

**S4 into S5 and S5 into S6  
Course Choice and Pathways  
2024/25**

What is in this booklet? .....	4
Careers Advice and Support .....	4
School Leaver Information .....	4
Returning for S5 or S6 .....	5
Pathways .....	6
Learner Journey.....	7
Skills .....	7
College/University Entry Information .....	8
Entry Requirements for School Courses .....	8
'Crashing' a Course at School.....	9
How to choose your courses .....	9
LEAPS S6 Transition Course.....	10
Advanced Highers .....	10
Neighbourhood/Consortia Schools – S6 only.....	10
College Courses/Schools College Partnership (SCP) .....	11
Foundation Apprenticeships .....	13
Scottish Baccalaureate - S6 only .....	14
Making your Choices for S5.....	15
Making your Choices for S6.....	17
S4/5 Course Choice Timeline 2024 .....	19
Job Market Information .....	23
Chemical Sciences .....	25
Construction .....	26
Creative Industries .....	27
Digital.....	28
Early Learning and Childcare .....	29
Energy .....	30
Engineering .....	31
Financial and Business Sector .....	32
Food and Drink.....	33
Health and Social Care .....	34
Life Sciences .....	35
Tourism .....	36
Curriculum Pathways .....	37
Childcare .....	37
Business & Finance.....	38
Computing.....	39
Construction.....	40
Creative Industries .....	41
Engineering .....	42
Health & Care.....	43
Sciences.....	44
Sport & Leisure.....	45
Tourism & Hospitality .....	46
Trades .....	47
Personal Choice.....	48
Qualifications explained.....	49
Course Information Pages.....	50
Design and ICT .....	53
Art & Design.....	54
Computing Science.....	57
NPA Computer Games Development .....	60

NPA Cyber Security.....	61
<b>Creative Thinking</b> .....	62
Design & Manufacture.....	63
Engineering Science .....	64
Graphic Communication .....	65
English.....	68
English.....	69
ESOL .....	71
Journalism .....	72
Gaelic .....	73
Classical Studies .....	74
Gàidhlig.....	75
Health & wellbeing .....	76
Dance .....	77
Exercise and Fitness Sports Leadership .....	78
PE .....	79
Practical Cake Craft.....	80
Humanities.....	81
Modern Studies .....	83
Philosophy.....	87
Politics - S6 only .....	88
Psychology.....	90
Mathematics.....	91
Mathematics.....	92
Applications of Mathematics .....	95
Statistics.....	97
Mathematics of Mechanics.....	98
Modern languages.....	99
Modern Languages .....	100
Performing Arts.....	101
Drama .....	102
Media.....	103
Music.....	104
Music Technology .....	105
Personal Development Courses.....	107
Duke of Edinburgh.....	108
LEAPS Transition Course.....	109
Mental Health and Well-Being.....	110
Sciences.....	111
<b>Biology and Human Biology</b> .....	112
Chemistry .....	114
Laboratory Science.....	116
Physics.....	117
Social Subjects.....	119
Environmental Science .....	120
Geography.....	121
History.....	123
Travel and Tourism .....	126

## What is in this booklet?

The full booklet contains descriptions of the courses on offer next session in James Gillespie's High School. You will find information about entry requirements and a summary of course content and how the courses will be assessed.

It also contains information on the following:

- School-based courses available and timeline for choosing
- Job market
- Career paths
- Employability pathways
- College courses
- Skills progression

## Careers Advice and Support

Our Career Coaches Kyle Hamilton and Jen O'Neill from Skills Development Scotland can provide careers information and advice:

- Choosing subjects, considering interests and abilities
- Deciding on a suitable career
- Applying for jobs or training places
- Applying to college or university courses
- Accessing the website *My World of Work*  
<http://www.myworldofwork.co.uk>

They are based in offices in the library.

You can:

- Request an interview to discuss your ideas by popping in to see them or emailing them:  
[Kyle.Hamilton@sds.co.uk](mailto:Kyle.Hamilton@sds.co.uk) (for Lauder and Roslin pupils)  
[Jennifer.ONeill@sds.co.uk](mailto:Jennifer.ONeill@sds.co.uk) (for Spylaw pupils)
- Attend the careers drop in on a Tuesday and Thursday lunchtime in the library.

## School Leaver Information

If you turn 16 between 1 March and 30 September 2024, you may officially leave school at the end of May 2024. If you turn 16 between 1 October 2024 and the last day of February 2025, you may leave school at the end of December 2024.

**Please let your Pupil Support Leader know as soon as possible if you are considering leaving at the end of this school year.**

Until that time, you will need to be engaged in a package of formal education or training coordinated by your Pupil Support Leader and Community Head.

## Returning for S5 or S6

Returning to study for S5 or S6 is a **choice**, not an obligation if you are aged 16 by the end of September 2024.

S5/6 is important preparation for the next stage in your life - you need to make yourself an attractive candidate for employment, training or further study.

Although we work hard to provide suitable pathways for all, there are incredible opportunities outside of school for study, training and education.

There are many ways to enter the workplace, get a good job and have a successful career. School has started you on your journey, but you can now choose the best route for **you**.

As well as coming back to study in school full time, it is possible to take one of these options which combines school study with other opportunities:

- Foundation Apprenticeship
- School College Partnership courses
- Work Experience

Have a think about what you want to achieve over the next couple of years and look at all the options available before making your final decision.

Discuss all options with your Pupil Support Leader and our career coaches.

Thinking about these questions might help you make some decision about your choices. Make a few notes about why you are coming back.

1. Why do you want to come back to school?
2. Do you enjoy school?
3. If so, what do you enjoy about it? If not, what do you not enjoy?
4. What is your attendance and punctuality like (you can get this information from your report or your pupil support leader)?
5. Are your prelim grades indicating you will meet the entry requirements for the courses you want to do?
6. When do you plan to leave school?
7. What do you plan to do when you leave?
8. What qualifications do you need to do this?
9. Is there anything you are uncertain or worried about in coming back to S5/6?

## Progression

Moving up a level (from N4 to N5, N5 to Higher, etc) isn't always the best move for everyone. The jump between levels is large and hard to anticipate until you have done it! Read the section below on entry levels before you finalise your choices.

Remember you can progress 'sideways'. This means taking more subjects at your current level of study. This can help build your confidence, develop your skills and give you a wider range of knowledge you can take to the next stage of your life. It is better to pass five subjects at your current level than fail five at the next level up!

You can always take a mixture of levels according to your interests, ability and where you hope to go next year. It is a good idea to check any entry requirements for courses outside of school or specific jobs at this stage.

The [link here](#) will take you to the *My World of Work* website where you will find advice on choosing your subjects for next session.

## Pathways

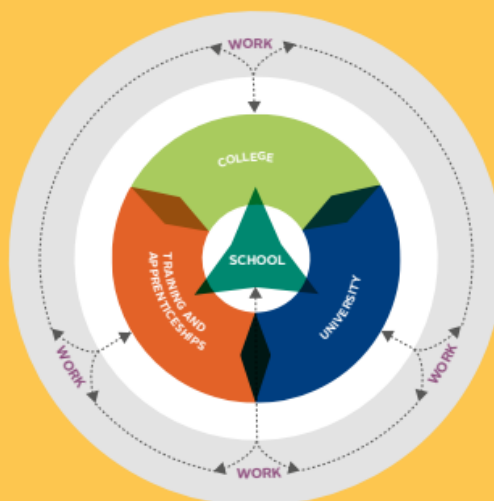
Please refer to the document 'Career Education: A World of Possibilities' on *The National Parent Forum of Scotland* for excellent advice on the various pathways and opportunities for all pupils.

Below is a diagram regarding post-school choices – more information can be [found here](#).

### Senior Phase and Post-School Choices

Schools, colleges, training providers, universities, businesses and employers are increasingly working together to provide exciting new opportunities for young people. College-school partnerships enable young people to attend both school and college; in some areas, colleges are providing courses in learning hubs on school campuses. College-university partnerships enable learners to achieve qualifications at a pace that is right for them.

Modern Apprenticeships (MAs) are an ideal way to combine learning with working and earning. Over 80 types of MA are on offer, at different levels and in different sectors, including Technical and Professional Apprenticeships (degree and Master's degree levels) and Foundation Apprenticeships (delivered by schools and colleges). These provide industry-recognised qualifications in sectors such as finance, health and social care, construction and energy.



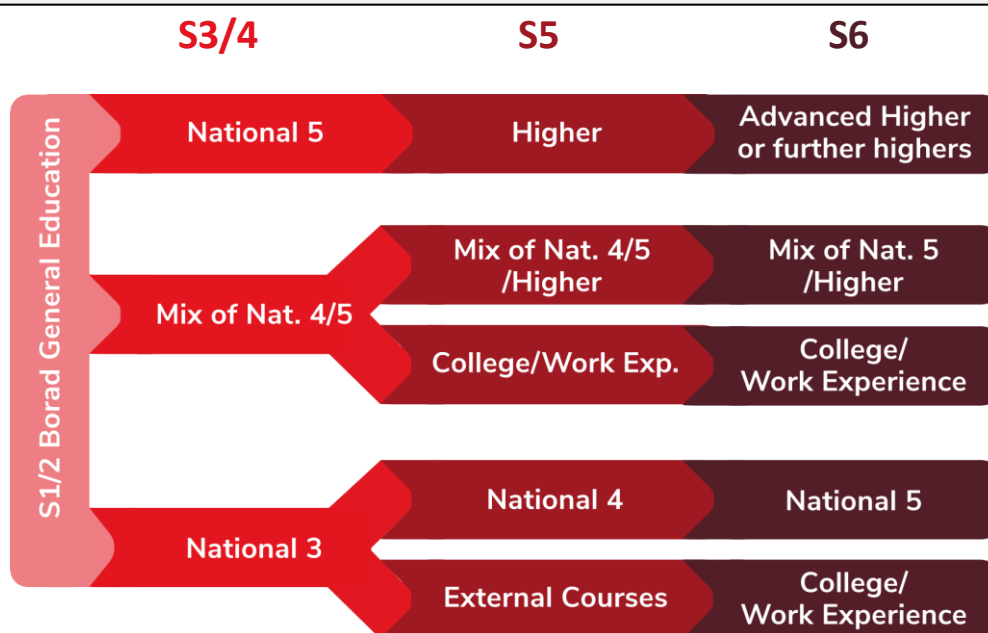
## Learner Journey

This is the pathway through school that you will take to achieve and attain the best possible outcome for you and your future.

Pupils will progress through courses at different levels and at a different pace - each person's journey is unique to them.

You will have the opportunity to move through the levels, dependent upon a variety of factors including coursework completion, grasp of relevant knowledge and skills, and performance in formal and informal assessments.

Below are possible pathways during school:



## Skills

Your qualifications are important, but they are only part of the story.

At school, we aim to develop the following:

- Skills for Learning
- Skills for Life
- Skills for Work

Whatever your route into employment you will need to develop a wide range of other skills. Some of these skills will be developed through your courses. Others are about self-discipline and working as part of the school community. Others will require you to engage with employers, gaining experience in a specific vocational field.

Sometimes you will need to put yourself well outside your comfort zone and do some things you didn't think you could do (or even wanted to do!). S5/6 should provide an opportunity for skills development; **it is up to you to grab the opportunities open to you.** Here is a [link to Skills in A Nutshell](#) from the *National Parent Forum of Scotland*.

## College/University Entry Information

Entry to college starts from no formal entry requirements up to 3 Highers at C or above. Here is a guide from the college on entry requirements: <https://www.edinburghcollege.ac.uk/information-and-advice/application-advice/understanding-entry-requirements>

Most University courses look for four Highers at B or above, however, the entry requirements vary by University. Here is a guide on entry requirements from UCAS: <https://www.ucas.com/undergraduate/what-and-where-study/ucas-undergraduate-entry-requirements>

**It is vital that pupils research entry requirements as early as possible for a particular course or university as they all vary.** Universities may also provide one set of entry requirements for 1st sitting and enhanced entry requirements for 2nd sitting. For example, the entry requirements for Law at Stirling University are: AABB over 1 sitting or AABBB over 2 sittings.

## Entry Requirements for School Courses

### **S5: Higher/Level 6:**

The jump from National 5 to Higher should not be underestimated.

To cope with the rigour and challenge at this level, you must have achieved a grade A or B pass at National 5 level.

Consideration for a C pass may be given under certain circumstances but strictly only with the advice from the appropriate Curricular Leader and Pupil Support Leader.

Grade D or lower will not be permitted entry to any H/level 6 or AH/level 7 course of study due to the increased challenge at this level.

***Please see SQA progression statistics from Nat. 5 to Higher:***

[https://www.sqa.org.uk/sqa/files\\_ccc/Progression2019\\_National5%20to\\_Higher.xls](https://www.sqa.org.uk/sqa/files_ccc/Progression2019_National5%20to_Higher.xls)

### **S5: Nat. 4/Nat. 5 (Levels 4/5)**

National 4: A strong subject knowledge from the subject in S2 is required.

National 5: A National 4 pass is required.

### **S6: Advanced Higher/Level 7/A-Level (Art and Design only)/Scottish Bacc.**

Due to the breadth and depth of knowledge required at this level, you must have achieved a grade A or B pass at Higher level.

Consideration for a C pass may be given under the advice of the appropriate Curricular Leader and your Pupil Support Leader.

***Please see SQA progression statistics from Higher to Advanced Higher:***

[https://www.sqa.org.uk/sqa/files\\_ccc/Progression2019\\_Higher\\_to\\_Advanced\\_Higher.xls](https://www.sqa.org.uk/sqa/files_ccc/Progression2019_Higher_to_Advanced_Higher.xls)

### **S6: Nat.5/Level 5 or Higher/Level 6:**

Entry requirements as for S5.



## 'Crashing' a Course at School

Some pupils may wish to choose a subject at Higher or Advanced Higher level without achieving the previous level in this.

This is permitted in exceptional circumstances, and strictly only with the permission of the appropriate Curricular Leader of that subject, and your Pupil Support Leader.

Some subjects are very closely linked e.g. if you have a grade A at both Nat. 5 Maths and Engineering Science, you may be permitted to 'crash' Higher Physics.

**You should not choose any 'crash' subject on your choice form unless you have discussed this with the CL and your PSL and have permission for this.**

## How to choose your courses

You will get the most from S5/6 if you have some idea of what you would like to achieve over the next couple of years (or next year for current S5 pupils).

If you need advice, speak to plenty of people including your parents/carers, family and friends, teachers, career coach etc. It is important you make informed decisions.

If you are unsure of which subjects to choose, your Pupil Support Leader will discuss these with you at a 1:1 meeting conducted in February.

Please refer to My World of Work and enter some details to find out possible pathways and job options:

<https://www.myworldofwork.co.uk/my-career-options>

## LEAPS S6 Transition Course

This course is open to young people who meet LEAPS [eligibility criteria](#) and is designed to give you the skills and experience needed to make a positive transition from school to university. You will work with academics and students on first-year university level academic skills, developing your confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to get the 'uni' experience before starting it for real.

This will aid your transition to university no matter what course you plan to study in the future. You can find out more about LEAPs [here](#).

The course will focus on the key academic skills considered as essential for success at university. Taught by university staff, you will have the chance to try out new concepts and skills before completing a subject based project of your choice. There will be individual pieces of work, and times when you will work as a team.

**Please find more information on this course under the subject heading later in this booklet.**

All you need to be able to take this course

- in S6 when it starts
- [LEAPS-eligible](#)
- The ability to gain three Highers by the end of S6
- Planning to make a UCAS application (this year, or in the future).

