying a range of technological skills related to food production</li> <li>• organisational skills necessary to research, plan, prepare and evaluate products and processes</li> <li>• investigative and research skills</li> <li>• applying problem-solving skills to make food products to meet specified needs There are also opportunities within the course for candidates to develop:</li> <li>• a range of food preparation skills and techniques using appropriate tools and equipment</li> <li>• an understanding of safe and hygienic food preparation practices</li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Component 1: question paper : 60 marks</li> <li>• Component 2: assignment : 60 marks</li> </ul>	
<p><b>Progression Routes:</b></p> <ul style="list-style-type: none"> <li>• Higher Health and Food Technology course or relevant component Units</li> <li>• SQA qualifications in health and food technology or related areas</li> <li>• Further study, employment or training</li> </ul>	



<h1 style="margin: 0;">Higher Health and Food Technology</h1>	<p><b>Course Level:</b> Higher (24 SCQF points)</p> <p><b>Course Units:</b></p> <ul style="list-style-type: none"> <li>• Contemporary Issues</li> <li>• Food For Health</li> <li>• Food Product Development</li> </ul> <p><b>Course Code:</b> C836 76</p>
<p><b>Entry Qualifications:</b></p> <ul style="list-style-type: none"> <li>▪ Candidates should have achieved National 5 Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course. Candidates should also have National 5 English qualification</li> </ul>	
<p><b>Contexts for Learning:</b></p> <p>Candidates will learn about:</p> <ul style="list-style-type: none"> <li>• the relationships between health, nutrition and food</li> <li>• develop and apply skills, knowledge and understanding related to the functional properties of food</li> <li>• investigate contemporary issues affecting food and consumer choice</li> <li>• use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs</li> <li>• prepare food using safe and hygienic practices to meet specific needs</li> </ul> <p><b>The course will:</b></p> <ul style="list-style-type: none"> <li>• develop and apply knowledge and understanding of the relationship between health, food and nutrition</li> <li>• research a range of issues which affect consumer choice of food</li> <li>• develop knowledge and understanding of the stages involved in developing a food product</li> <li>• develop knowledge and understanding of the functional properties of a range of ingredients in food, and their use in developing food products</li> </ul>	
<p><b>What Skills will be Developed?</b></p> <ul style="list-style-type: none"> <li>• analysing the relationship between health, food and nutrition and understanding in practical contexts</li> <li>• understanding practical applications of the functional properties of food</li> <li>• explaining a range of contemporary issues influencing food choice</li> <li>• applying a range of technological skills related to food production</li> <li>• organisational skills necessary to research, plan, prepare and evaluate products and processes</li> <li>• investigative and research skills</li> <li>• applying problem-solving skills to make food products to meet specified needs There are also opportunities within the course for candidates to develop:</li> <li>• a range of food preparation skills and techniques using appropriate tools and equipment</li> <li>• an understanding of safe and hygienic food preparation practices</li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Component 1 – Question paper - 60 marks</li> <li>• Component 2 – Assignment – 60 marks</li> </ul>	
<p><b>Progression Routes:</b></p> <ul style="list-style-type: none"> <li>• Advanced Higher Health and Food Technology course</li> <li>• National Progression Awards</li> <li>• other qualifications in hospitality or related areas at the same or different levels</li> <li>• Higher National Certificates or other further education provision</li> <li>• further study, employment and/or training</li> </ul>	

<h1>Advanced Higher Health and Food Technology</h1>	<p><b>Course Level:</b> Advanced Higher (32 SCQF point)</p> <p><b>Course Units:</b></p> <ul style="list-style-type: none"> <li>Contemporary Issues</li> <li>Food For Health</li> <li>Food Product Development</li> </ul> <p><b>Course Code:</b> C836 77</p>
<p><b>Entry Qualifications:</b></p> <ul style="list-style-type: none"> <li>Candidates should have achieved the Higher Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course. Candidates should also have Higher English qualification</li> </ul>	
<p><b>Contexts for Learning:</b></p> <p>Candidates will learn about:</p> <ul style="list-style-type: none"> <li>the relationship between food and health, and the importance of these relationships</li> <li>food science</li> <li>contemporary issues affecting consumer food choices</li> <li>commercial food manufacturing</li> <li>develop skills of independent enquiry, critical thinking, and analysis and evaluation</li> <li>apply knowledge and understanding of the relationships between nutrition, food and health, and the importance of these relationships</li> <li>develop detailed knowledge and understanding of food science</li> <li>apply knowledge and understanding of the functional properties of food in food product development</li> <li>develop detailed knowledge and understanding of commercial food manufacturing</li> <li>apply knowledge and understanding of contemporary issues affecting consumer food choices</li> </ul>	
<p><b>What Skills will be Developed?</b></p> <ul style="list-style-type: none"> <li>analysing the relationships between food and health, and the importance of these relationships</li> <li>demonstrating knowledge and understanding of food science</li> <li>analysing contemporary issues affecting consumer food choices</li> <li>demonstrating knowledge and understanding of commercial food manufacturing</li> <li>using research skills to investigate a current food issue</li> <li>evaluating, analysing and presenting information</li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Component 1 – Question paper - 50 marks</li> <li>Component 2 – Project – 60 marks</li> </ul>	
<p><b>Progression Routes:</b></p> <ul style="list-style-type: none"> <li>Higher National Diplomas (HNDs) in areas such as food science and food technology</li> <li>degrees in areas such as food science and technology; food product design; human nutrition and dietetics; or food, nutrition and health</li> <li>further study, employment and/or training such as health promotion or food testing</li> </ul>	

# National 3 Practical Cookery

**Course Level:** National 3 (18 SCQF credit points)

**Course Units:**

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

**Course Code:** C877 73

**Entry Qualifications:**

- Candidates should be interested in cookery or baking
- Candidates should be at the standard of achieving National 2 Food, Health and Wellbeing Course or relevant component Units

**Contexts for Learning:**

Candidates will develop basic cookery and organisational skills in hospitality-related contexts

**The course will:**

Develop understanding and place emphasis on safety and hygiene, it will engrain in learners the ability to work safely and hygienically in all cookery contexts. It also develops the thinking skills of understanding and applying and aspects of numeracy.

**What Skills will be Developed?**

This course will develop the following:

- use a range of basic cookery skills, food preparation techniques and cookery
- processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- acquire a basic understanding of ingredients and their uses
- acquire an awareness of current dietary advice relating to the use of ingredients
- work safely and hygienically

**Assessment:**

There are three mandatory units to pass the course, assessed through unit-by-unit basis or as a combined approach, marked on a pass/fail basis for the following units:

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

**Progression Routes:**

- Other qualifications in Hospitality or related areas
- Further study, employment and/or training

# National 4 Practical Cookery

**Course Level:** National 4 (24 SCQF credit points)

**Course Units:**

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

**Added Value Unit**

- Producing a meal

**Course Code:** C877 74

**Entry Qualifications:**

- Candidates should be interested in cookery or baking
- National 3 Practical Cookery Course or relevant component Units
- National 3 Health and Food Technology Course or relevant component Units
- 

**Contexts for Learning:**

The Course contains a significant practical component, which involves experiential learning, and is supported by related theory. It uses real-life hospitality contexts, which makes it relevant to the world of work.

**The course will:**

Contribute to general education through developing a range of essential skills which will stand learners in good stead. Its contribution to vocational education is important because it allows progression to a range of careers in the hospitality industry. The Course also supports the wider curriculum through developing learners' awareness of the importance of responsible sourcing of ingredients.

**What Skills will be Developed?**

This course will develop the following:

- use a range of cookery skills, food preparation techniques and cookery processes
- when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients and their uses and an awareness of
- responsible sourcing
- develop an awareness of current dietary advice relating to the use of ingredients
- work safely and hygienically

**Assessment:**

There are three mandatory units to pass the course, assessed through unit-by-unit basis or as a combined approach, marked on a pass/fail basis for the following units:

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

There is an Added Value Unit, marked on a pass/fail basis for:

- Producing a meal (SCQF 6 points)

**Progression Routes:**

- Other qualifications in Hospitality or related areas
- Further study, employment and/or training

<h1>National 5 Practical Cookery</h1>	<p><b>Course Level: 5</b> (24 SCQF credit points)</p> <p><b>Course Units:</b></p> <ul style="list-style-type: none"> <li>• Cookery Skills, Techniques and Processes</li> <li>• Organisational Skills for Cooking</li> <li>• Understanding and Using Ingredients</li> </ul> <p><b>Course Code:</b> C877 75</p>
<p><b>Entry Qualifications:</b></p> <ul style="list-style-type: none"> <li>▪ Candidates should have achieved the fourth curriculum level or the National 4 Practical Cookery course or equivalent qualifications and/or experience prior to starting this course.</li> </ul>	
<p><b>Contexts for Learning:</b></p> <p>Candidates will learn about:</p> <ul style="list-style-type: none"> <li>• planning, organisational and time management skills</li> <li>• applying food preparation techniques and cookery processes according to the given brief</li> <li>• preparing and using ingredients according to the given brief</li> <li>• presenting and serving each dish appropriately</li> <li>• demonstrating the importance of food safety and hygiene and working safely and hygienically.</li> </ul> <p><b>The course will:</b></p> <ul style="list-style-type: none"> <li>• Enhance cookery skills, food preparation techniques and ability to follow cookery processes in the context of producing dishes.</li> <li>• Candidates' knowledge and understanding of ingredients, and their characteristics, will be developed. The importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.</li> <li>• Candidates develop planning, organisational and time management skills by following recipes; and by planning, producing and costing dishes and meals.</li> <li>• They also extend their ability to carry out an evaluation of prepared dishes.</li> <li>• candidates develop their understanding of safety and hygiene.</li> </ul>	
<p><b>What Skills will be Developed?</b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the choice and use of ingredients in cooking</li> <li>• organisational and time management skills</li> <li>• cookery skills, techniques and processes</li> <li>• safe and hygienic working practices</li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Component 1: question paper</li> <li>• Component 2: assignment</li> <li>• Component 3: practical activity</li> <li>• Pupils will prepare, cook and serve the three-course meal in a two hour and 30 minutes</li> </ul>	
<p><b>Progression Routes:</b></p> <ul style="list-style-type: none"> <li>• Level 6 Professional Cookery (college course)</li> <li>• Other qualifications in hospitality or related areas</li> <li>• Further study, employment or training</li> </ul>	

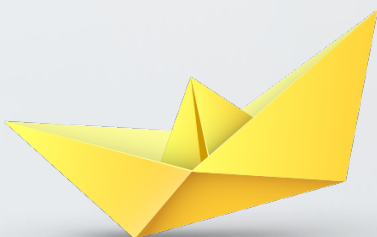
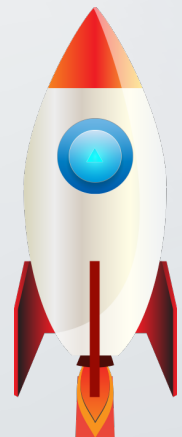


Department

# Mathematics



Senior Course Options  
2024–2025



# National 5 Applications of Mathematics

**Course Level:** Level 5

**Course Units:**  
L5 Numeracy is included in the course

**Course Code:** C844 75

**Entry Qualifications:**

National 4 Mathematics or National 4 Applications of Mathematics

**Contexts for Learning:**

There are 3 units of work in National 5 Applications

Unit 1 - Numeracy

**L5 Numeracy Assessment – October**

Unit 2 – Geometry and Measure

Area and Volume  
Precedence Tables  
Box Packing  
Tolerance  
Pythagoras

**Prelim 1 – January**

Unit 3 – Finance and Statistics

Wages and Salaries  
Tax and NI  
Budgeting  
Comparing Costs  
Standard Deviation  
Graphs and Charts

**Prelim 2 - March**

**The course will:**

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

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

**What Skills will be Developed?**

- Numeracy
- Financial
- Statistical
- Measurement
- Geometric
- Statistical and analytical

**Assessment:**

Numeracy Assessment – October > Prelim 1 – January > Prelim 2 – March

Low stakes assessments and homework will be assessed throughout the course and learners will be given individual progress reports.

**Progression Routes:**

- Higher Applications of Mathematics

# Higher Mathematics

**Course Level:** Level 6

2024–2025

**Course Units:**

Passing Higher Maths results in accreditation of L6 Numeracy

**Course Code:** C847 76

**Entry Qualifications:**

- Desired entry requirements: A or B at National 5 Mathematics
- Standard entry requirements: C at National 5 Mathematics

**Contexts for Learning:**

Candidates will learn about:

There are 3 units of work in Higher Mathematics

Unit 1

Straight Line  
Sets and Functions  
Differentiation  
Recurrence Relations

**Unit 1 Assessment – October**

Unit 2

Integration  
Polynomials  
Quadratics  
Addition Formulae and Trig Identities  
Vectors

**Prelim 1 – January**

Unit 3

Further Calculus  
Wave Function  
Circles  
Logarithms and Exponential Functions

**Prelim 2 - March**

**The course will:**

The course develops important mathematical techniques which are critical to successful progression beyond Higher level in Mathematics and many other curriculum areas.

**What Skills will be Developed?**

- Algebraic
- Trigonometric
- Geometric
- Calculus
- Reasoning

**Assessment:**

- Unit 1 Assessment – October
- Prelim 1 – January
- Prelim 2 – March

**Progression Routes:**

- Higher Applications of Mathematics



# Higher Applications of Mathematics

**Course Level:** Higher

**Course Units:**

Passing the course results in accreditation of L6 Numeracy

**Course Code:** C844 76

## Entry Qualifications:

- Higher Mathematics or National 5 Mathematics or National 5 – Applications of Mathematics

## Contexts for Learning:

### Mathematical modelling

- Mathematical Modelling
- Modelling Software

### Statistics and Probability

- Correlation and Regression
- Probability
- Research and Analysis
- Statistical Literacy

### Finance

- Personal Financial Planning
- Financial Products

### Planning and Decision Making

- Gantt Charts
- Activity Networks and Critical Paths

## The course will:

- Equip candidates with the mathematical and statistical literacy skills they need for life, work and further study in a wide range of curricular areas
- Develop candidates' financial literacy in real-life contexts
- show candidates how they can use appropriate digital technology to manipulate and model mathematical, statistical and financial information

## What Skills will be Developed?

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

## Assessment:

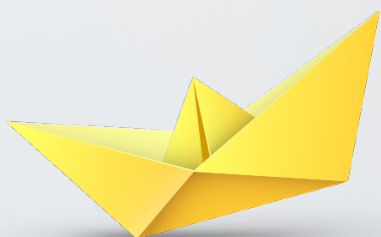
- Unit 1 Assessment (October) – Mathematical Modelling
- Project (December) - (30 marks)
- Prelim 1 (January) - Question Paper (65 marks) 60% of the course assessed
- Prelim 2 (March) - Question Paper (65 marks) full course assessed.