## Advanced Highers

The range of courses offered at AH levels varies from year to year depending on demand. If you are taking **Advanced Highers**, we expect you to complete the course. If you drop a course after your UCAS form has been submitted, we will ask you to notify UCAS of this.

Advanced Highers are not essential for many courses and some institutions prefer a wider range of Highers. **Please research this before making your choices.**

## Neighbourhood/Consortia Schools – S6 only

This supports S6 pupils to access other courses offered at a secondary school within the neighbourhood area of JGHS, namely Boroughmuir, St Thomas of Aquin's and Firhill, although other schools are sometimes used, dependent on the course offered.

This is due to pupils either not being able to be timetabled to a chosen course due to the column structure of their other subjects, or that a course may not be offered at JGHS but at another school. These are timetabled in our 'travel column' which takes place on a Tuesday and Thursday afternoon (much like the SCP courses on offer – see below). Pupils should see their PSL with regards to this.

## College Courses/Schools College Partnership (SCP)

We benefit from a close working relationship with Edinburgh College, and there are a fantastic range of pathways available.

College provides excellent courses in state-of-the-art facilities across SCQF levels 3 to 7 which then provide progression opportunities for further full-time study at college or university.

Pupils can apply to undertake a SCP course by applying on the college website below:

<https://www.edinburghcollege.ac.uk/courses/for-school-pupils>

Open days will take place in February where pupils can visit the college campus of a course they are interested in.

**Please note that application is by pupils, and not by the school.** Pupils should select 'college' course on their choice form if they are interested in this.

These courses can be taken in place of a school-based subject and they take place on a Tuesday and Thursday afternoon. There will also be one study period allocated.

It takes between 50 minutes to 1 hour 10 minutes to get to college depending on which campus you are at. The classes typically run from 1:30pm until 4:00pm. You will need to travel during lunch (or some pupils will need to leave during period 4) and you should use your National Entitlement/Young Scot card for free bus travel.

Below are some of the courses available last session which can help get you started on your next steps after school. Check out [the Progression Map](#) from the college.

College			
	Framework	Level	Location
Digital Media Editing	NPA	5	Sighthill
Award and Certificate in Drawing- S5	UAL Diploma	5	Granton
Award and Certificate in Drawing- S6	UAL Diploma	6	Granton
Software Development	NPA	6	Sighthill/ Midlothian
Cisco Cyber Security Essentials	NPA	5	Sighthill (Friday afternoons)
Computer Games with IT Software	NPA	5	Milton Road (Friday afternoons)
Esports	NPA	6	Online (Friday afternoons)
Data Science- S6	NPA	6	TBC
Radio Broadcasting and Journalism	2 NPA Awards	5 and 6	TBC
Film and Media	NPA	6	Milton Road
Modern Musicianship (Performance and Production)	2 NPA Awards	6	Sighthill
Sound Production: Music Business with Studio Recording	NPA	6	Milton Road
Acting and Performance – S5	NPA	6	Granton
Professional Theatre Preparation – S6	NPA	6	Granton
Theatre Costumes	NPA	5	Granton
Dance	NPA	4/5	Granton
Make-Up Skills	NPA	5	Granton
Technical Theatre	NPA	6	Granton

Photography	Higher	6	Sighthill
Electrical Skills	SQA Units	4	Midlothian
Construction- S5	NPA	4/5	Granton
Introduction to Motor Vehicle Industry: Paint and Body Repairs	IMI	4	Sighthill
Introduction to Motor Vehicle Industry and Technologies - Automotive: Light Vehicle with EV Technology	IMI	4	Sighthill/ Midlothian
Skills for Work: Building Services Engineering	SFW	4	Sighthill/ Midlothian
Skills for Work: Engineering Skills	SFW	5	Midlothian
Engineering Academy (S5 for year 1)	SCP (HNC)	7	Midlothian
Early Years and Childhood Practice	SCP	4/5	Granton/Sighthill
Childcare and Development	Higher	6	Sighthill <b>and</b> Online
Health and Social Care Academy	EC & SQA units	5	Sighthill/Milton Road
Skills for Work: Health and Social Care	Higher	6	Sighthill
Introduction to Social Science - S5	EC & SQA units	4	Sighthill
Criminology	NPA	6	Sighthill
Criminology	DPA	7	Open Learning
Marketing with Entrepreneurial Skills	SQA and EC units	5	Milton Road
Hair and Beauty- S5	VTCT	4/5	Granton/Milton Road
Hospitality	NPA	6	Milton Road
Professional Cookery	NPA	3/4	Granton/Milton Road
Travel and Tourism (The Business of Tourism)	NPA	6	Sighthill/ Granton
Introduction to College	EC units	1/2	Milton Rd/ Sighthill
Introduction to College	EC units	3/4	Milton Rd/ Sighthill
Psychology - S5	N5	5	Sighthill
Team Sports – S5	NPA	5	Granton
Exercise and Fitness Leadership – S5	NPA	6	Sighthill
Achieving Excellence in Women's Football	NPA	6	Milton Road
ESOL (English for Speakers of Other Languages)	N3/N4/N5/ Higher	3-6	Open Learning Mon/Wed or Tue/Thu 4-6:30pm
Italian	AH	7	Online
German	N5	5	Open Learning
German	H	6	Sighthill
German	AH	7	Online

**Framework Key:**

**NPA:** National Progression Award  
**PDA:** Personal Development Award  
**SCP:** School College Partnership  
**SFW:** Skills for Work  
**IMI:** Institute of the Motor Industry

**HNC** Higher National Certificate  
**TQUK** Training Qualifications UK  
**VTCT** Vocational Training Charitable Trust  
**UAL** University of the Arts, London  
**EC** Edinburgh College Units

# Foundation Apprenticeships

## An Amazing Opportunity for S5 Pupils

Learn about the world of work and gain industry knowledge while you're still at school.

Choose a [Foundation Apprenticeship](#) and you'll quickly discover the benefits they bring.

- Gain a qualification that's the same level as a Higher\*
- Learn essential skills employers want and strengthen your CV or personal statement
- Recognised by all Scottish [universities](#) and [colleges](#)
- Supports your application for a [Modern Apprenticeship](#)

*\*You should be working towards Higher level in some subjects to apply for an F.A.*

1. Choose the apprenticeship as part of your subject choices in S5
2. Spend time with a learning provider, such as a college
3. Work on industry projects supported by experienced colleagues
4. Get assessed on the work you do to achieve the qualification
5. Successfully finish the apprenticeship so you earn the qualification and essential skills employers want

How it works

Course	SCQF Level	Duration	Location
Accounting	6	2 Years	Sighthill
Business	6	2 years	Sighthill
Creative and Digital Media: Graphic Design	6	2 years	Granton
Creative and Digital Media: Media Music and Sound Production	6	2 years	Sighthill
Engineering	6	2 years	Midlothian
Financial Services	6	2 years	Sighthill
Information Technology: Software Development	6	2 years	Sighthill
Social Services: Children and Young People	6	2 years	Sighthill
Social Services and Health Care	6	2 years	Sighthill

Courses Available

Timings

- Year 1: College for eight hours per week (Tues and Thus afternoons) completing the National Progression Award (level 6)
- Year 2: Work placements will take place, details to be advised. Please note that these may take place during holidays
- Work visits, visiting lecturers, employer challenge projects etc. takes place during years 1 and 2.

## Scottish Baccalaureate - S6 only

The Scottish Baccalaureate in Languages, Science and Social Subjects consists of a coherent group of current Higher and Advanced Higher qualifications in associated subjects, but what makes a Scottish Baccalaureate unique is the Interdisciplinary Project.

### Social Subjects Baccalaureate

The Social Subject Baccalaureate is on offer to students who have achieved well in their Highers and are targeted to achieve 2 Advanced Highers and 1 Higher by the end of S6. One of the subjects must be English and the others must involve a minimum of one of the Core Social Sciences of Geography, History, Modern Studies, Psychology, RME or Philosophy; and either a second subject from the list above or one of the following Broadening Courses, Business Management or Environmental Science

### Language Baccalaureate

The Scottish Baccalaureate in Languages provides a challenging and rewarding experience for candidates in S6. It is based on studying three languages (which can include English), two at Advanced Higher and one at Higher. In addition, candidates complete an Interdisciplinary Project. Students choose and research an area of their choice, working throughout the year to investigate and then presenting their findings at the end of the year. Past projects have looked at aspects of politics, business, sport, music and law, to name but a few. This project enables pupils to develop a deeper understanding of the cultures and languages they are learning about, and encourages them to develop skills, attitudes and confidence that will help them make the transition into higher education or employment.

### Science Baccalaureate

The Science Baccalaureate is on offer to students who have achieved well in their Highers and are targeted to achieve 2 Advanced Highers and 1 Higher by the end of S6. These must include a minimum of one of the Core Sciences of Biology, Physics, Chemistry or Environmental Science; either Mathematics or Statistics; and either a second Science from the list above or one of the following Broadening Courses, Computing Science, Design and Manufacture, Engineering Science, Graphic Communication, Geography or Psychology.

### The Interdisciplinary Project

The Interdisciplinary Project is an Advanced Higher Unit in which you apply your subject knowledge in realistic contexts. You carry out an investigation or practical assignment. This is likely to involve you working out with your school — in a college or university, or in a community or workplace setting. The Interdisciplinary Project will help you to develop and show evidence of initiative, responsibility, and independent working — skills of real value in the world of higher education and work.

The Interdisciplinary Project Unit will be graded A, B or C. The Baccalaureate provides an opportunity for Students to choose an area of specific interest and study this independently whilst gaining accreditation for their work. This can support their applications to a variety of post school destinations.

## Making your Choices for S5

The following are core subjects during S5:

- PSE (1 period)
- Core PE (1 period)
- S5 activity (1 period - this replaces core RME)

These will automatically be added to your timetable.



You will need to choose **5 subjects** from the table below.

This should be at the appropriate level e.g:  
Higher English if you are on course to pass Nat. 5 English, Nat. 5  
Biology if you are presented for Nat. 4 Biology in S4 etc.



### ENTRY REQUIREMENTS

To request a subject at Higher/level 6 in S5, **pupils must be on track to pass that subject at a grade A or B at National 5 level in S4**. Pupils who are not on track to achieve this will be advised appropriately by their Pupil Support Leader at an individual coursing discussion conducted during January 2024.

Entry requirements for a Higher/level 6 course of study are:

- Grade A or B at National 5/Level 5 in the same subject.
- Grade C will be considered on an individual basis after consultation with your PSL and the Curricular Leader.

Grade D or lower will not be permitted entry to a Higher /level 6 course of study due to the increased challenge at this level and the compressed time to achieve this within one year.

More information on SQA exam progression statistics from Nat. 5 to Higher pre-Covid [can be found here](#).

### Additional information:

- Please thoroughly research the content and detail for each course in the 'S4/5 Course Choice and Pathways' booklet.
- Please refer to entry requirements before choosing your courses.
- Please let your PSL know if you are considering leaving school at the end of this academic session.
- Course choices will be made using the online system TOOLS – a link and instructions will be sent via school email on Friday 9th February 2024.

**Please note that the school may need to amend or remove any of the courses listed below due to pupil uptake or staffing capacity. If this occurs, reserve subjects will be used.**

Qualification Level	School Based Subjects			
<b>SCQF Level 4</b> National 4/NPA	<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Computer Games Development NPA</li> </ul>	<ul style="list-style-type: none"> <li>NPA Cyber Security NPA</li> </ul>
<b>SCQF Level 5</b>  National 5  National Progression Award (NPA)	<ul style="list-style-type: none"> <li>Art and Design</li> <li>Application of Maths</li> <li>Biology</li> <li>Chemistry</li> <li>Computing Science</li> <li>Computer Games Development NPA</li> <li>Creative Thinking</li> <li>Cyber Security NPA</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Duke of Edinburgh</li> <li>English</li> <li>Environmental Science</li> <li>ESOL</li> <li>French</li> <li>German</li> <li>Graphic Communication</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Laboratory Science</li> <li>Leadership in Languages</li> <li>Mandarin</li> <li>Mathematics</li> <li>Mental Health and Wellbeing</li> <li>Media Studies</li> <li>Modern Studies</li> <li>Music</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> <li>Physics</li> <li>Practical Cake Craft</li> <li>Product Design and Manufacture</li> <li>Psychology</li> <li>Spanish</li> <li>Sports Leadership and Exercise NPA</li> <li>Travel and Tourism</li> </ul>
<b>SCQF Level 6</b>  Higher  National Progression Award (NPA)	<ul style="list-style-type: none"> <li>Art and Design</li> <li>Application of Maths</li> <li>Biology</li> <li>Business</li> <li>Chemistry</li> <li>Classical Studies (NEW)</li> <li>Computing Science</li> <li>Creative Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Engineering Science</li> <li>English</li> <li>Environmental Science</li> <li>ESOL</li> <li>French</li> <li>Gàidhlig</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>German</li> <li>Graphic Communication</li> <li>History</li> <li>Human Biology</li> <li>Journalism</li> <li>Mandarin</li> <li>Mathematics</li> <li>Media Studies</li> <li>Modern Studies</li> <li>Music</li> </ul>	<ul style="list-style-type: none"> <li>Music Technology</li> <li>Philosophy</li> <li>Product Design &amp; Manufacture</li> <li>Psychology</li> <li>Physical Education</li> <li>Physics</li> <li>Politics</li> <li>Spanish</li> <li>Sports Leadership and Exercise and Fitness NPA</li> </ul>
<b>Schools College Partnership (SCP) and Foundation Apprenticeship</b>	<p>You may also apply for a Foundation Apprenticeship (2-year course) or a Schools College Partnership course as one of your options. Edinburgh College offer many other courses and pathways from level 5 upwards - please use the link below for the courses on offer for 2023 – this is currently being updated but all 2024 courses will be finalised by the end of January.</p> <p>SCP and FA courses will be timetabled for a Tuesday and Thursday afternoon, periods 5 and 6. Pupils will need to travel to the relevant campus. Applications MUST be made separately (online by you) at <a href="https://www.edinburghcollege.ac.uk/courses/for-school-pupils">https://www.edinburghcollege.ac.uk/courses/for-school-pupils</a></p> <p>Please let your Pupil Support Leader know if you are interested in applying for a FA or SCP course.</p> <p>Please refer to the course information on the college website and, if interested, select 'FA' or 'college' on the online course choice form.</p>			



## Making your Choices for S6

S6 is based on a points system: you must have **15 points or above** to return to S6.  
**12 of these points must curricular-based with a minimum 3 subjects chosen.**

Other points can be gained by doing activities which promote and develop other vital skills such as joining a committee,

You can choose any combination of activities using the school points value.