Department

# Modern Languages

Senior Course Options  
2024–2025



# National 5 French

**Course Level:** Level 5 (24 SCQF credit points)

**Course Units:**

Reading, Writing, Listening, Writing Assignment, Talking Performance

**Course Code:** C830 75 French

**Entry Qualifications:**

Candidates should have achieved the fourth curriculum level or the National 4 Modern Languages course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

Developing their reading and listening, talking and writing skills in the Modern Language, and to develop their knowledge and understanding of detailed language in the contexts of **society, learning, employability, and culture.**

**The course will:**

Provide learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

**What Skills will be Developed?**

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

- read, listen, talk and write in a Modern Language
- apply knowledge and understanding of a Modern Language
- The course contributes towards the development of literacy skills by providing opportunities to read, listen, talk and write in a Modern Language, and to reflect on how this relates to their use of English and other languages.

**Assessment:**

- Question paper 1: Reading (answers in English) and Writing (answer in Modern Language)
- Question paper 2: Listening (answer in English)
- Assignment–writing (written task in Modern Language 120–200 words)
- Talking Performance (in Modern Language: Presentation, 1–2 minutes and Conversation, 5–6 minutes)

**Progression Routes:**

- other SQA qualifications in modern languages or related areas (Higher Modern Languages / Level 6 Languages for Life and Word Award)
- further study, employment or training

# National 5 Spanish

**Course Level:** Level 5 (24 SCQF credit points)

**Course Units:**

Reading, Writing, Listening, Writing Assignment, Talking Performance

**Course Code:** C869 75

**Entry Qualifications:**

Candidates should have achieved the fourth curriculum level or the National 4 Modern Languages course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

Developing their reading and listening, talking and writing skills in the Modern Language, and to develop their knowledge and understanding of detailed language in the contexts of **society, learning, employability, and culture.**

**The course will:**

Provide learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

**What Skills will be Developed?**

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

- read, listen, talk and write in a Modern Language
- apply knowledge and understanding of a Modern Language
- The course contributes towards the development of literacy skills by providing opportunities to read, listen, talk and write in a Modern Language, and to reflect on how this relates to their use of English and other languages

**Assessment:**

- Question paper 1: Reading (answers in English) and Writing (answer in Modern Language)
- Question paper 2: Listening (answer in English)
- Assignment–writing (written task in Modern Language 120–200 words)
- Talking Performance (in Modern Language: Presentation, 1–2 minutes and Conversation, 5–6 minutes)

**Progression Routes:**

- other SQA qualifications in modern languages or related areas (Higher Spanish / Level 6 Languages for Life and Word Award)
- further study, employment or training

# Higher French

**Course Level:** level 6 (24 SCQF credit points)

**Course Units:**

Reading, Writing, Listening, Writing Assignment, Talking Performance

**Course Code:** C830 76 French

**Entry Qualifications:**

Candidates should have achieved the fifth curriculum level or the National 5 Modern Languages course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

Developing their reading, listening, talking, writing and translation skills in the Modern Language, and to develop their knowledge and understanding of detailed language in the contexts of **society, learning, employability, and culture.**

**The course will:**

Provide learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

**What Skills will be Developed?**

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

- read, listen, talk and write in a Modern Language
- apply knowledge and understanding of a Modern Language
- Candidates will apply knowledge and understanding of language to translate detailed and complex language
- The course contributes towards the development of literacy skills by providing opportunities to read, listen, talk and write in a Modern Language, and to reflect on how this relates to their use of English and other languages

**Assessment:**

- Question paper 1: Reading and Translation (answers in English/translation from Modern Language into English) and Directed Writing (answer in Modern Language)
- Question paper 2: Listening (answer in English)
- Assignment–writing (written task in Modern Language 200-250 words)
- Talking Performance (in Modern Language: Conversation, 10 minutes)

**Progression Routes:**

- other SQA qualifications in modern languages or related areas (Advanced Higher Modern Languages)
- further study, employment or training

# Higher Spanish

**Course Level:** Level 6 (24 SCQF credit points)

**Course Units:**  
Reading, Writing, Listening, Writing Assignment, Talking Performance

**Course Code:** C869 76 Spanish

## Entry Qualifications:

Candidates should have achieved the fifth curriculum level or the National 5 Modern Languages course or equivalent qualifications and/or experience prior to starting this course.

## Contexts for Learning:

Developing their reading, listening, talking, writing and translation skills in the Modern Language, and to develop their knowledge and understanding of detailed language in the contexts of **society, learning, employability, and culture.**

## The course will:

Provide learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

## What Skills will be Developed?

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

- read, listen, talk and write in a Modern Language
- apply knowledge and understanding of a Modern Language
- Candidates will apply knowledge and understanding of language to translate detailed and complex language
- The course contributes towards the development of literacy skills by providing opportunities to read, listen, talk and write in a Modern Language, and to reflect on how this relates to their use of English and other languages

## Assessment:

- Question paper 1: Reading and Translation (answers in English/translation from Modern Language into English) and Directed Writing (answer in Modern Language)
- Question paper 2: Listening (answer in English)
- Assignment–writing (written task in Modern Language 200-250 words)
- Talking Performance (in Modern Language: Conversation, 10 minutes)

## Progression Routes:

- other SQA qualifications in modern languages or related areas (Advanced Higher Modern Languages)
- further study, employment or training

## Modern Languages for Life and Work Award – SCQF Level 5 – French/Spanish

**Course Level:** Level 5 (15 SCQF credit points)

**Course Units:**  
Modern Languages for Life, Modern Languages for Work, Leadership-an introduction

**Course Code:** GR4W 45

### Entry Qualifications:

Candidates should have achieved the fourth curriculum level or the National 4 Modern Languages course or equivalent qualifications and/or experience prior to starting this course.

### Contexts for Learning:

The Modern Languages for Life and Work Award at SCQF level 5 will develop knowledge and skills in areas such as **society, culture and employability**.

This qualification covers areas such as communication, self-awareness, confidence, leadership and independent learning.

### The course will:

Provide learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

### What Skills will be Developed?

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

- read, listen, talk and write in a Modern Language
- apply knowledge and understanding of a Modern Language
- The course contributes towards the development of literacy skills by providing opportunities to read, listen, talk and write in a Modern Language, and to reflect on how this relates to their use of English and other languages

### Assessment:

- Internal assessment 1 – 2 Reading tasks (Modern Languages for Life or Modern Languages for Work – Answers in English)
- Internal assessment 2 – 2 Listening Tasks (Modern Languages for Life or Modern Languages for Work – Answers in English)
- Internal assessment 3 – Writing Task (Modern Languages for Life or Modern Languages for Work – Answers in Modern Language)
- Internal assessment 4 – Talking Task Modern Languages for Life or Modern Languages for Work – Answers in Modern Language)
- Leadership component - completed in English

### Progression Routes:

- other SQA qualifications in modern languages or related areas (Higher Modern Languages / Level 6 Languages for Life and Word Award)
- further study, employment or training

## Modern Languages for Life and Work award – SCQF Level 6 – French/Spanish

**Course Level:** level 6 (15 SCQF credit points)

**Course Units:**  
Modern Languages for Life, Modern Languages for Work, Leadership-an introduction

**Course Code:** GR4X 46

### Entry Qualifications:

Candidates should have achieved the fifth curriculum level or the National 5 Modern Languages course or equivalent qualifications and/or experience prior to starting this course.

### Candidates will learn about:

The Modern Languages for Life and Work Award at SCQF level 6 will develop knowledge and skills in areas such as **society, culture and employability**.