Please note that any work experience must be confirmed in writing **by the provider by 26 May 2024**, so they can be factored into timetabling. This should be shared with your PSL



Activity	School Point Value
National 5/level 5 course	4
Higher/level 6 course	4
Advanced Higher course/A-Level/Scottish Baccalaureate/level 7	5
Support of a junior class (weekly)	1
Out-of-school work experience (weekly) *	2
Other (as agreed with PSL/Community Head) such as Mental Health Companion, school sports coach, Departmentor etc.	1 or 2



### Additional information:

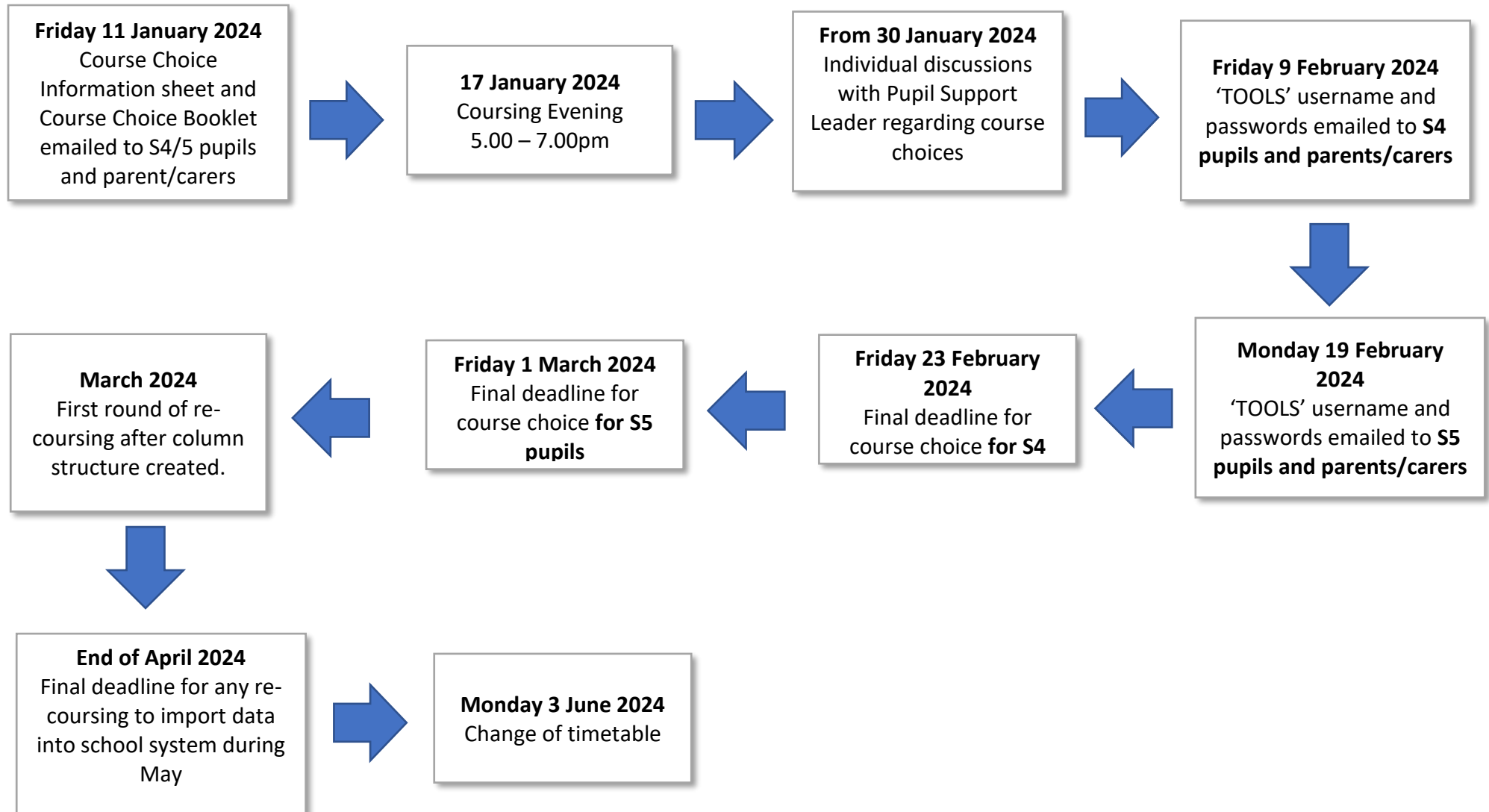
- Please refer to entry requirements before choosing your courses.
- Please let your PSL know if you are considering leaving school at the end of this academic session.
- Course choices will be made using the online system TOOLS – a link and instructions will be sent via school email on Friday 9 February 2024.
- Deadline for course choice is **Friday 1st March 2024**. If you do not submit choices by then, you may be allocated subjects not of your own choosing.

Some examples:						
Advanced Higher +		Advanced Higher +		Advanced Higher		= 15 points
Advanced Higher +		Advanced Higher +		Higher +	Higher	= 18 points
Higher +	Higher +	Higher +	Work experience +	Supporting junior class		= 15 points
Higher +	Higher +	Higher +	MHC +	Junior class +	Junior class	= 15 points

**Please note that the school may need to amend or remove any of the courses listed below due to pupil uptake or staffing capacity. If this occurs, reserve subjects will be used.**

Qualification Level	School Based Subjects			
<b>SCQF Level 4</b> National 4/NPA	<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Computer Games Development NPA</li> </ul>	<ul style="list-style-type: none"> <li>NPA Cyber Security NPA</li> </ul>
<b>SCQF Level 5</b> National 5 National Progression Award (NPA)	<ul style="list-style-type: none"> <li>Art and Design</li> <li>Application of Maths</li> <li>Biology</li> <li>Chemistry</li> <li>Computing Science</li> <li>Computer Games Development NPA</li> <li>Creative Thinking</li> <li>Cyber Security NPA</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Duke of Edinburgh</li> <li>English</li> <li>Environmental Science</li> <li>ESOL</li> <li>French</li> <li>German</li> <li>Graphic Communication</li> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Laboratory Science</li> <li>Leadership in Languages</li> <li>Mandarin</li> <li>Mathematics</li> <li>Mental Health and Wellbeing</li> <li>Media Studies</li> <li>Modern Studies</li> <li>Music</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education</li> <li>Physics</li> <li>Practical Cake Craft</li> <li>Product Design and Manufacture</li> <li>Psychology</li> <li>Spanish</li> <li>Sports Leadership and Exercise and Fitness NPA</li> <li>Travel and Tourism</li> </ul>
<b>SCQF Level 6</b> Higher National Progression Award (NPA)	<ul style="list-style-type: none"> <li>Art and Design</li> <li>Application of Maths</li> <li>Biology</li> <li>Business</li> <li>Chemistry</li> <li>Classical Studies</li> <li>Computing Science</li> <li>Creative Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Engineering Science</li> <li>English</li> <li>Environmental Science</li> <li>ESOL</li> <li>French</li> <li>Gàidhlig</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>German</li> <li>Graphic Communication</li> <li>History</li> <li>Human Biology</li> <li>Journalism NPA</li> <li>Mandarin</li> <li>Mathematics</li> <li>Media Studies</li> <li>Modern Studies</li> <li>Music</li> </ul>	<ul style="list-style-type: none"> <li>Music Technology</li> <li>Philosophy</li> <li>Product Design &amp; Manufacture</li> <li>Psychology</li> <li>Physical Education</li> <li>Physics</li> <li>Politics (S6 ONLY)</li> <li>Spanish</li> <li>Sports Leadership and Exercise and Fitness NPA</li> </ul>
<b>SCQF Level 7</b> Advanced Higher/ A-Level/ Scottish Baccalaureate	<ul style="list-style-type: none"> <li>Art and Design (A-level)</li> <li>Biology</li> <li>Chemistry</li> <li>Computing Science</li> <li>English</li> <li>French</li> </ul>	<ul style="list-style-type: none"> <li>Gàidhlig</li> <li>Geography</li> <li>German</li> <li>Graphic Communication</li> <li>History</li> <li>Languages Baccalaureate</li> </ul>	<ul style="list-style-type: none"> <li>LEAPS</li> <li>Mandarin</li> <li>Mathematics</li> <li>Mathematics of Mechanics (NEW)</li> <li>Modern Studies</li> <li>Music</li> </ul>	<ul style="list-style-type: none"> <li>Physics</li> <li>Science Baccalaureate</li> <li>Social Subjects Baccalaureate</li> <li>Spanish</li> <li>Statistics</li> </ul>
<b>Schools College Partnership (SCP)</b>	<p>You may apply for a Schools College Partnership course as one of your options.</p> <p>Edinburgh College offer many other courses and pathways from level 5 upwards - please use the link below for the 2023 offering – the 2024 offering will be shared in January 2024 once Edinburgh College issue this to schools.</p> <p>College will be timetabled for a Tuesday and Thursday afternoon, periods 5 and 6.</p> <p>Applications MUST be made separately (online by you) at <a href="https://www.edinburghcollege.ac.uk/courses/for-school-pupils">https://www.edinburghcollege.ac.uk/courses/for-school-pupils</a></p> <p>Please let your Pupil Support Leader know if you are interested in applying for a course offered at college.</p> <p>Please refer to the course information on the college website and, if interested, select <b>'college option'</b> on the online course choice form</p>			

## S4/5 Course Choice Timeline 2024





**Aren't Higher and Further Education the same thing?**

**False!** *Further Education* relates to college courses up to National Certificate Level (SCQF Level 6).

*Higher Education* relates to qualifications above this level, for example HNC, HND and degrees.

You can study to either Further Education level or Higher Education level at College. Universities only offer courses at Higher Education Level.

**College is for less academic pupils**

**False!**

Colleges offer a huge range of courses at a wide range of levels. They have very specialised facilities that a school can't match. The courses on offer are suitable for pupils of all ability ranges (Edinburgh College sends more students to Edinburgh University than any other school or college does).

Here is a link to a useful [Progression Map](#) to show how various courses link together. You can download the college prospectus [here](#).

Colleges work closely with employers and universities to make sure their courses prepare young people well for the workplace or further study.

**Failing exams messes up your whole life**

**False!**

It is obviously disappointing to fail a course but it really isn't the end of the world. It can be an opportunity to take stock and think about what you want and how you are going to get there. The key element is how you deal with the failure.

Most of us have failed numerous things, you need to get up, dust yourself down and try again (or perhaps try something different).

Ask around, you might be surprised at the number of successful people who have had a few set backs over the years.

**False!**

For many students, moving to university is a good choice after school but for many others there may be better choices.

The level of independent study required at University can make it hard to manage the workload. An alternative route is to go to college first, study for an HNC/HND and gain entry into University (sometimes straight into second year, check out the [Progression Map](#)).

This can be a very positive experience as students gain confidence as the work progresses at a more suitable rate. The nature of the work can be more relevant and motivating. The skills developed will be of direct relevance to the employment sector you are working within, making you an attractive candidate for employers.

There are also a range of [Graduate Apprenticeships](#) where you are in a paid job and your employer supports you through University.

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

**False!**

See the entry on the right and don't worry too much. Have a chat with the careers advisers who will be able to re-assure you and advise on the options open to you.

Being honest with yourself and others is the start of getting back on track. If you want more qualifications after school, aim for a college place and work your way up that way.

It may take a little longer, but you will come out with a good set of skills.

**I've messed up S4/S5, that's the end of any plans for me!**

### False!

We have a range of levels on offer as well as other opportunities such as Foundation Apprenticeships and college courses.

Gaining 5 Highers each year in S5 and S6 is too much for a good number of students. We build our timetable around what you ask for and the combination of subjects varies from year to year. It is really important you are honest with yourself when you are choosing the levels for your courses. You should aim high but be realistic.

**S5/6 Is all about Highers**

**You need 5 Highers in S5 to get into University**

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

### False!

You will need five **very** good Highers, usually including Chemistry or Biology (or Human Biology) and **two** from: Biology/Chemistry/Physics/Maths (some Universities require Chemistry and **one** other).

If you have a specific university in mind, you should check with their admissions office for details. Some universities are happy for you to 'top up' with any missing subjects (eg Physics) in S6 providing you get the necessary grades in any subjects in S5.

Here is a link to entry requirements for medicine from [St Andrews](#), [Edinburgh](#) and [Glasgow](#) Universities. Link to the entry requirements for Vet school are here for [Edinburgh](#) (Edinburgh does require Physics at N5) and [Glasgow](#).

### Mostly false.

This depends on your route into University. It will be true for demanding and competitive courses. For many college and university courses it is about what you achieve by the time you leave school.

The better you do in S5, the more options you will have. However, if you are struggling with some subjects, it can be better to take your time, get a good N5 (or NPA) in S5 then build to a Higher in S6. The less favourable option is to aim too high in S5, fail and struggle again in S6.

If you are unsure about the best route for you, have a chat with your PSL or one of the careers advisers.

**Employers only value academic qualifications**

### False!

Academic qualifications are only part of the story (an important part!). Employers also value the following:

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

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

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

**Perhaps.**

Coming back to school is a comfortable and straightforward option; it sometimes really isn't the best one. The best choice can be a bit scary though. We get that and would be happy to support you in making a scary decision if that is the right one for you.

If you have a clear plan about what you want to get from S5/6, work closely and openly with your teachers and Pupil Support Leader and keep an open mind about your future. This way you will increase your chances of achieving your preferred next step after school.

If you come back to school because you did not know what else to do and it is what all your friends were doing, you might not be

**Taking an apprenticeship will limit my opportunities**

**False!**

Apprenticeships can cover a huge range of levels and open many doors for progress.

There are apprenticeships suitable for young people who leave at the end of S4 as well as university graduates and everyone between!

You can see the equivalence of different qualifications if you [follow this link](#).

**A foundation Apprenticeship is a low level, basic qualification**

**Apprenticeships are only relevant if I want to go into one of the 'trades'**

**Very false!**

A **Foundation Apprenticeship** (FA) blurs the boundaries between work and school. Successful completion of a foundation apprenticeship is worth at least one Higher. Those who complete the FA also gain invaluable skills developed in a real-life work context.

They may be called '*Foundation*' but they certainly are not basic. You should be capable of working at *Higher* Level to sign up for an FA.

You can find out which colleges and Universities are accepting them [here](#). There is information Foundation Apprenticeships in a later section of this book.

**False!**

There is a huge range of apprenticeships available to young people aimed at lots of different levels. There is a section in this booklet about apprenticeships. Apprenticeships do cover the traditional 'trades' but much more besides.

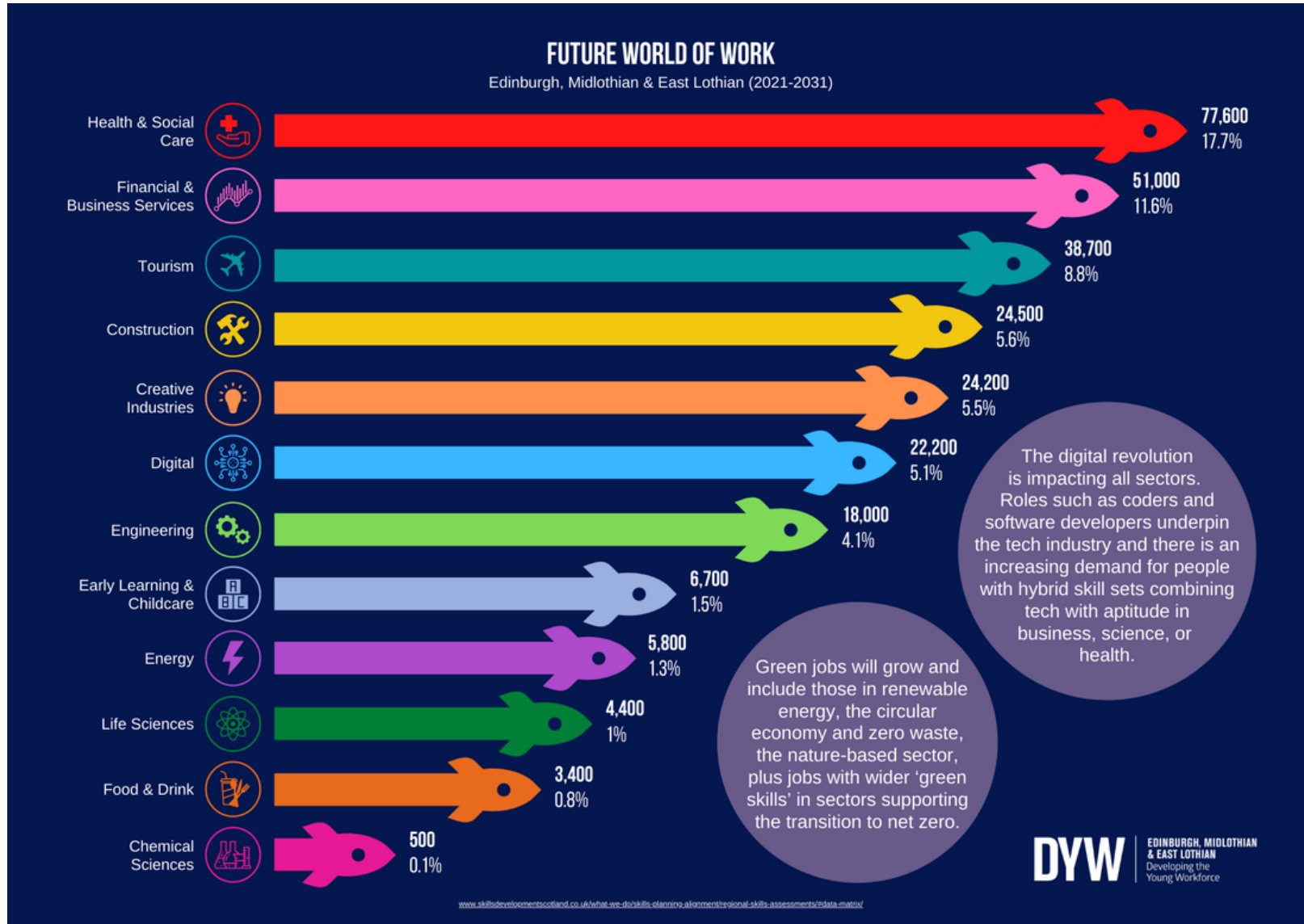
While updating this book, we just checked the [apprenticeships.scot](http://apprenticeships.scot) website and found opportunities for Apprentice Manufacturing Technicians with Leonardo who will put you through a HND through combining time in college with experience in the workplace, whilst paying £14 000 pa. They want a minimum of 3 Highers.

There are different categories of apprenticeship:

- Foundation
- Modern
- Graduate

You can find out more about them at the above website.

# Job Market Information





# Employment by Qualification Scotland 2014 – 2024

**SCQF 11-12**  
Masters Degrees,  
Postgraduate Diplomas, Doctorates,  
Professional Development Awards 11 - 12,  
Professional Apprenticeships

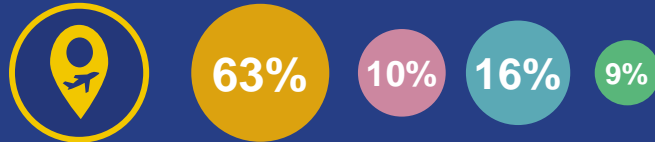
**SCQF 7-10**  
Advanced Highers, Higher National  
Certificates and Diplomas, Honours and  
Ordinary Degrees, Professional  
Development Award Level 7-10,  
Graduate Apprenticeship,  
Modern Apprenticeship Level 3.

**SCQF 6**  
Highers, National Certificates level 6,  
Modern Apprenticeship level 3,  
Foundation Apprenticeships,  
Skills for Work Higher,  
National Progression Award Level 6

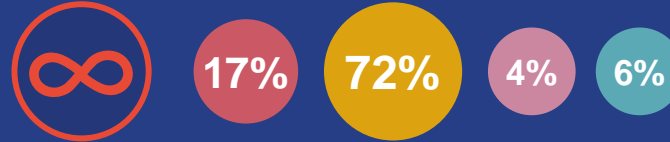
**SCQF 5**  
National 5, National Certificates level 5,  
Modern Apprenticeship level 2,  
National Progression Awards Level 5

**SCQF 4**  
National 4, National Certificates level 4,  
National Progression Awards Level 4

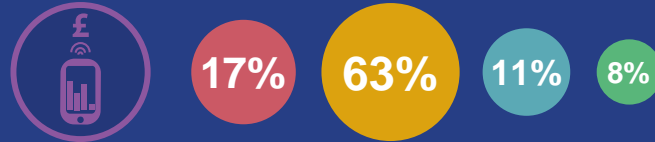
Tourism, Hospitality, Distribution and Retail



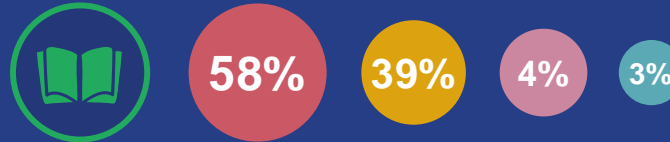
Other Opportunities



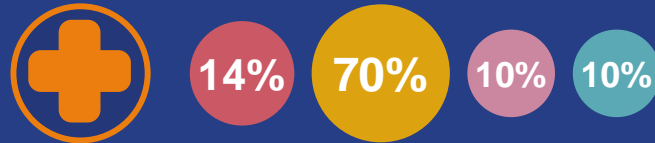
Business, Finance and Admin Services



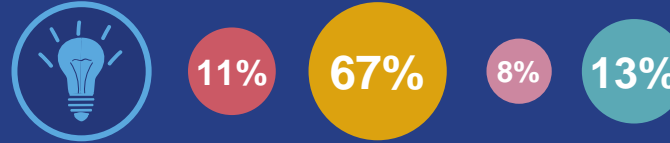
Education



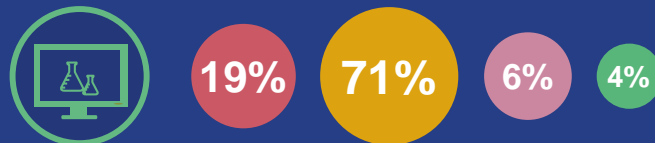
Health and Social Care



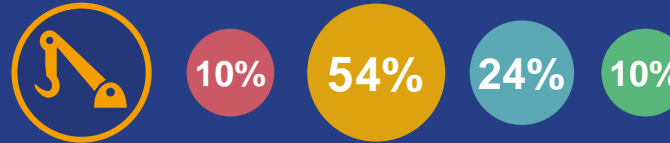
Creative Industries



Science and Technology



Construction





Chemical Sciences

## CHEMICAL SCIENCES

There will be an estimated **500** job openings in the Chemical Sciences Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Chemist**  
Working out how to use chemicals and materials to make new medicines, create better food and protect the environment.

**Biotechnologist**  
Using your biology knowledge to come up with products and processes that improve our health, our food and our world.

**Forensic Scientist**  
Helping to solve crimes by finding evidence that links a suspect to a crime scene.

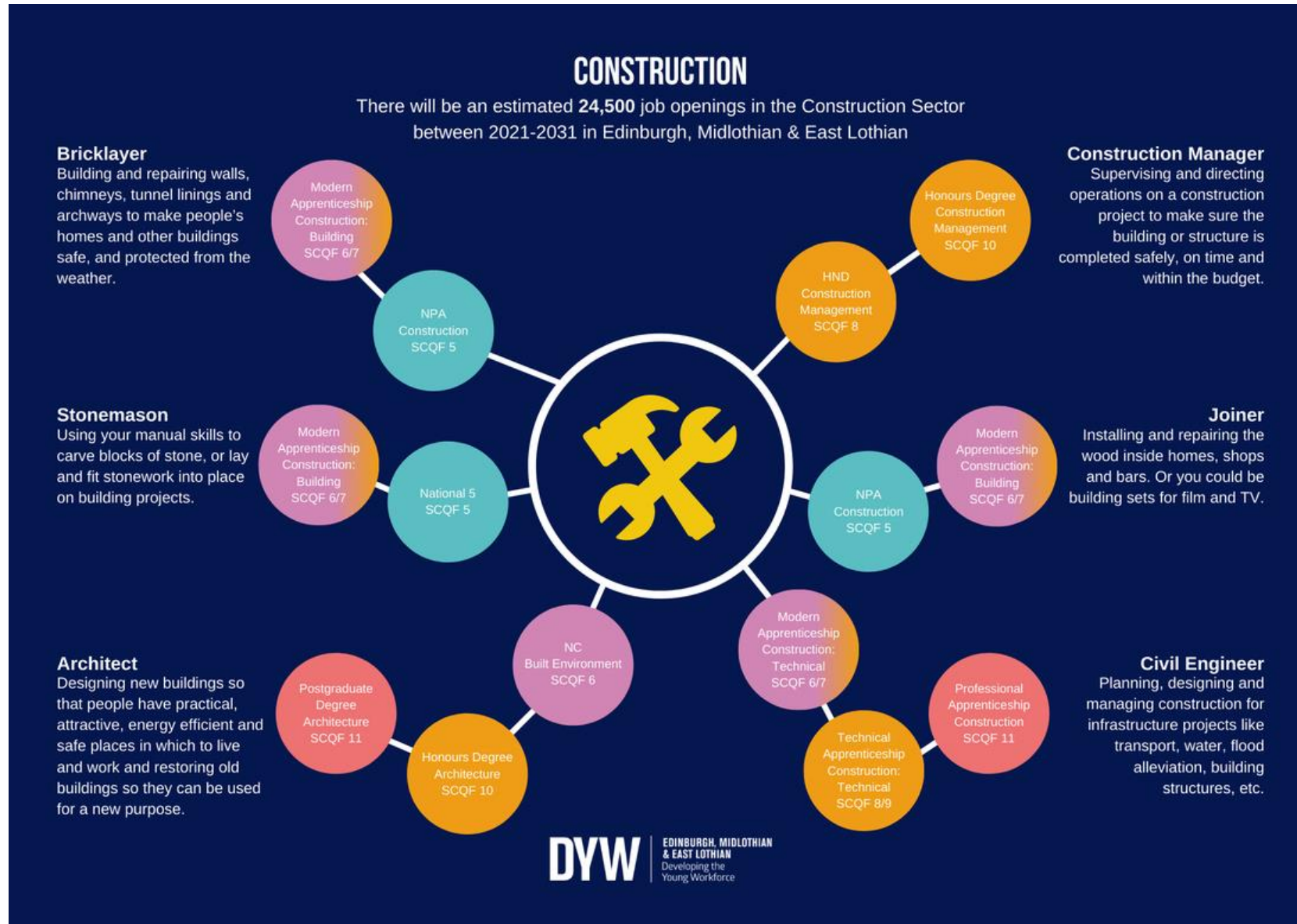
**Chemical Plant Process Operator**  
Checking and running the machines that make products like paints, plastics, cosmetics and toiletries.

**Chemical Engineer**  
Researching to improve the manufacturing methods used to turn raw materials into fuel, plastics, food, medicine and more.