This qualification covers areas such as communication, self-awareness, confidence, leadership and independent learning.

### The course will:

Provide learners with the opportunity to develop skills in reading, listening, talking and writing, which are essential for learning, for work and for life; to use different media effectively for learning and communication; to develop understanding of how language works; and to use language to communicate ideas and information.

### What Skills will be Developed?

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

- read, listen, talk and write in a Modern Language
- apply knowledge and understanding of a Modern Language
- The course contributes towards the development of literacy skills by providing opportunities to read, listen, talk and write in a Modern Language, and to reflect on how this relates to their use of English and other languages.

### Assessment:

- Internal assessment 1 – 2 Reading tasks (Modern Languages for Life or Modern Languages for Work – Answers in English)
- Internal assessment 2 – 2 Listening Tasks (Modern Languages for Life or Modern Languages for Work – Answers in English)
- Internal assessment 3 – Writing Task (Modern Languages for Life or Modern Languages for Work – Answers in Modern Language)
- Internal assessment 4 – Talking Task (Modern Languages for Life or Modern Languages for Work – Answers in Modern Language)
- Leadership component - completed in English.

### Progression Routes:

- other SQA qualifications in modern languages or related areas (Higher Modern Languages / Level 7 Languages for Life and Work Award)
- further study, employment or training



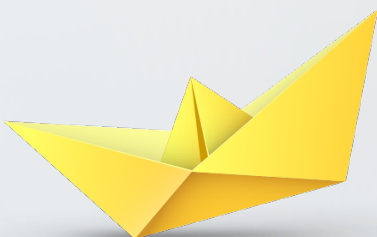


Department



# Physical Education and Dance

Senior Course Options  
2024–2025



# National 3 Physical Education

**Course Level:** Level 3 (18 SCQF credit points)

**Course Units:**

- Performance Skills
- Factors impacting on performance

**Course Code:** C856 76

**Entry Qualifications:**

Candidates should be interested in Sport and Physical Activity  
Candidates should be at a standard of achieving the National 2 PE Course

**Contexts for Learning:**

The course is a practical and experiential opportunity for learners to participate and develop skills in a variety of physical activities. There is an opportunity for learners to also increase their understanding in the link between fitness and good health. They are also encouraged to develop initiative, decision making and problem-solving ability.

**The course will:**

- Participate in physical activities
- Develop the ability to safely perform a range of basic movement and performance skills in familiar contexts
- Develop an awareness of factors impacting on performance
- Develop approaches to enhance personal performance
- Monitor, record and reflect on performance during physical activities

**What Skills will be Developed?**

- performing basic movement and performance skills safely during participation in activities in familiar contexts
- developing awareness of factors impacting on performance
- developing awareness of approaches to enhance personal performance
- monitoring, recording and reflecting on performance during physical activities
- decision-making and problem-solving in familiar performance contexts
- basic organisational skills in preparing for, and during, physical activities

**Assessment:**

- Physical Education: Performance Skills
- Physical Education: Factors Impacting on Performance

**Progression Routes:**

- National 4 Physical Education Course
- Wellbeing Award (SCQF 4)

# National 4 Physical Education

**Course Level:** Level 4 (24 SCQF credit points)

**Course Units:**

- Performance skills & factors impacting on performance (18 SCQF)
- Added value unit for physical performance (6 SCQF)

**Course Code:** C756 74

**Entry Qualifications:**

National 3 Physical Education Course or relevant component Units, however this is at the discretion of the center

**Contexts for Learning:**

To develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving.

**The course will:**

- develop the ability to safely perform a range of movement and performance skills
- develop and demonstrate knowledge of factors impacting on performance
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and reflect on performance development

**What Skills will be Developed?**

- performing basic movement and performance skills safely during participation in physical activities in familiar contexts
- developing awareness of factors impacting on performance
- developing awareness of approaches to enhance personal performance
- monitoring, recording and reflecting on performance during physical activities
- decision-making and problem-solving in familiar performance contexts
- basic organisational skills in preparing for, and during, physical activities

**Assessment:**

- Physical Education: Performance Skills
- Physical Education: Factors Impacting on Performance

**Progression Routes:**

- National 5 Physical Education Course
- Wellbeing Award (SCQF level 5)

# National 5 Physical Education

**Course:** Level 5 (24 SCQF credit points)

**Course Units:** Portfolio and Performance

**Course Code:** C856 75

## Entry Qualifications:

Entry to this course is at the discretion of the centre. Candidates should have achieved the fourth curriculum level or the National 4 Physical Education course or equivalent qualifications and/or experience prior to starting this course.

## Contexts for Learning:

The purpose of the course is to enable candidates to demonstrate and develop movement and performance skills in physical activities. By engaging in practical activities, candidates can demonstrate initiative, decision-making and problem-solving.

## The course will:

- develop the ability to safely perform a comprehensive range of movement and performance skills
- understand factors that impact on personal performance in physical activities
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and evaluate performance development

## What Skills will be Developed?

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

- demonstrating a comprehensive range of movement and performance skills safely
- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving

## Assessment:

- Portfolio (60 marks) = 50%
- Performance Skills (2 x 30 marks) = 50%

## Progression Routes:

- Higher PE
- other qualifications in physical education or related areas
- further study, employment and/or training

# Higher Physical Education

**Course Level:** Level 6 (24 SCQF credit points)

**Two Mandatory Units:**  
Questions Paper & Performance Skills

**Course Code:** C856 76

## Entry Qualifications:

Candidates should have achieved the National 5 PE course prior to starting this course. However, this is at the discretion of the centre.

## Contexts for Learning:

The course enables candidates to demonstrate and develop a broad and comprehensive range of complex skills in challenging contexts in physical activities. Candidates demonstrate initiative, decision making and problem solving by engaging in physical activities. Candidates develop the ability to use strategies to make appropriate decisions for effective performance.

## The course will:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse mental, emotional, social and physical factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance

## What Skills will be Developed?

- planning, developing, implementing and evaluating performance
- selecting, demonstrating and safely applying a broad and comprehensive range of complex movement and performance skills in challenging contexts
- decision making and problem solving in challenging contexts
- analysing factors that impact on performance
- explaining a range of approaches for developing performance
- creating and implementing a Personal Development Plan (PDP)
- analysing the recording, monitoring and evaluation of performance development

## Assessment:

### Question Paper:

The QP has a total mark allocation of 50 marks. This is 50% of the overall course assessment.

### Performance Skills:

Two single performance events, each marked out of 30. Total of 60 Marks and scaled to 50% of course assessment

## Progression Routes:

- Sports Leaders/SQA Leadership/SFA Refereeing

# PDA Scottish Football Association: Refereeing

**Course Level:** SCQF level 7 (PDA)

**Course Units:**

Scottish FA: Laws of the Game (FF2Y 34)

Scottish FA: Practical Refereeing (FF2X 34)

**Course Code:** GA51 47

**Entry Qualifications:**

Entry is at discretion of the centre.