**Laboratory Technician**  
Doing tests, research and investigations and supporting scientists and their research.

**DYW** | EDINBURGH, MIDLOTHIAN & EAST LOTHIAN  
Developing the Young Workforce

Construction

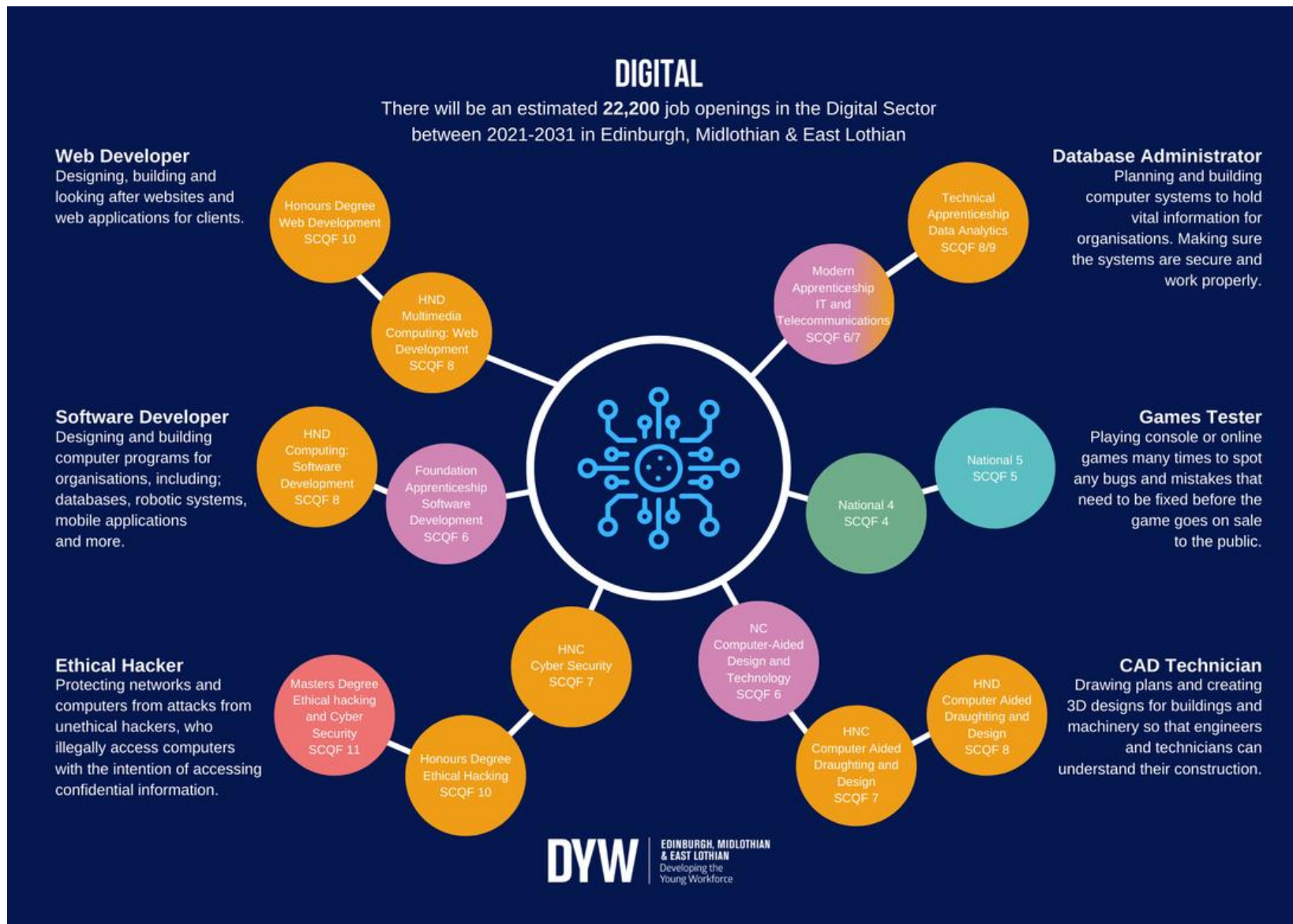


Creative Industries

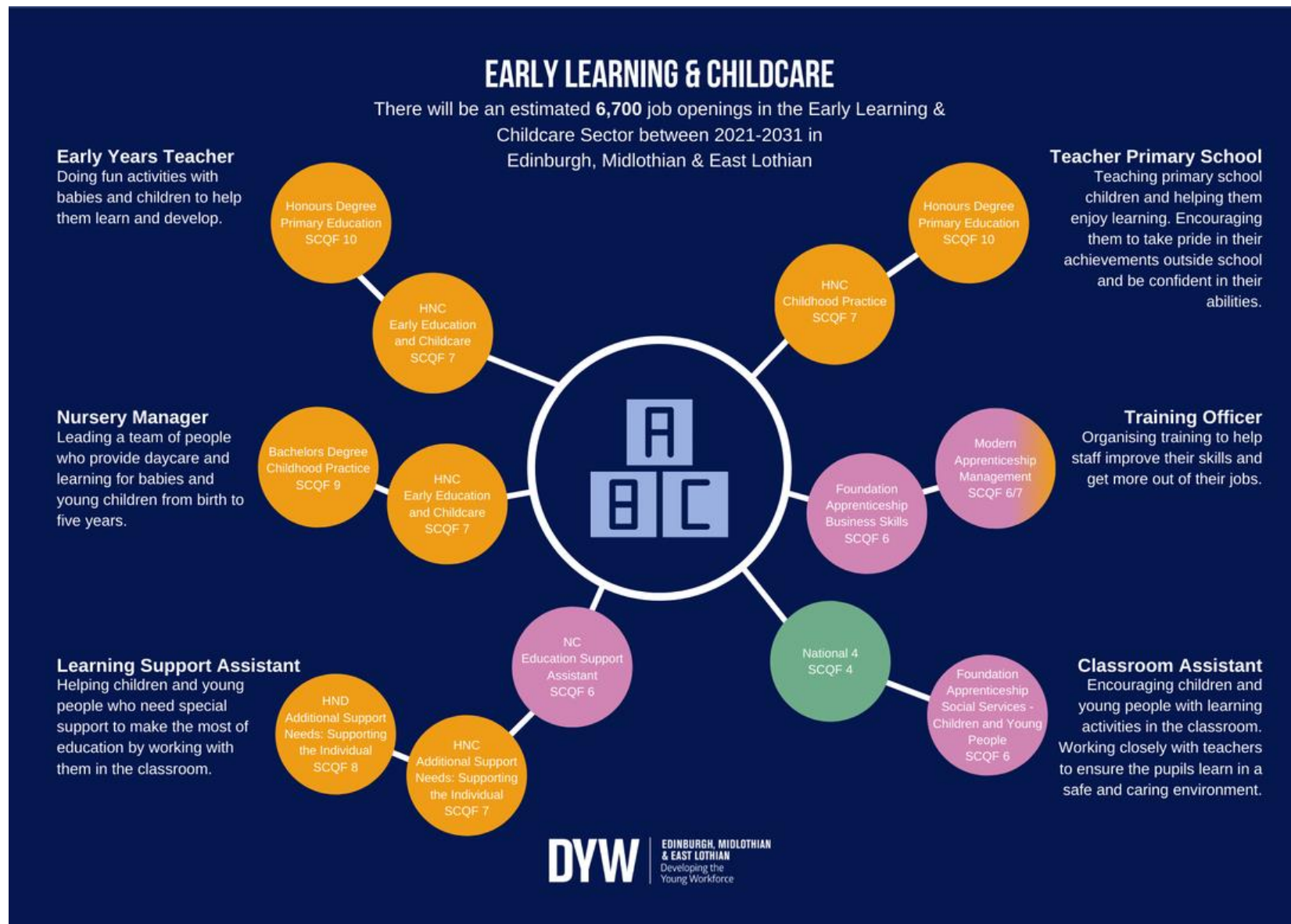




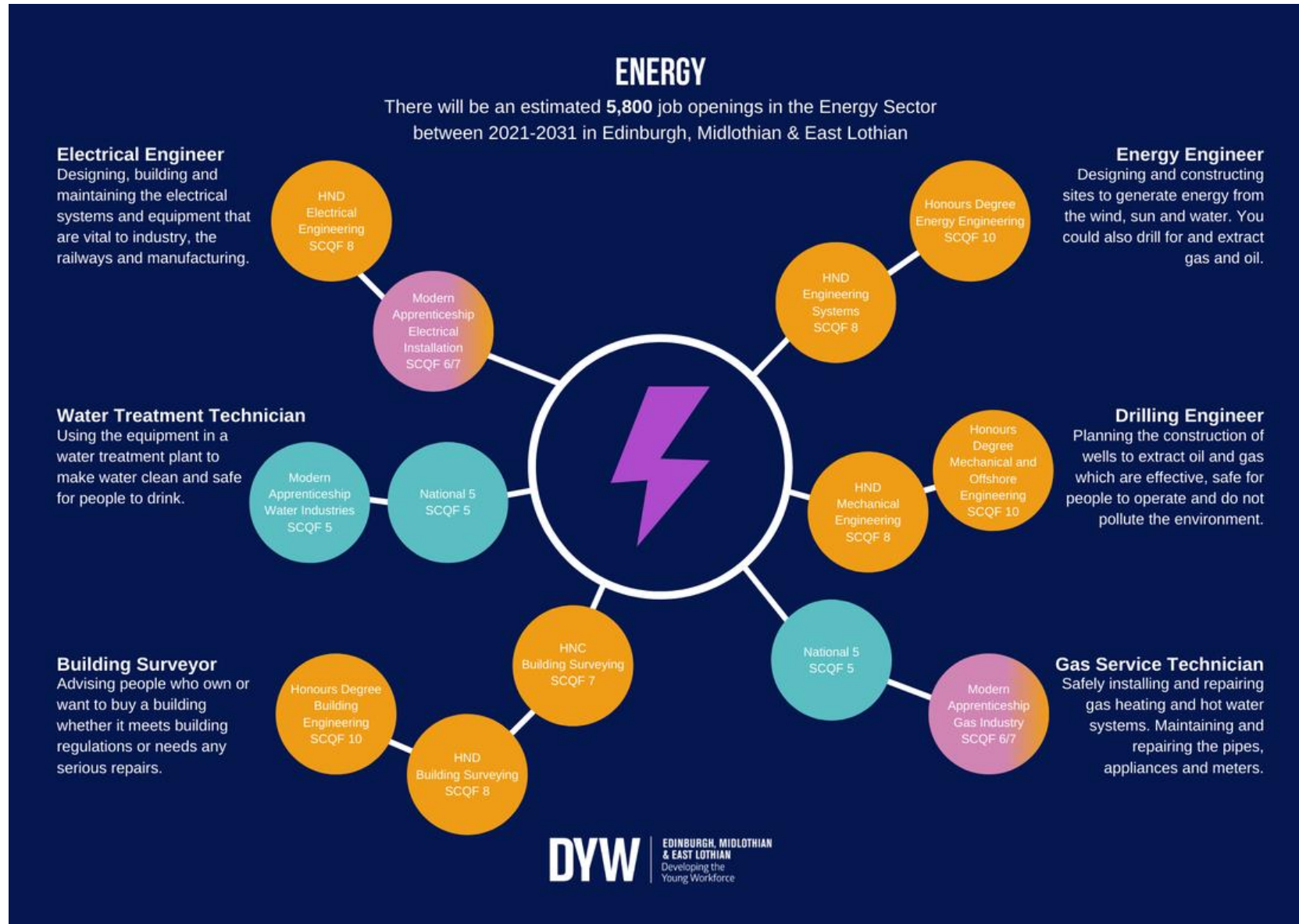
Digital



Early Learning and Childcare

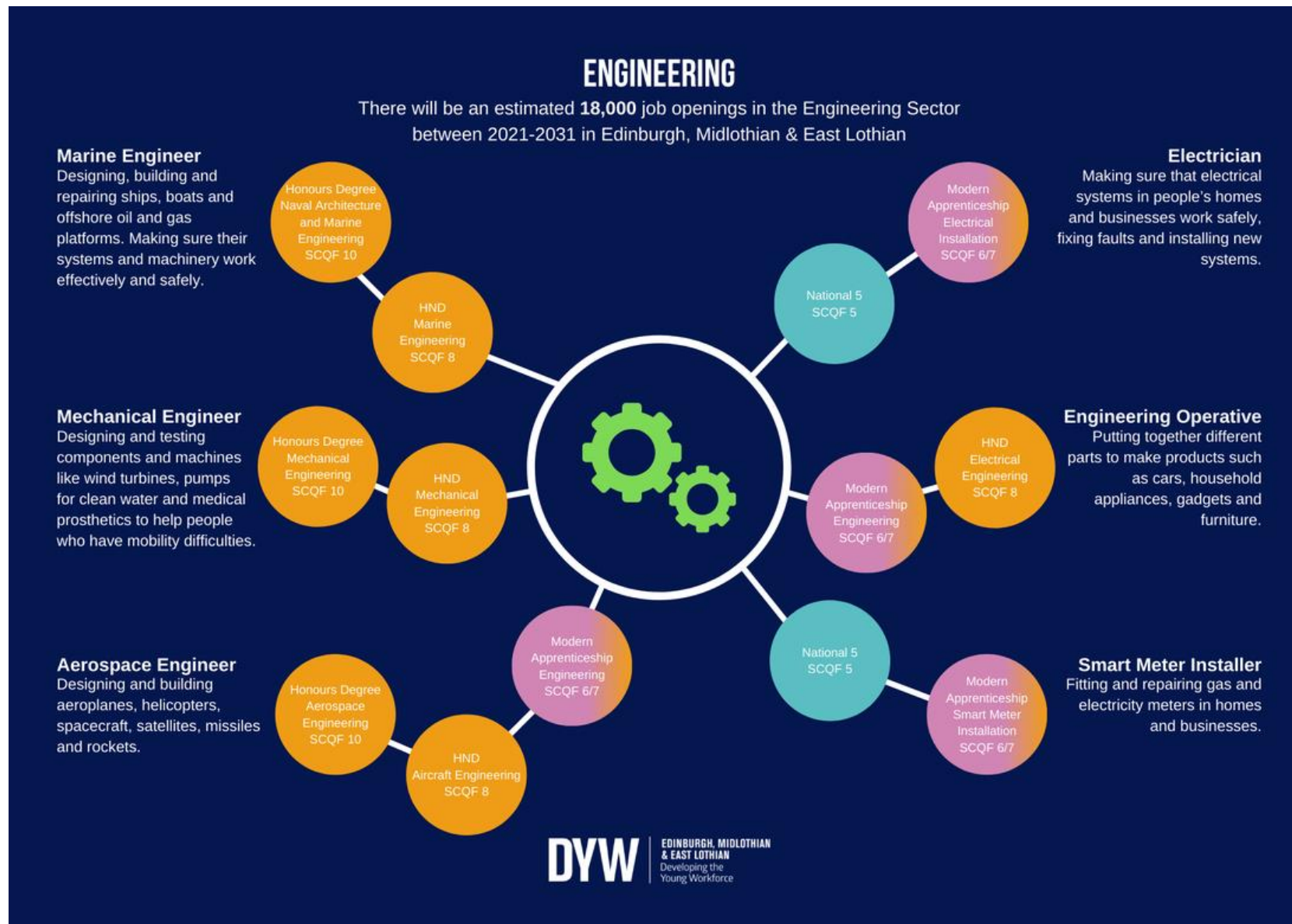


Energy





Engineering



Financial and Business Sector

## FINANCIAL & BUSINESS SERVICES

There will be an estimated **51,000** job openings in the Financial & Business Services Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Accounting Technician**  
Making sure a business pays its taxes and bills and that its employees get their wages on time. You'd deal with accounting and finance in all types of businesses.

**Bank Manager**  
Running a branch of a bank or building society and leading the team of customer advisers.

**Personal Assistant**  
Helping a manager make the best use of their time by giving secretarial support and dealing with day-to-day tasks.

**Secretary**  
Providing office support to keep all kinds of organisations running smoothly.

**HR Adviser**  
Finding and hiring the right employees for your organisation or business. Making sure that staff are treated fairly and understand the rules of your workplace.

**Financial Adviser**  
Advising people so they can make the best decisions about how to use their money. Helping them plan both for the present and the future.

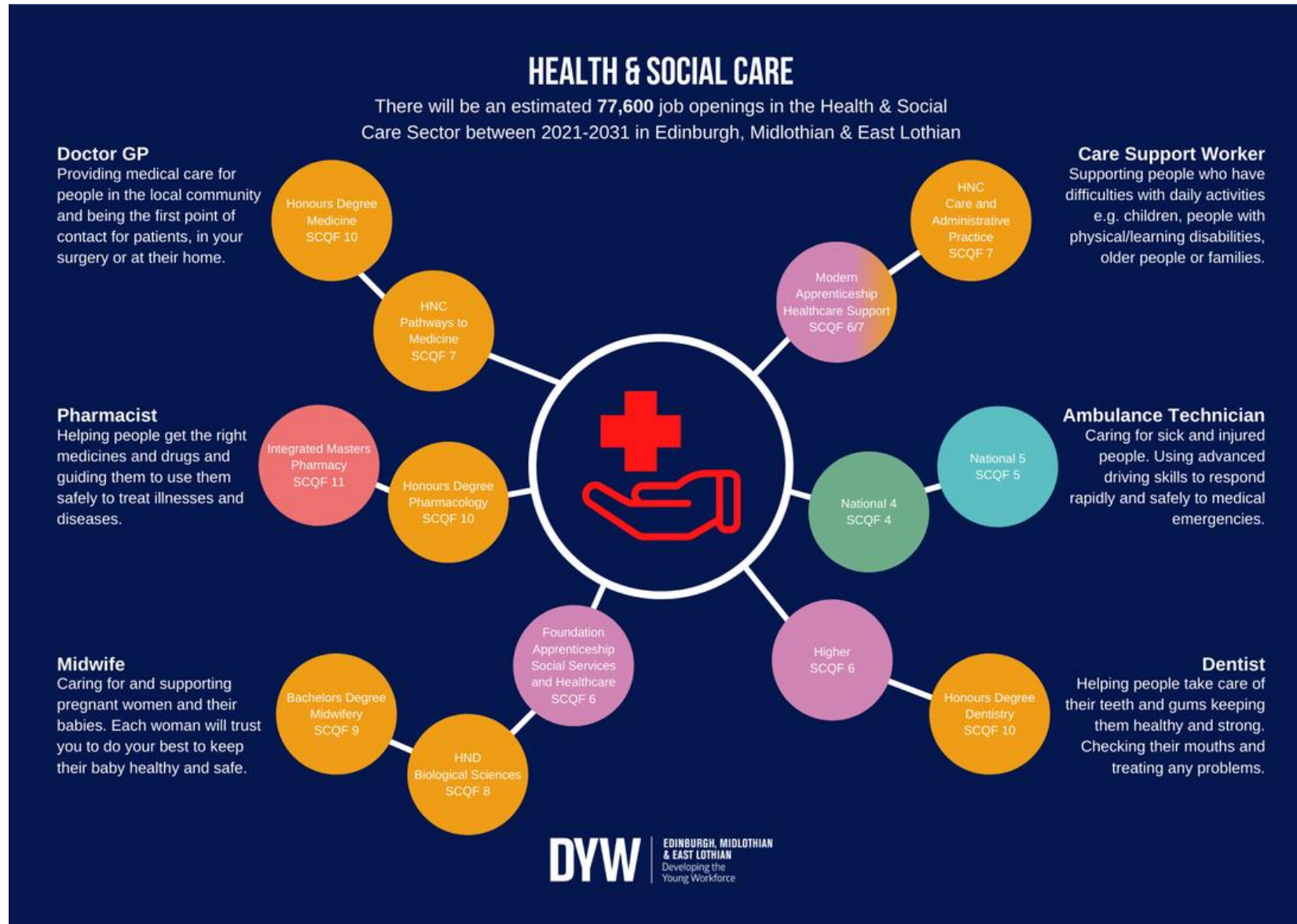
**DYW** | EDINBURGH, MIDLOTHIAN & EAST LOTHIAN  
Developing the Young Workforce