**Contexts for Learning:**

In Unit 1 Candidates will learn about:

- The Laws of the Game (Law 1 -17)
- Controlling a football match in line with the Laws of the Game
- Carrying out Refereeing Procedures - Decisions & actions by officials, relating to infringements and misconduct
- Safety requirements and the individual role of officials

In Unit 2 Candidates will learn about:

- Controlling a match using correct procedures, laws and protocols
- Producing match reports for cautions, sending off offences and match incidents
- Achieving SFA Standard Fitness levels through fitness testing
- Refereeing an 11-a-side game

**What Skills will be Developed?**

- Leadership
- Responsibility
- Accountability
- Physical Fitness

**Assessment:** There are two mandatory units to pass the course:

Unit 1:

- Online multiple-choice test on Laws 1-17
- 79% Pass Mark Required - 1 Re-sit attempt

Unit 2:

- **Assessed** using SFA's audio-visual playback of match incidents (FIFA)
- **Assessed** by recorded evidence of match reports, recording misconduct and other offences in a formal letter and pro forma styles
- **Assessed** by a fitness test approved by the Scottish FA and production of a personal diary
- **Assessed** once candidates have achieved Outcomes 1, 2 and 3 by refereeing a football match

**Progression Routes:**

- Sports Leadership / SQA Leadership

# National 5 Dance

**Course Level:** 5 (24 SCQF credit points)

**Course Units:** Question Paper, Practical Activity and Performance

**Course Code:** C818 75

## Entry Qualifications:

Candidates may have completed the NPA in Dance (SCQF level 4) prior to starting this course but this is not mandatory

## Contexts for Learning:

The course encourages candidates to become successful, independent and creative in their use of dance. They develop attributes and capabilities including

## The course will:

- exploring a range of dance skills and techniques
- demonstrating and applying knowledge and understanding of dance
- exploring choreographic principles, devices and structures
- using evaluative skills within the creative process through choreography
- responding to stimuli using imagination and creativity
- conveying thoughts, meaning and ideas through movement
- exploring the origins of a specific dance style
- gaining knowledge and understanding of safe dance practice
- exploring the origins of a specific dance style

## What Skills will be Developed?

- Creativity
- Flexibility
- Adaptability
- Perseverance
- Independence
- Resilience
- Responsibility

## Assessment:

### Question Paper

- Section 1: Evaluation of Own Work/Personal Performance (10 marks)
- Section 2: Knowledge and Understanding of a Chosen Dance Style (10 marks)
- Section 3: Evaluation of Professional Choreography (10 marks)

### Practical Activity

- Choreography (35 marks) Create and present a dance for two people, excluding self, lasting a minimum of 1 minute and 30 seconds and a maximum of 2 minutes
- Choreography review (30 marks) Produce an extended response which reviews the choreography they have created and their skills as a choreographer

## Progression Routes:

- Higher Dance

# Higher Dance

**Course Level:** Level 6 (24 SCQF credit points)

**Course Units:** Question Paper, Practical Activity, Performance

**Course Code:** C818 76

## Entry Qualifications:

Candidates should have achieved the National 5 Dance course or equivalent qualifications and/or experience prior to starting this course

## Contexts for Learning:

The course encourages candidates to become successful, independent and creative in their use of dance. They develop attributes and capabilities including

## The course will:

- exploring a range of dance skills and techniques
- demonstrating and applying knowledge and understanding of dance
- exploring choreographic principles, devices and structures
- using evaluative skills within the creative process through choreography
- exploring the origins of a specific dance style
- gaining knowledge and understanding of safe dance practice

## What Skills will be Developed?

- Creativity
- Flexibility
- Adaptability
- Perseverance
- Independence
- Resilience
- Responsibility

## Assessment:

QP (40 Marks) 30% of the course assessment

The question paper has two sections:

- Section 1: Dance Appreciation in context (24 Marks)
- Section 2: Study of a professional choreography (16 Marks)

Practical Activity (70 Marks) 30% of the course assessment

This component has two sections:

- Section 1: Choreography (45 Marks)
- Section 2: Choreography Review (25 Marks)

Performance (70 Marks) 40% of the course assessment

- Performance in two contrasting styles – Each single dance performance worth 35 marks

## Progression Routes:

- Dance Leaders / SQA Leadership



# Sports Leadership

**Course Level:** Level 4/5/6

**Course Units:**

- Developing Leadership Skills
- Lead Safe Sport/Physical Activity Sessions
- Know How to Plan Inclusive Sport/Physical Activity Sessions
- Plan, Lead and Evaluate a Progressive Series of Inclusive Sport/Activity Sessions
- Plan, Lead and Evaluate a Sports/Physical Activity Event
- Demonstrate Leading Inclusive Sport/Physical Activity Sessions to a Range of Participant Groups

**Entry Qualifications:**

There is no set entry requirements based on grades/ qualifications. However, candidates must be suitable to suit the course requirements. Level 5 Sports Leadership is preferred but not required. The only condition is candidates must be older than 15 to start the course and over 17 to complete the course.

**Contexts for Learning:**

- Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community.
- The Sports Leadership qualifications are aimed at anyone wishing to develop their leadership skills, using sport and physical activity as the method of engagement and delivery. They can be delivered in a variety of settings - youth work, schools, sports clubs, community groups - or could accompany the delivery of some of the other awards offered by Awards Network members e.g. Duke of Edinburgh's Award

**What Skills will be Developed?**

The sessions use sport to educate young people on how to deliver fun and engaging physical activities with other students and within the community. Students will plan, lead and evaluate sports/ physical activity sessions over a number of tutored hours and then demonstrate their leadership skills as part of their assessment.

**Assessment:**

- Practical observation – with additional guidance of how to use videos and conferencing apps to support assessment decisions
- Assessment of written tasks (task worksheets provided in the LER)
- Plans and evaluations completed during the course

**Progression Routes:**

- Sports Leaders can be accessed at Level 5 and 6 so there is progression within the PE Pathway

# SQA Leadership

**Course Level: Level 6**

**Course Units:**

- Leadership: An Introduction
- Leadership in Practice

## Entry Qualifications:

Entry to this course is at the discretion of the centre  
Candidates should have achieved Sports Leaders Qualification (Level 4 or 5) or equivalent qualifications and/or experience prior to starting this course

## Contexts for Learning:

This Award is designed to help learners understand the meaning of leadership by finding out about different leadership styles, skills and qualities. Learners will be able to consider, through comparing a variety of leaders, what makes an effective leader. Learners will be able to use this knowledge to help them consider their own potential for leadership. Learners will also be able to develop their leadership abilities as they will be given the opportunity to take on a leading role for an activity.

This Award will give learners an opportunity to explore the relationship between leadership and teamwork. As a consequence this Award should promote opportunities which allow individuals to build self confidence and self esteem.

## What Skills will be Developed?

- Build the **confidence** that learners have in their own leadership abilities
- Develop the **leadership** skills and values necessary for working cooperatively with others
- Understand the impact they have on others and encourage **reflective learning**
- **Self esteem** and **self awareness** of learners to the contribution they can make to society

## Assessment:

There are two mandatory units in this qualification. Evidence must show that learners have successfully completed all tasks within the Units.

Evidence should be gathered at appropriate points as learners make progress through the Units of this Award. It is possible that the generation of evidence will take place in an integrated way across the Units.

The assessment evidence can be presented in any form appropriate to the learner and the activity undertaken.

Written and/or recorded oral evidence may be produced in a variety of formats, for example:

- Written records / Recordings of interviews
- Assessor record of learner responses Review sheets
- Diaries / Log books / Evaluation Sheets

## Progression Routes:

Learners who undertake this Award could expect:

- Increased employment opportunities following on from the transferable skills
- Further education or training
- Increased career progression, if already employed

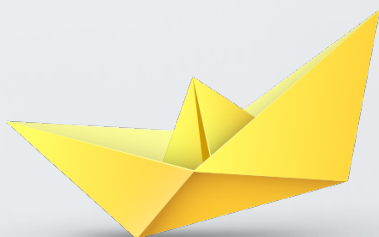
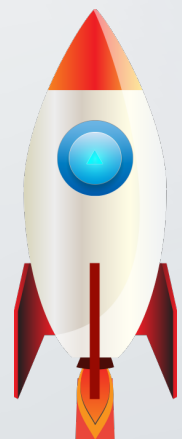


Department

# Science



Senior Course Options  
2024–2025



# Higher Human Biology

**Course Level:** Higher (Level 6)

**Course Units:**

- Human Cells
- Physiology and Health
- Neurobiology and Immunology

**Course Code:** C840 76

**Entry Qualifications:**

Candidates should have achieved the National 5 Biology course

**Contexts for Learning:**

Cellular processes, physiological mechanisms and their impact on health, aspects of the nervous system and defense mechanisms as they apply to the human species. The development of skills enables learners to adapt their learning to new situations, solve problems, make decisions based on evidence, and evaluate the impact of scientific developments on their health and wellbeing, society, and the environment.

**The course will:**

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

**What Skills will be Developed?**

- Demonstrating knowledge and understanding of human biology by making accurate statements, describing information, providing explanations, and integrating knowledge
- Applying human biology knowledge to new situations, analysing information, and solving problems Planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects.
- Carrying out experiments/practical investigations safely, recording detailed observations and collecting data
- Selecting information from a variety of sources
- Presenting information appropriately in a variety of forms
- Processing information (using calculations and units, where appropriate)
- Making predictions and generalisations from evidence/information
- Drawing valid conclusions and giving explanations supported by evidence/justification.

**Assessment:** There are three mandatory units to pass the course:

- Human Cells
- Physiology and Health
- Neurobiology and Immunology
- Assignment 20% of the overall mark

**Progression Routes:**

- Advanced Higher Biology

# Higher Chemistry

**Course Level:** Higher

**Course Units:**

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

**Course Code:** C813 76

**Entry Qualifications:**

Candidates should have achieved the National 5 Chemistry course

**Contexts for Learning:**

The impact of chemistry on their everyday lives by applying their knowledge and understanding of chemical concepts in practical situations. The learner will have opportunities to think analytically, creatively and independently, and to make reasoned evaluations.

**The course 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, including scientific evaluation, in a chemistry context.
- Develop the use of technology, equipment, and materials safely in practical scientific activities, including using risk assessment.
- Develop planning skills.
- Develop problem-solving skills in a chemistry context.
- Use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices.
- Develop the knowledge and skills for more advanced learning in chemistry.

**What Skills will be Developed?**

- Demonstrating knowledge and understanding of chemistry by making accurate statements
- Demonstrating knowledge and understanding of chemistry by describing information, providing explanations and integrating knowledge
- Applying knowledge of chemistry to new situations, analysing information and solving problems
- Planning, designing and safely carrying out experiments/practical investigations to test given hypotheses or to illustrate particular effects.
- Carrying out experiments/practical investigation safely, recording detailed observations and collecting data
- Selecting information from a variety of sources
- Presenting information appropriately in a variety of forms
- Processing information (using calculations and units, where appropriate)
- Making predictions and generalisations from evidence/information
- Drawing valid conclusions and giving explanations supported by evidence/justification.

**Assessment:** There are three mandatory units to pass the course:

- Chemical Changes and Structure
- Nature's Chemistry
- Chemistry in Society
- Assignment is 20% of the overall mark.

**Progression Routes:**

- Advanced Higher Chemistry

# Higher Physics

**Course Level:** Higher

**Course Units:**

Three Mandatory Units:

- Our Dynamic Universe
- Particles and Waves
- Electricity

**Course Code:** C857 76

**Entry Qualifications:**

Candidates should have achieved the National 5 Physics course

**Contexts for Learning:**

Investigate the world in an engaging and enjoyable way through the study of Physics. It develops candidates' ability to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge, to evaluate environmental and scientific issues, to consider risk, and to make informed decisions.

**The course will:**

- develop and apply knowledge and understanding of physics.
- Develop an understanding of the role of physics in scientific issues and relevant applications of physics.
- Develop scientific inquiry and investigative skills.
- Develop scientific analytical thinking skills, including scientific evaluation, in a physics context.
- Develop the skills to use technology, equipment and materials safely, in practical scientific activities.
- Develop planning skills.
- Develop problem-solving skills in a physics context.

**What Skills will be Developed?**

- Demonstrating knowledge and understanding of physics by making accurate statements
- Describing information, providing explanations, and integrating knowledge
- Applying physics knowledge to new situations, interpreting information, and solving problems
- Planning and designing experiments/practical investigations to test given hypotheses
- Carrying out experiments/practical investigations safely, recording detailed observations and collecting data
- Selecting information from a variety of sources
- Presenting information appropriately in a variety of forms
- Processing information (using calculations, significant figures and units, where appropriate)
- Making predictions from evidence/information
- Drawing valid conclusions and giving explanations supported by evidence/justification.
- Quantifying sources of uncertainty.

**Assessment:**

- Our Dynamic Universe
- Particles and Waves
- Electricity
- Assignment is 20% of the overall mark.

**Progression Routes:**

- Advanced Higher Physics

# National 5 Laboratory Science

**Course Level:** National 5 (Level 5)

**Course Units:**

- Careers Using Laboratory Science – Scotland
- Working in a Laboratory
- Practical Skills
- Practical Investigation

**Course Code:** C781 75

**Entry Qualifications:**

National 4 or National 5 Mathematics, or SCQF level 4. or SCQF level 5 units in Mathematics and one from:

National 4 Science, Biology, Chemistry or Physics

National 5 Biology, Chemistry or Physics

SCQF level 4 or SCQF level 5 units in Biology, Chemistry, Physics

**Contexts for Learning:**

This course gives a broad practical introduction to laboratory science. You will explore a variety and range of industries and services, and the career opportunities in science laboratories in a local, national and global setting.

Laboratory technicians work in different sorts of labs. They work with scientists, to carry out experiments and record results. Animal technicians also work in laboratories, caring for animals used in research and, when qualified, helping with experiments.

**The course will:**

- Maintaining health and safety in a laboratory environment
- Measuring, weighing and preparing solutions for laboratory use
- Communicating laboratory information to authorised personnel under supervision.
- Assisting with the preparation of solutions for laboratory use
- Maintaining health and safety in a chemical laboratory environment
- Preparation of solutions for use in the laboratory
- Assisting with the preparation of microbiological specimens and samples for laboratory investigations

**What Skills will be Developed?**

- skills and knowledge in a broad vocational area
- Skills for Learning, Skills for Life and Skills for Work
- Core Skills – Communication, Numeracy, Information and Communication Technology, Problem Solving and Working with Others
- An understanding of the workplace
- Positive attitudes to learning.
- Skills and attitudes for employability
- learning in real or simulated workplace settings

**Assessment:**

- Careers Using Laboratory Science – Scotland
- Working in a Laboratory
- Practical Skills
- Practical Investigation

**Progression Routes:**

- Other qualifications in applied sciences or related areas
- Further study, employment and/or training in science laboratories

# Level 5 Applied Science

**Course Level:** Level 5

**Course Units:**

8 Mandatory Units from:

- Experimental Procedures: Science
- Mathematics for Science
- Chemistry Changes and Structures
- Human Biology: Human Cells
- Physics: Our Dynamic Universe

**Course Code:** G90N 46

**Entry Qualifications:**

Candidates would normally have qualifications in the sciences at a basic level and have a desire to work towards higher education entry or a career in a science discipline. A typical candidate would have studied the following:

- National Certificate in Applied Sciences level 5
- Mathematics at National 5
- English at National 5

**Contexts for Learning:**

Applied Science will allow you to develop and build skills across all areas of science by completing CfE Higher level 6 units including biology, chemistry, and physics helping you decide which areas of science are of interest to you for future study. The course will also allow you to work on practical skills in these areas.