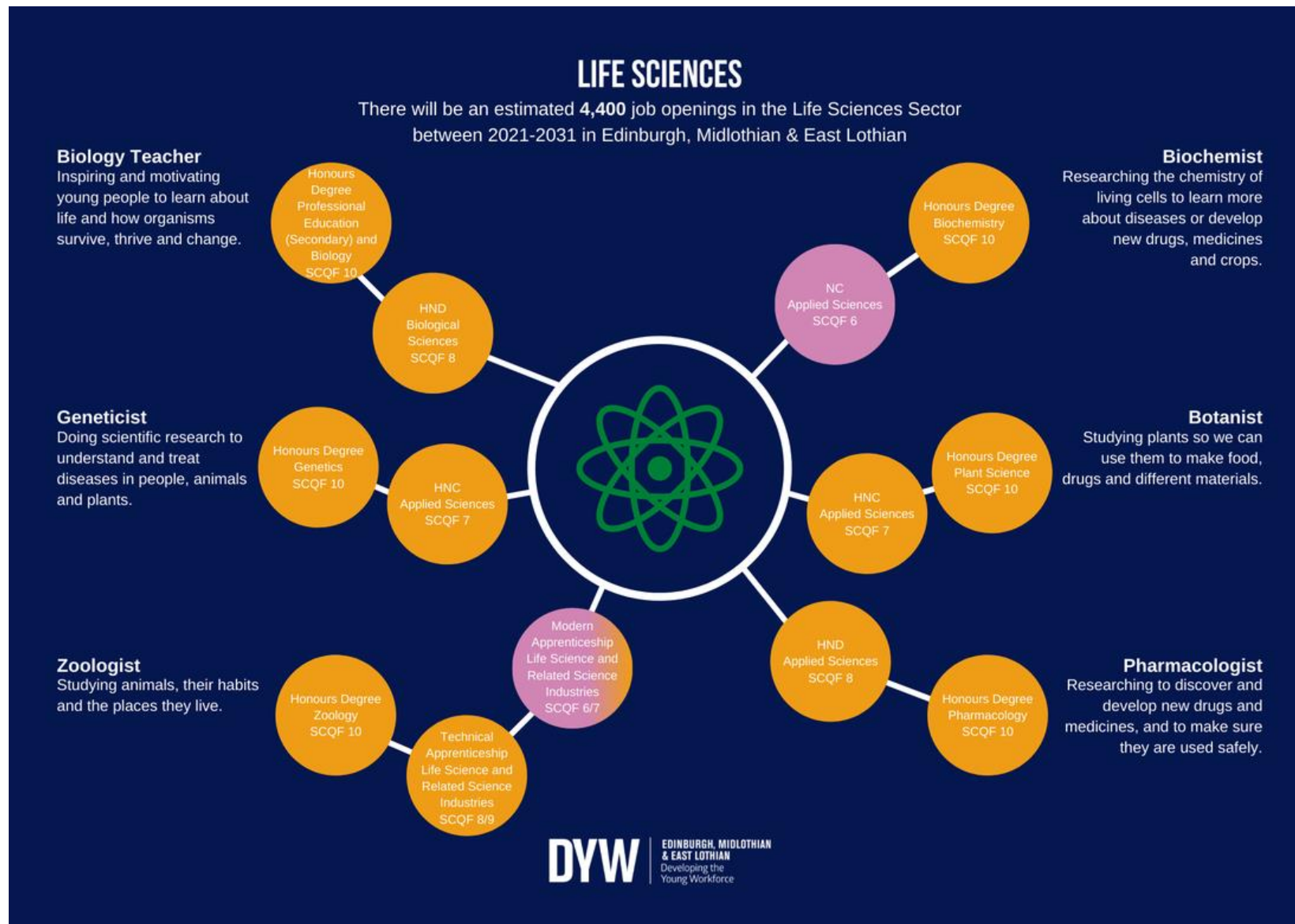
Food and Drink



Health and Social Care

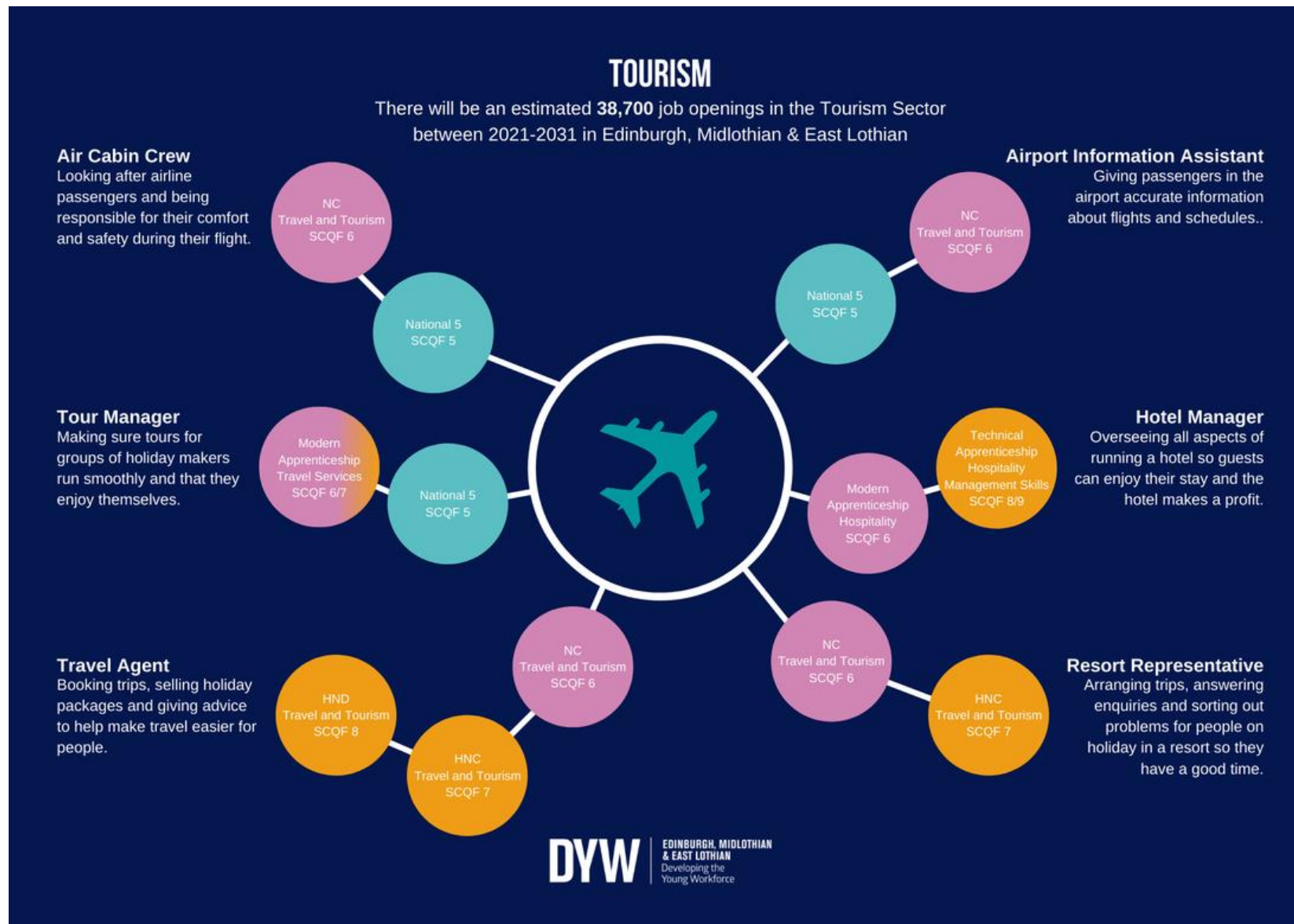


Life Sciences








Tourism



Curriculum Pathways

Childcare

<b>Career Choice</b>		<b>Business and Finance</b> <small>Credit manager, management accountant, investment analyst, management consultant, accounting Technician, insurance underwriter, economist, bank manager, financial advisor, company secretary, tax inspector, risk surveyor, stockbroker...</small>				
<b>S3/4</b>	English/ESOL	Maths or Applied Maths	French / Spanish/ Mandarin/ German	Business	Computing	<div style="background-color: #c8e6c9; padding: 5px; text-align: center;"><b>College Courses</b></div> <div style="background-color: #ccc; padding: 5px; text-align: center;">NC (one year)</div> <ul style="list-style-type: none"> <li>Legal Services</li> <li>Accounting</li> <li>Access to Accounting (January Start)</li> </ul> <div style="text-align: center;">  </div>
	N4 / N5	N4 / N5	N4 / N5	N5	N4 / N5	
<b>S5</b>	English/ESOL	Maths/ Applied Maths	French / Spanish/ Mandarin/ German/ Computing	Business	<b>Foundation Apprenticeship:</b> <ul style="list-style-type: none"> <li>Accountancy</li> <li>Business Skills</li> <li>Financial Services</li> </ul> <div style="text-align: center;">  </div>	<div style="background-color: #ccc; padding: 5px; text-align: center;">HNC /HND/Degree</div> <ul style="list-style-type: none"> <li>Accountancy HNC/D / Degree</li> <li>Business and Finance HNC/D / Degree</li> <li>Legal Services HND</li> <li>Various Law Degrees</li> </ul>
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher		
<b>S6</b>	English/ESOL	Maths/ Applied Maths/ Statistics	French / Spanish/ Mandarin/ German/ Computing	Business	<b>Foundation Apprenticeship:</b> <ul style="list-style-type: none"> <li>Financial Services</li> </ul>	<div style="background-color: #ffc107; padding: 5px; text-align: center;"><b>University Courses</b></div> <ul style="list-style-type: none"> <li>BSc Hons Business and various others</li> </ul> <div style="text-align: center;">  </div> <p style="text-align: center;">UCAS</p>
	Higher / AH	Higher / AH	Higher / AH	Higher / AH		
<b>Skills and Qualities</b>			<b>Employment Route</b>			
<ul style="list-style-type: none"> <li>Communicating with people</li> <li>Accuracy</li> <li>Using computers</li> <li>Being logical</li> <li>Solving mathematical problems</li> <li>Planning and organising / paying attention to detail</li> </ul>			Pre-apprenticeships Modern Apprenticeships in: Finance Accountancy			

Business & Finance

Career Choice
Child-Care
Childcare assistant, early years practitioner, nursery manager, early years teacher, speech and language therapist, children's nurse, play therapist, care support worker, health promotion specialist, health visitor, counselling psychologist...

S3/4	English or ESOL	Maths or Applied Maths	Art / Science	Psychology	Achieve/Princes Trust	Possible work experience arranged with support from PSL
	N4 / N5	N4 / N5	N4 / N5	N5	N5/Level 5	

S5	English / ESOL	Maths / Applied Maths	Art / Science	Psychology	Mental Health and Wellbeing/Duke of Edinburgh	<b>Foundation Apprenticeship:</b> Social Services and Healthcare <b>QMU Academy:</b> Health and Social Care <b>School College Partnership:</b> Various Courses
	N5 / Higher	N5 / Higher /	N5 / Higher	N5 / Higher	N5	

S6	English / ESOL	Maths / Applied Maths	Psychology / Art / Science	Mental Health and Wellbeing/Duke of Edinburgh	<b>Foundation Apprenticeship:</b> Social Services and Healthcare <b>QMU Academy:</b> Health and Social Care <b>School College Partnership:</b> Various Courses
	Higher / AH	Higher / AH	N5 / Higher	N5 / Higher	

Skills and Qualities	S4 Employment Route
Listening to people Working as part of a team Caring for people Helping people to learn Being creative	Apprenticeships in: <ul style="list-style-type: none"> <li>Nursery Nurse</li> <li>Play worker</li> <li>Classroom support worker</li> </ul>

Education

Social Work

Childhood Practice

SCP courses

College Courses

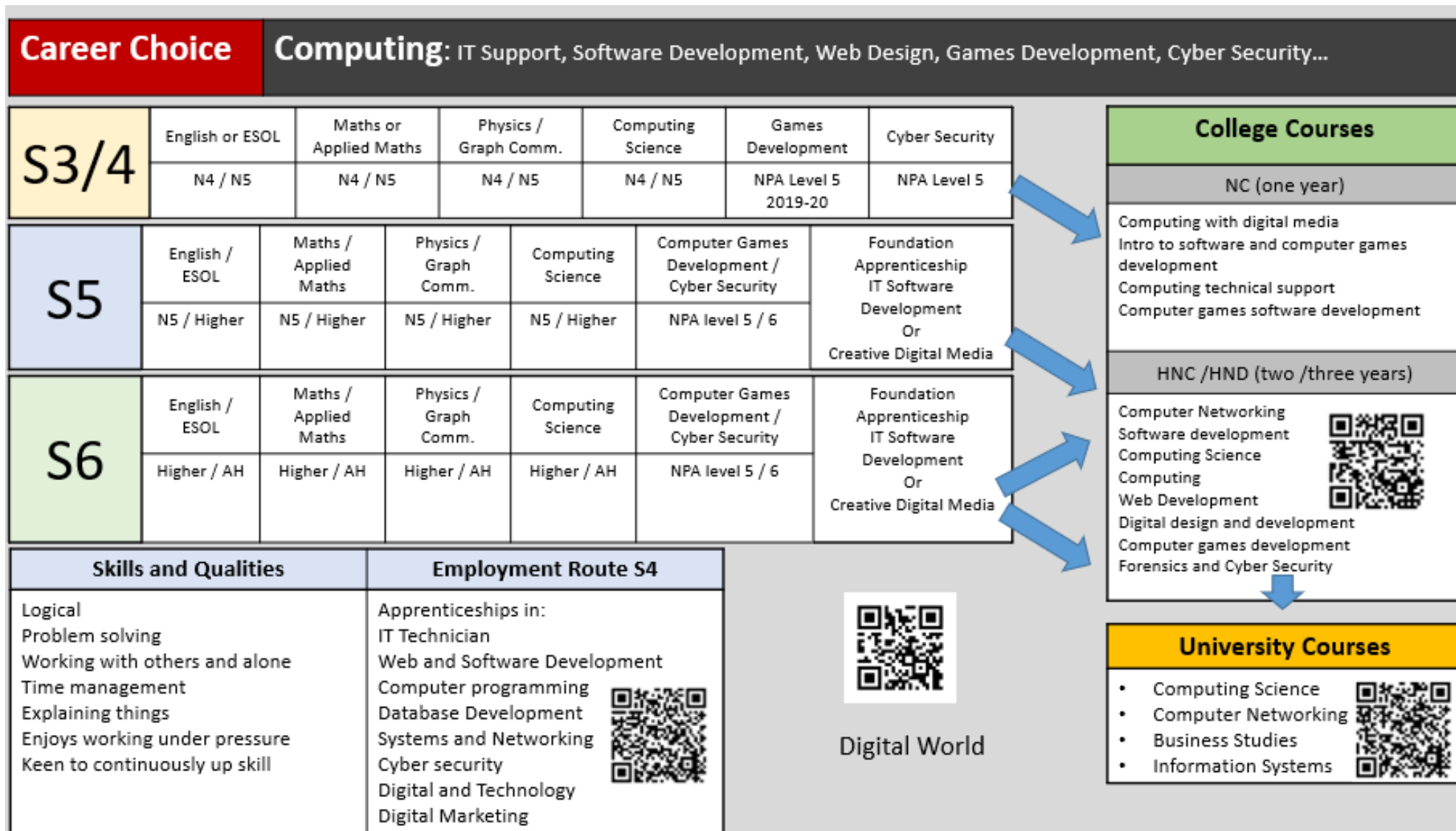
Childcare and Play First Steps/Second Steps or Childhood Practice Level 5
 