**Subjects Include:**

Biology; Chemistry; Investigation Skills; Mathematics; Computing; Communications; Study Skills.

**The course will:**

- Increase the knowledge and understanding of two sciences to SCQF level 5
- Develop problem solving skills within a scientific context at SCQF level 5
- Develop science practical skills associated with carrying out experimental and investigative work
- Develop critical awareness of the effects of science and technology on society to enable informed decisions as a member of the public
- Develop competence in numerical work at SCQF level 4

**What Skills will be Developed?**

- Scientific report writing may include carrying out research using the Internet, while using spreadsheets to process and analyse data, word processing reports including the production of graphs, diagrams etc.
- Oral Communication Skills: while candidates discuss issues and problems in group work and while doing laboratory work. Using Information Technology: within Experimental Procedures
- The transferable skills such as analytical, evaluation, planning, investigation, and research skills are problem solving skills.

**Assessment:**

- There are eight mandatory credits and four optional credits to pass the course:

**Progression Routes:**

- Further Higher Science
- Other qualifications in applied sciences or related areas
- Further study, employment and/or training in science laboratories



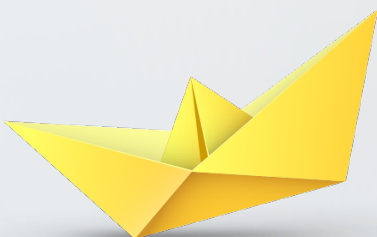
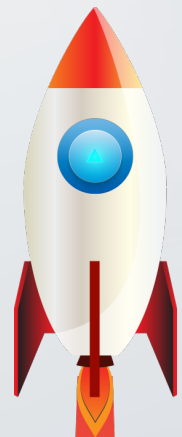


Department



# Social Subjects and RMPS

Senior Course Options  
2024–2025



# Higher Geography

**Course Level: 6 (24 SCQF credit points)**

**Course Units:**

- Question Paper 1
- Question Paper 2
- Assignment

**Course Code:** C833 76

**Entry Qualifications:**

Candidates should have achieved the National 5 Geography course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

Candidates will learn about:

The contexts for study are local, national, international and global.

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

**What Skills will be Developed?**

- developing and applying skills, knowledge and understanding across complex physical, human and global issues
- researching and evaluating a wide range of information collected from a range of sources about complex geographical issues
- using a wide range of mapping skills and techniques in geographical contexts which may be familiar or unfamiliar, including the use of Ordnance Survey maps
- using a wide range of research skills and techniques, including fieldwork skills, in geographical contexts which may be familiar or unfamiliar
- using a wide range of numerical and graphical skills and techniques in geographical contexts which may be familiar or unfamiliar
- developing and applying factual and theoretical knowledge and understanding and giving detailed explanations of complex: — processes and interactions at work within physical environments on a local, regional and global scale — processes and interactions at work within human environments in a range of urban and rural, and developed and developing societies — global geographical issues which demonstrate the interaction of physical and human factors

**Assessment:** There are three mandatory units to pass the course:

- **Question paper 1:** Physical and human environments 100marks. This question paper has 100 marks out of a total of 190 marks. This question paper enables candidates to demonstrate the application of their skills, knowledge and understanding from the **physical environments and human environments** sections of the course.
- **Question paper 2:** Global issues and geographical skills 60 marks

**Progression Routes:**

- Further and Higher Education
- Access to another Social Subject at Higher.
- Advanced Higher
- Employment

# Higher History

**Course Level:** 6 (24 SCQF credit points)

**Course Units:**

- Question Paper 1
- Question Paper 2
- Assignment

**Course Code:** C837 76

**Entry Qualifications:**

Candidates should have achieved the National 5 History course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

Candidates acquire breadth and depth in their knowledge and understanding of the past through the study of British, European and world, and Scottish contexts in a variety of time periods. Options cover topics from the Medieval, Early Modern and Later Modern periods, and include elements of political, social, economic and cultural history. Candidates develop an approach and understanding that they can apply to other historical settings and issues.

**The course will:**

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective in a range of contexts.
- the skills of analysing various interpretations of historical sources and critically evaluating a variety of views.
- an understanding of the relationship between factors contributing to, and the impact of, historical events.
- the skills of analysing, evaluating and synthesising historical information.
- the skills of researching complex historical issues, drawing well-reasoned conclusions.

**What Skills will be Developed?**

- developing and applying skills, knowledge and understanding across contexts from British, European and world, and Scottish history.
- evaluating the origin, purpose, content and context of historical sources.
- evaluating the impact of historical developments and synthesising information in a well-structured manner.
- evaluating the factors contributing towards historical developments, and drawing well-reasoned conclusions supported by evidence – researching and analysing historical information.
- developing a detailed and accurate knowledge and understanding of complex historical issues in British, European and world, and Scottish contexts.

**Assessment:**

- Question papers The British, European and world history question paper has two sections covering a range of topics in British and European and world history. Candidates answer one part from each section. 44 marks
- The Scottish history question paper has one section covering a range of topics in Scottish history. 36 marks

**Progression Routes:**

- Further and Higher Education
- Access to another Social Subject at Higher
- Advanced Higher
- Employment

# Higher Modern Studies

**Course Level: 6** (24 SCQF credit points)

**Course Units:**

- Question Paper 1
- Question Paper 2
- Assignment

**Course Code:** C849 76

**Entry Qualifications:**

Candidates should have achieved the National 5 Modern Studies course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

The course consists of three areas of study: Democracy in Scotland and the United Kingdom; Social issues in the United Kingdom; and International issues. There is considerable flexibility in the themes which can be studied within each area in order to allow for personalisation and choice.

**The course will:**

- developing and applying factual and theoretical knowledge and understanding, and giving detailed explanations and analysis of: — the democratic processes, institutions and organisations which make up political life in Scotland and the United Kingdom — a major social issue in the United Kingdom, focusing on either social inequality or crime and the law — an international issue, focusing on either a political and socio-economic study of a major world power or a contemporary world issue.
- analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to: — detect and explain the degree of objectivity in contexts which may be familiar or unfamiliar — draw and support conclusions in contexts which may be familiar or unfamiliar.
- analysing and evaluating a wide range of evidence which may be written, numerical and graphical to explain the degree of reliability in contexts which may be familiar or unfamiliar.
- researching, analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to make and justify decisions in contexts which may be familiar or unfamiliar

**Assessment:**

- Section 1: Democracy in Scotland and the United Kingdom Candidates study aspects of the democratic political system in the UK including the place of Scotland within this system. Relevant case studies are used from either Scotland or the UK, or both Scotland and the UK. 52 marks
- Section 2: Social issues in the United Kingdom Candidates have a choice of social issue contexts for study. These focus on either social inequality or crime and the law. 28 marks
- Section 3: International issues. Candidates have a choice of international issue contexts for study. These focus on either the study of a major world power or the study of a significant contemporary world issue. 30 marks

**Progression Routes:**

- Further and Higher Education
- Access to another Social Subject at Higher
- Advanced Higher
- Employment

# Higher RMPS

**Course Level:** 6 (24 SCQF credit points)

**Course Units:**

- Question Paper 1
- Question Paper 2
- Assignment

**Course Code:** C864 76

**Entry Qualifications:**

Candidates should have achieved the National 5 RMPS course or equivalent qualifications and/or experience prior to starting this course.