- Education Support Assistant PDA
- Early Education Access to HN
- Early Education and Childcare NC
- SVQ Social Services (Children and Young People)
- Early Education and Childcare HNC
- Play work SVQ Level 3
- SVQ Social Services (Children and Young People) level 3
- Childhood Practice Professional Development SCQF 8
- Play work SVQ level 4
- Childhood practice level 9

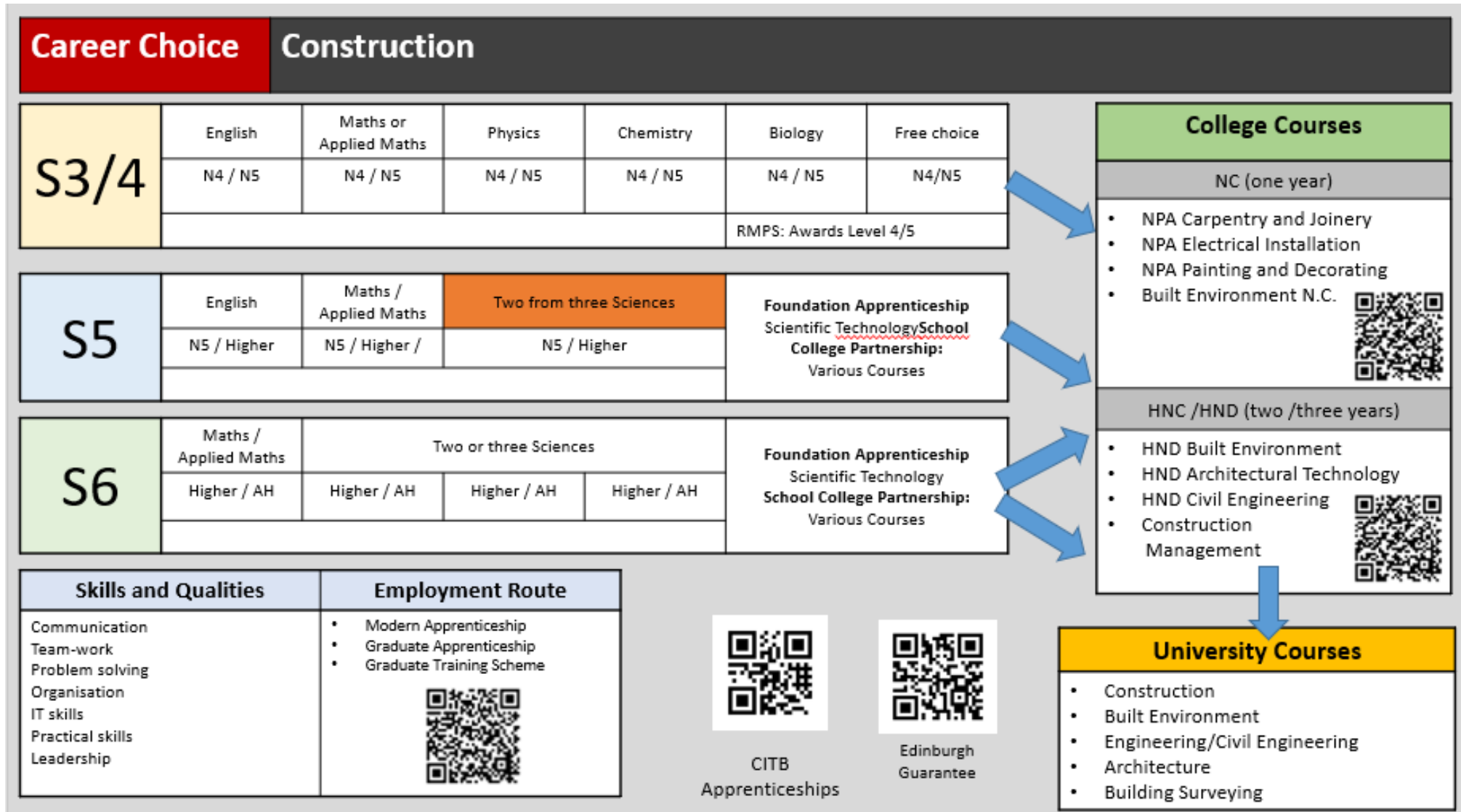
University Courses

- Childhood Policy and Practice
- Early childhood Education and care
- Nursery Nursing
- Early Years and Primary Teaching
- Social Work

Computing



Construction





Creative Industries

Career Choice
Creative Industries

Animator, art gallery curator, blacksmith, ceramics designer or maker, dancer, fashion designer, fine artist, graphic designer, jewellery designer-maker, musician, photographer, film and TV

S3/4	English or ESOL	Maths or Applied Maths	Media/Graphic Communication	Music / Music Tech	Dance	Art
	N4 / N5	N4 / N5	NPA Level 6 / N5	N4 / N5 / H	NPA / N5 / Higher	NPA Level 5 / N5
	Core PE: Level 5 NPA				RMPS: Awards Level 4/5	

S5	English/ ESOL	Maths / Applied Maths	Media / Graphic Communication	Music / Music Tech / Art	Creative Thinking	<b>Foundation Apprenticeship:</b> Creative and Digital Media <b>QMU Academy:</b> Creative Industries <b>School College Partnership:</b> Various Courses
	N5 / Higher	N5 / Higher /	N5 / Higher / NPA 6	N5 / Higher / NPA 6	Level 5	
	Core PE / PSE: Personal Development Award Level 6					

S6	English	Maths / Applied Maths	Media / Dance	Music / Music Tech / Art	Creative Thinking	<b>Foundation Apprenticeship:</b> Creative and Digital Media <b>QMU Academy:</b> Creative Industries <b>School College Partnership:</b> Various Courses
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	Level 6	
	Leadership Award Level 6 (Languages or Sport/Exercise and Fitness)					

Skills and Qualities	Employment Route
Working as part of a team Being physically fit Performing Being creative Time management	Apprenticeships in: Content, Creation and production Sound and Stage Visual, effects, animation Craft and Technical

Broadcast & Media

Music & Sound Production

Performing Arts

NC (one year)

Various courses in drama, art, media, broadcasting, photography, music and production.

HNC /HND (two /three years)


Various courses in drama, art, media, broadcasting, photography, music and production.

University Courses


Various degree courses in animation, fashion design, drama, art, media, broadcasting, photography, music and production.

Engineering


Career Choice
Engineering: Mechanical, Civil, Chemical, Electronic, Automotive, Design, Aerospace, Nuclear...

S3/4	English or ESOL	Maths or Applied Maths	Practical Woodwork	Engineering Science	Product, Design and Manufacture	Science
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5
S5	English / ESOL	Maths / Applied Maths	Engineering Science	Product, Design and Manufacture	Science	Foundation Apprenticeship Engineering or Civil Engineering
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	
S6	English / ESOL	Maths / Applied Maths / Statistics / Mechanics of Mathematics	Science/ Engineering Science	Product, Design and Manufacture	Foundation Apprenticeship Engineering or Civil Engineering	
	Higher / AH	Higher / AH	Higher / AH	Higher		

Skills and Qualities	Employment Route S4	Employment Route S5/6
Communication Explaining things Designing Planning and organisation Solution finding Teamwork	Employment from S4 – Modern apprenticeships Technician based (Entry levelled) Mechanics.	Civil, Mechanical, Electrical – Most modern apprenticeships in engineering now require you to have 2 Highers and a strong set of National 5s.





CITB  
Apprenticeships



UCAS Engineering  
and Technology

### College Courses

NC (one year)

Pre apprentice Electrical installation  
Engineering systems with skills for work  
Measurement and control engineering  
Engineering SWAP course  
Electrical Engineering

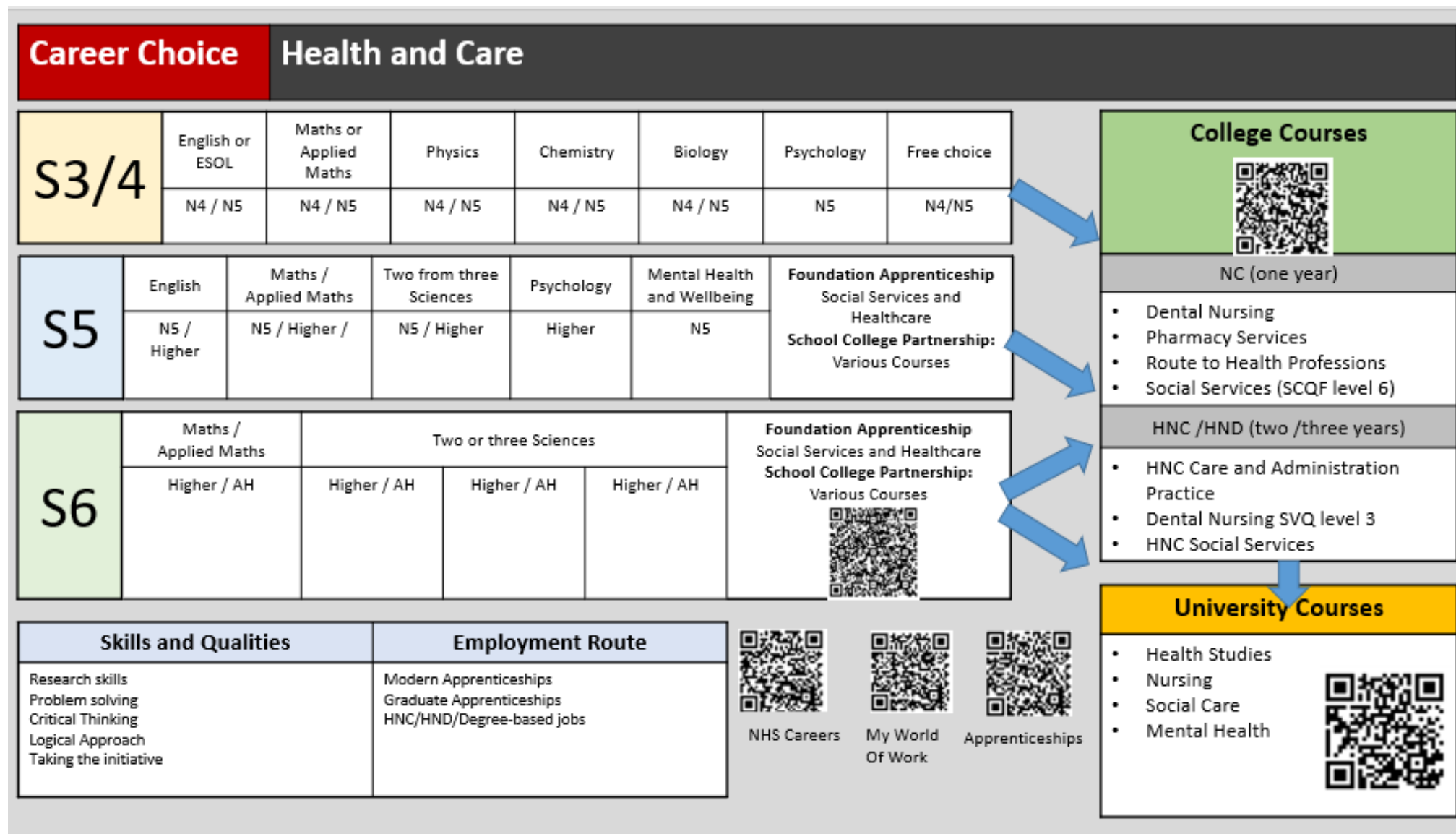
HNC /HND / BEng

Engineering systems with renewable systems  
Civil engineering  
Manufacturing engineering  
Measurement and control engineering  
Mechanical  
Electronic engineering  
BENG: Energy and Environmental Engineering  
BENG: Electrical and Electronic Engineering  
BENG: Civil Engineering








### University Courses

Many Engineering based degrees:  
Mechanical, Electrical, Civil, Software,  
Sciences etc.  
Scan UCAS QR code for more detail

Health & Care



Sciences

<b>Career Choice</b>		<b>Sciences</b> Data Scientist, Forensics, Biomedical, Food scientist, lab technician, pharmacist, sport and exercise scientist, geneticist, textile technologist, quality assurance technician, veterinary care, GP, surgeon, healthcare professional				
<b>S3/4</b>	English or ESOL	Maths or Applied Maths	Two from three Sciences (check entry requirements for future university study) Physics required for Engineering Biology/Chemistry required for Life Sciences		Free choice	
	N4 / N5	N4 / N5	N4 / N5		N4/N5	
<b>S5</b>	English / ESOL	Maths / Applied Maths	Two from three Sciences (check entry requirements for future university study) Physics required for Engineering Biology/Chemistry required for Life Sciences		<b>Foundation Apprenticeship</b> Scientific Technology <b>School College Partnership:</b> Various Courses	
	N5 / Higher	N5 / Higher	N5 / Higher			
<b>S6</b>	Maths / Applied Maths / Statistics	Two or three Sciences			<b>Foundation Apprenticeship</b> Scientific Technology <b>School College Partnership:</b> Various Courses	
	Higher / AH	Higher / AH	Higher / AH	Higher / AH		
<b>Skills and Qualities</b>		<b>Employment Route</b>				
Problem solving Logical approach Laboratory skills Research skills Taking the initiative		Modern Apprenticeships Graduate Apprenticeships HNC/HND/Degree-based jobs  			UCAS Chemistry UCAS Physics and Astronomy UCAS Maths UCAS Molecular Biology, Biophysics and Biochemistry	
<b>College Courses</b>						
						
NC (one year)						
<ul style="list-style-type: none"> <li>Applied Science NC Level 5</li> <li>Applied Science NC Level 6</li> <li>Various range of Engineering courses</li> </ul>						
HNC /HND (two /three years)						
<ul style="list-style-type: none"> <li>Applied Science HNC</li> <li>Applied Science HND</li> <li>Various range of Engineering courses</li> </ul>						
<b>University Courses</b>						
<ul style="list-style-type: none"> <li>Biology and Biological Sciences</li> <li>Microbiology</li> <li>Physiology and Anatomy</li> <li>Genetics</li> </ul> Scan UCAS QR codes for more details.						

Sport & Leisure

Career Choice

Sport and Leisure

Gym Instructor, Coach, Leisure Centre Assistant, Sports Therapist, Professional Athlete, Personal Trainer, Life-guard, Sports development officer, Active Schools, Youth Work...