**Contexts for Learning:**

The course encourages active learning in the process of investigating religious, moral and philosophical topics or issues. Through the course as a whole, candidates take a broad overview of the beliefs, values or viewpoints of more than one religion. Candidates develop and apply a range of cognitive skills over a range of religious, moral and philosophical contexts in three areas of study: world religion, morality and belief, and religious and philosophical questions. Each area offers opportunities for candidates to focus on particular skills, and has flexibility in the topics which candidates can study.

**The course will:**

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

- researching, analysing, evaluating and synthesising information to draw detailed, reasoned and well-structured conclusions and present findings about factual and theoretical elements of religious, moral and philosophical topics or issues
- identifying and responding to different ideas and viewpoints
- interpreting the meaning and context of sources related to world religions, and explaining relevant abstract ideas
- evaluating and expressing reasoned and well-structured views about contemporary moral and religious and philosophical questions and responses, and explaining relevant theoretical ideas

**Assessment:**

- Question paper 1: Section 1 World Religions and Section 2: morality and belief has marks 60 marks
- This question paper assesses the skills of applying in-depth knowledge and understanding, analyzing and evaluating religious, moral and philosophical questions and presenting reasoned and well-structured views.
- Question paper 2: This question paper assesses the skills of applying in-depth knowledge and understanding, analysing and evaluating religious, moral and philosophical questions and presenting reasoned and well-structured views

**Progression Routes:**

- Further and Higher Education
- Access to another subject at Higher

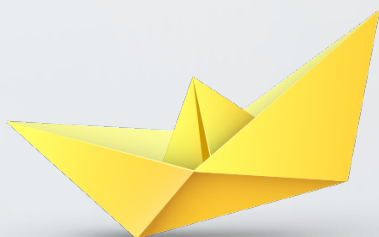
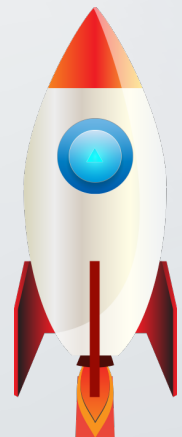


Department

# Technical



Senior Course Options  
2024–2025



# National 4 Graphic Communication

**Course Level:** Level 4 (24 SCQF credit points)

**Course Units:**

**Course Code:** C735 74

## Entry Qualifications:

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

National 3 Design and Technology Course or relevant component Units

## Contexts for Learning:

The Graphic Communication (National 4) Course introduces learners to the diverse and ever-increasing variety of presentation methods employed in graphic communication.

## The course will:

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

## What Skills will be Developed?

- **2D Graphic Communication** (National 4) This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. Learners develop 2D graphic spatial awareness.
- **3D and Pictorial Graphic Communication** (National 4) This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. They will develop 3D graphic spatial awareness. In both of the 9-credit Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.
- **Added Value Unit:** Graphic Communication Assignment (National 4) This Unit adds value by introducing challenge and application.

## Assessment:

- In the National 4 Graphic Communication Course, **the Added Value** Unit will focus on challenge and application. The learner will draw on, extend and apply the skills and knowledge they have developed during the Course.

## Progression Routes:

- National 5 Graphic Communication

# National 5 Graphic Communication

**Course Level:** Level 5 (24 SCQF credit points)

**Course Units:** QP, Assignment

**Course Code:** C835 75

## Entry Qualifications:

National 4 Graphic Communication or relevant component units, however this is at the discretion of the center

## Contexts for Learning:

The National 5 Graphic Communication course provides progression mainly from the craft, design, engineering and graphics experiences and outcomes. Candidates broaden their skills in a creative environment and are encouraged to exercise imagination, creativity and logical thinking.

## The course will:

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

## What Skills will be Developed?

- **2D graphic communication**
- Candidates develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 2D graphic spatial awareness.
- **3D and pictorial graphic communication**
- Candidates develop creativity and skills within a 3D and pictorial graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Candidates also develop 3D graphic spatial awareness

## Assessment:

- Question paper: 80 Marks
- Coursework Assignment: 40 Marks

## Progression Routes:

- Higher Graphic communication
- Further study in Graphic Design



# Higher Graphic Communication

**Course Level:** Level 6 (24 SCQF credit points)

**Course Units:** Question Paper, Coursework Assessment

**Course Code:** C835 76

## Entry Qualifications:

National 5 Graphic Communication award or similar

## Contexts for Learning:

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

## Candidates will:

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

## What Skills will be Developed?

- **2D graphic communication**
- Candidates develop creativity and presentation skills within a 2D graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 2D graphic techniques. Candidates develop skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. They evaluate the effectiveness of their own and given graphic communications to meet their purpose.
- **3D and pictorial graphic communication**
- Candidates develop creativity and presentation skills within a 3D and pictorial graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 3D and pictorial graphic techniques. Candidates develop a number of skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. They evaluate the effectiveness of their own and given graphic communications to meet their purpose.

## Assessment:

- Question paper: 90 Marks
- Coursework Assessment: 50 Marks

## Progression Routes:

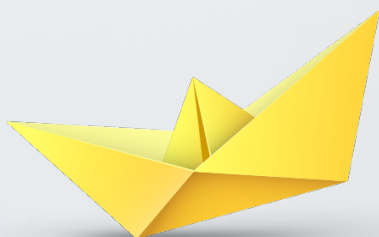
- Further Study relating to Graphic Design/CAD/Architecture



Department

# College Pathways

Senior Course Options  
2024–2025



## Senior Phase College Programmes

Senior Phase College Programmes allow pupils to study a part-time college course whilst still at school. You can choose from over 50 courses from SCQF Level 1 to HNC at SCQF Level 7, or you could opt for a work-based qualification with a high-quality work placement on a Foundation Apprenticeship. Details of the courses on offer are available within the Senior Phase College Prospectus 2024/2025 available within the Pupil Zone area of the School Website [www.smithycroft-sec.glasgow.w.sch.uk](http://www.smithycroft-sec.glasgow.w.sch.uk)

### Delivery

- Majority of Level 4 – 7 programmes are delivered on a Tuesday and Thursday afternoon, running from 1.30pm - 4.00pm each day.
- Level 1-3 programme delivery varies, mostly mornings.
- HNC & Foundation Apprenticeship programmes involve full day delivery with a variety of 1 Year (S6 only) & 2 Year (S5 & S6) delivery options.

### Benefits

- All courses have dedicated progression pathways so you know exactly where your chosen option can take you.
- Pupils are given the opportunity to apply early to full-time college courses and are guaranteed a conditional offer within their chosen subject area.
- As well as supporting the development of skills and knowledge specific to your chosen industry area. These courses encourage the development of resilience, independence and responsibility within students.
- SCOF Level 6 Foundation Apprenticeships are recognised as entry qualifications by Scottish colleges and universities and are regarded as the equivalent of a Higher.

### Key Points to Note

- Entry requirements vary per course. Young people should refer to the Senior Phase College Prospectus 2024/2025 for specific details.
- Courses are suited to young people who plan to leave school upon completion of their course so that they can take advantage of the guaranteed conditional offer.
- Young people are required to travel independently to and from college, making use of free bus travel via the National Entitlement Scheme.
- If you do not have a Young Scot Card or Free Travel via the app, you should see Mrs Dunn for support in applying for a new card as soon as possible.
- Programmes are delivered across City of Glasgow College, Glasgow Kelvin College and Glasgow Clyde College, however due to travel time required it is highly recommended that pupils only apply to City of Glasgow and Glasgow Kelvin Colleges so as to minimise the impact on other subjects studied in school.