S3/4	English or ESOL	Maths or Applied Maths	Science / HFT	Psychology	PE	Achieve/Princes Trust
	N4 / N5	N4 / N5	N4 / N5	N5	N4 / N5	Level 5

S5	English / ESOL	Maths / Applied Maths	Science	PE	Psychology	Mental Health and Wellbeing/ Duke of Edinburgh	<ul style="list-style-type: none"> <li>Sports Leadership</li> <li>Exercise and Fitness Leadership</li> </ul>	School College Partnership: Various Courses
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	Higher	N5		
NPA Level 6								


  

S6	English / ESOL	Maths / Applied Maths	Science	PE/Psychology	Mental Health and Wellbeing/ Duke of Edinburgh	<ul style="list-style-type: none"> <li>Sports Leadership</li> <li>Exercise and Fitness Leadership</li> </ul>	School College Partnership: Various Courses
	Higher / AH	Higher / AH	Higher / AH	Higher	N5		
NPA Level 6							


Skills and Qualities	Employment Route
Communication Ability to follow instructions Helpful Physically Fit Tactful Planning and organisation	Employment within a leisure company Modern apprenticeship – Personal Training Professional Athlete



UCAS Sport

College Courses



NC (one year)

Sports Leadership  
 Adventure Leadership  
 Sport and Fitness  
 Gym Instructor  
 Developing sport – Rugby/football  
 Sporting Development  
 SVQ Exercise and Fitness Instructor

HNC /HND (two /three years)

Coaching and Developing sport  
 Fitness Health and Exercise  
 Personal Trainer Level 3  
 Sports Therapy

University Courses


Sport and Exercise studies  
 Physical activity and health  
 Sports Coaching and Sports Science  
 Physical Activity, Health and Wellbeing  
 PE Teaching  
 Physiotherapy  
 Podiatry





Tourism & Hospitality

Career Choice
Tourism and Hospitality
Air cabin crew, airport information assistant, bar person, chef, hotel manager, hotel receptionist, resort representative, tourist information centre assistant, travel agent, waiting staff


S3/4	English or ESOL	Maths or Applied Maths	French / Spanish / German / Mandarin	Practical Cookery	Travel and Tourism	Business	
	N4 / N5	N4 / N5	N4 / N5	N5	N5	N5	
S5	English / ESOL	Maths / Applied Maths	French / Spanish / German / Mandarin	Practical Cake Craft	Travel and Tourism/ Duke of Edinburgh	Business	School College Partnership: • Professional Cookery  Foundation Apprenticeship: • Food and Drink Technology  Academy Partnership: QMU • Hospitality and Tourism
	N5 / Higher	N5 / Higher /	N5 / Higher	N5	N5	N5/H	
S6	English / ESOL	Maths / Applied Maths	French / Spanish / German / Mandarin	Practical Cake Craft	Travel and Tourism/ Duke of Edinburgh	Business	Foundation Apprenticeship: • Food and Drink Operations  Academy Partnership: QMU • Hospitality and Tourism
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	N5	N5/H	

Skills and Qualities	Employment Route
Communicating with people Taking the lead/taking the initiative Being physically fit Budgeting Planning and organising Making decisions	Pre-apprenticeships Modern Apprenticeships <div style="text-align: center;">                       Apprenticeships                 </div>

  
 SCP Courses

  
 UCAS Hospitality and Tourism

### College Courses



NC (one year)
Activity and Adventure Tourism NC Developing Skills for Effective Tour Guiding Introduction to Cabin Crew Retail, Events and Tourism Industries Introduction Tourism with English Travel and Tourism NC Level 5 Modern Apprenticeship - Professional Cookery  Scan the College Courses code for more detail
HNC /HND/Degree
Travel and Tourism NC/HNC/HND International Hospitality and Tourism

### University Courses

- Management BA (Hons)
- Various other courses

 Scan UCAS QR code for more detail



Trades

Career Choice
**Trades:** Electrician, Joiner, Mechanic, Painter & Decorator, Plasterer, Plumber, Roofer, Stone Mason, Tiler

S3/4	English/ ESOL	Maths/ Applied Maths	Science	Practical Woodwork	Product, Design and Manufacture	Graphic Communication	Possible work experience arranged with support from PSL.
	N4 / N5	N4 / N5	N3/4/5	N4 / N5	N4 / N5	N4 / N5	

S5	English/ ESOL	Maths/ Applied Maths	Science	Product, Design and Manufacture	Graphic Communication	Foundation Apprenticeship Engineering or Civil Engineering
	N5 / Higher	N5 / Higher	N5 / Higher	Higher	N5 / Higher	

Skills and Qualities	Employment Routes
Communication Team-work Problem solving Organisation Enthusiasm Practical Ability to work alone	<ul style="list-style-type: none"> <li>Labouring (require a CSCS Card)</li> <li>Modern Apprentices with block release at college</li> </ul>

CITB  
Apprenticeships

Edinburgh  
Guarantee

College Courses

Leaving at S4

- Pre apprenticeship in
  - Joinery
  - Plumbing
  - Painting and decorating
  - Brick Laying
  - Stone masonry
  - Plastering
- General Construction

Leaving at S5/6

- Construction Management
- Building surveying
- Built Environment
- Architectural Technology

Personal Choice

<b>My Choice!</b>		Type of Job I'm thinking about:								
		<b>My Skills and Qualities</b>					<b>Possible Employment Routes</b>			
<b>S3</b>	English /ESOL	Maths	Language	Science	Social Subject	Technologies	Expressive Arts	Free Choice 1	Free Choice 2	Free Choice 3
<b>S4</b>	English/ESOL	Maths								
<b>S5</b>										
<b>S6</b>										

<b>College Courses</b>	
NC (one year)	
HNC /HND/Degree	
<b>University Courses</b>	



## Course Information Pages

### School-Based Academic Qualifications

On the next page is a list of school-based subjects offered in James Gillespie's High School from S3 to S6 for National Qualification so pupils in S3 can see the progression pathway for their chosen subjects further up the school.

Further detail for each S5 and S6 course can be found in the next section, '*Courses on Offer*'.

Pupils in S5 and S6 will have additional options to choose from, including part-time college courses and Foundation Apprenticeships (2-year course over S5/6).

Not all courses from the list below will be offered at National 4/Level 4 during S5/6.

### Gaelic Medium Education

GME pupils are not required to study this beyond S4 but many do continue to study Gàidhlig to Higher and even Advanced Higher levels.

Subject	Level			
	L4	L5	L6	L7
	N4	N5	H	AH
Achieve/Princes' Trust (S3 option only)	✓			
Applications of Mathematics (S5/6 option only)		✓	✓	
Art and Design	✓	✓	✓	✓ A-Level
Biology	✓	✓	✓	✓
Business Management	✓	✓	✓	
Cake Craft (S5/6 option only)	✓	✓		
Chemistry	✓	✓	✓	✓
Classical Studies (S6 option only)			✓	
Computer Games Dev (S5/6 option only)	✓	✓	✓	
Computing Science	✓	✓	✓	✓
Creative Thinking (S5/6 option only)		✓	✓	
Cyber Security (S5/6 option only)	✓	✓	✓	
Dance		✓	✓	
Drama	✓	✓	✓	
Duke of Edinburgh (S5/6 option only)	✓	✓		
Engineering Science	✓	✓	✓	
English	✓	✓	✓	✓
Environmental Science	✓	✓	✓	
ESOL	✓	✓	✓	
French	✓	✓	✓	✓
Gàidhlig (only for GME pupils)	✓	✓	✓	✓
Geography	✓	✓	✓	✓
German	✓	✓	✓	✓
Graphic Communication	✓	✓	✓	✓
History	✓	✓	✓	✓
History GME (S3 GME option only)	✓	✓		
Human Biology			✓	
Journalism			✓	
Laboratory Skills (S5/6 option only)		✓		
Language Skills for Life and Work (S3 option only)	✓	✓		
LEAPS (S6 option only)				✓
Mandarin	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Mathematics of Mechanics				✓
Media	✓	✓	✓	
Mental Health and Wellbeing (S5/6 option only)	✓	✓		
Modern Languages: Leadership (S5/6 option only)		✓		
Modern Languages Baccalaureate (S6 option only)				✓
Modern Studies	✓	✓	✓	✓
Modern Studies GME (S3 GME option only)	✓	✓		
Music	✓	✓	✓	✓
Music Technology	✓	✓	✓	
Physical Education	✓	✓	✓	
PE: Sports Leadership and Exercise and Fitness (S5/6 option only)		✓	✓	
Physics	✓	✓	✓	✓
Politics (S6 option only)			✓	
Practical Cookery (S3 option only)	✓	✓		
Practical Woodworking (S3 option only)		✓		
Product Design and Manufacture	✓	✓	✓	
Psychology	✓	✓	✓	
RMPS (S3 option only)	✓	✓		
Science Baccalaureate (S6 option only)				✓
Social Subjects Baccalaureate (S6 option only)				✓
Spanish	✓	✓	✓	✓
Statistics (S6 option only)				✓
Travel and Tourism		✓		



## Course Information Pages

### **Explanatory Notes:**

The courses offered are the ones we hope to run next session. They are dependent on:

- Number of pupils choosing a course
- Changes in staffing

It is sometimes necessary to withdraw a course when we start to construct the timetable. If this is the case, we will speak to those involved and look for alternatives such as your reserve choices.

### **Course Content**

Each course offered will offer detail on the topics and unit studied throughout S3 and S4. Please ensure you know the content of any course you choose to study, as changing a course once you start this may not be possible.

### **Course Assessment**

Each course will offer detail on how it will be assessed, leading to the National Qualification in that subject.

### **Career Paths**

Each course will list the potential jobs and careers that you may enter from studying that subject.

# Design and ICT

## Art & Design

- ✓ National 5
- ✓ Higher
- ✓ A Level

Curriculum Leader: S Corson

### Entry Requirements

#### Nat 5

Nat 4 and anyone new to the subject area

#### Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

#### A Level

A or B at Higher.

## Art & Design National 5

### Course Content

**Design Activity** with integrated Critical Studies focuses on the creation of a design brief and the experience of working through the design process using problem solving skills and critical thinking to fulfil the requirements of the brief.

Design areas may include jewellery design & body adornment, textile design covering areas such as costumes, masks, hats and bags, graphic design, architecture design or product design. The Critical Studies element will develop the pupil's understanding and appreciation of designers' working practices. They will also develop knowledge and understanding of the social and cultural influences on design work.

**Expressive Activity** with integrated Critical Studies focuses on the expression of personal ideas, thoughts and feelings in visual terms through the use of a variety of media and techniques including drawing, painting, collage, sculpture and printmaking. The Critical Studies element will involve pupils developing their knowledge, understanding and appreciation of historical and contemporary artists' working practices. They will also develop knowledge and understanding of the social and cultural influences on art-work.

**Homework** - The integrated Critical Studies element of each unit requires the student to conduct a substantial degree of personal and independent research that will support practical work covered in class.

#### Course Structure:

Expressive with integrated Critical Studies  
(100 marks)

Design with integrated Critical Studies  
(100 marks)

### Assessment

Design folio: 40%,  
Expressive folio: 40%,  
Written paper: 20%

*Design & Expressive portfolios*  
*Final written exam*

## Art & Design Higher

### Course Content:

*“Art & Design promotes creative problem solving skills, critical and creative thinking skills and confidence in verbal, written and visual communication to allow successful progression to the world of work and further /higher education within the creative industries.” This course allows choice in depth and breadth of study across the key areas within Art & Design, and associated Art & Design history.*

**The course comprises the submission of two folios of work with a written exam**

**Expressive Activity with integrated Critical Studies** focuses on the expression of personal ideas, thoughts and feelings in visual terms through the use of a variety of media and techniques including drawing, painting, collage, sculpture and printmaking. The Critical Studies element will involve pupils developing their knowledge, understanding and appreciation of historical and contemporary artists’ working practices and the social and cultural influences on art-work.

**Design Activity with integrated Critical Studies** focuses on the creation of a design brief and the experience of working through the design process using problem solving skills and critical thinking to fulfil the requirements of the brief to produce a final outcome. Choice within the Design Activity encompasses jewellery design & body adornment, textile design covering areas such as costume and fashion, masks, hats and bags, 2D graphic design, architecture/environmental design or product design. The Critical Studies element will develop the pupil’s understanding and appreciation of designers’ working practices and the social and cultural influences on design work.

### Assessment:

Internal Units for all levels are:

- Design Activity with associated written work
- Expressive Activity with associated written work

Design folio: 38.5 %,

Expressive folio: 38.5%,

Written paper: 23%

### Final Exam

Design and Expressive folios are submitted to the SQA for external assessment, folios are worth 100 marks each. A written exam worth 50 marks (National 5) and 60 marks (Higher) is also externally assessed.

## Art & Design: A Level

### Course Content:

*The A Level GCE Art and Design course is very dynamic and exciting. It offers a broad ranging, portfolio and studio based methods of working. It gives the individual pupil a freedom of choice, in regards to disciplines, and completely supports and prepares a pupil who wishes to apply to an Art based University, College or Further Education course.*

At James Gillespie's High School, we teach the Pearson's EdExcel A Level course which we believe offers every pupil the opportunity to pursue their own interests and ideas through a structured but creatively flexible course. This supports the individual pupil and is an incredible opportunity for personal diversification, deepening knowledge and skills within two distinct components over one intensive year or four components over two years. This is an intellectual, imaginative and creative course that develops students' intuitive capabilities and challenges S5/S6 students to think independently as artists and designers in their individual areas of strength.

The breadth of disciplines associated with the Unendorsed Art and Design are painting and drawing, printmaking, sculpture, alternative media, scenography, architectural, environmental and interior design, product design, constructed textiles, dyed textiles, printed textiles, fine art textiles, fashion textiles, film-based photography, digital photography, film and video, advertising, illustration, packaging, typography and interactive media.

There is greater flexibility in the delivery of the new A Level Art & Design 2015 as the AS is a stand-alone qualification and not part of A Level so can therefore be co-taught allowing students to focus on one or the other depending on level of ability. The work submitted for the AS Personal Investigation can form part of the A Level Personal Investigation submission but it is important to note that A Level standard is higher than AS standard. It is essential that students are prepared to undertake a substantial amount of study in their own time and to come into the department whenever they have free periods in the week to produce additional practical work.

### Assessment:

**Component 1** -Personal Investigation 60% with four assessment objectives worth 90 marks (18 marks of which are for a Written Personal Study Essay (1000-3000 words). The other 72 marks are from their folio, sketchbooks and final outcome as described below.

**AO1** Develop ideas informed by contextual and other sources

**AO2** Explore and select resources, materials, techniques and processes, reviewing and refining work as it develops

**AO3** Record ideas by observational drawing or using a camera and write reflective comments

**AO4** Present a personal meaningful response/final outcome that makes connections between visual and other elements.

**Component 2**-Exam Unit 40%- The Exam Paper is provided from 1st Feb until May when students sit a 15 hour exam over three consecutive days in May in which they make their final piece to their Exam Unit Component 2. This unit is worth 72 marks and is marked with the same four objectives as Component 1 above.

### Career Paths:

Graphic Designer

*Fine Artist*

*Visual Merchandiser*

Arts Exhibition Organiser

*Textile Designer*

*Architect*

*Games Designer*

Jewellery Designer



## Computing Science

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: S Corson

### Entry Requirements

#### Nat 5

- Pass at National 4 Computing Science with teacher recommendation.
- Grades A, or B at National 5 in Math - based on individual circumstance and only in agreement with subject CL.

#### Higher

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL.
- Grades A, or B at Higher in Math - based on individual circumstance and only in agreement with subject CL.

#### Adv Higher

- A or B at Higher, or a grade C based on individual circumstance and only in agreement with subject CL.

## National 5

### Course Content

In National 5 the following four topics are covered:

- Computer Systems – How computers work and how they store information.
- Database Design & Development – Planning, creating and populating databases. You will also learn how to interact with a database using SQL to find and manipulate the data held within. Microsoft Access is used as the database management software.
- Website Design & Development – Planning and creating websites. You will learn how to create a website using HTML (content), CSS (colours and formatting) and JavaScript (interactivity).
- Software Design & Development – Planning, creating and testing software/programs. You will learn how to create simple sequential programs using Python. You will learn the majority of the basic programming constructs and data structures.

### Assessment

Throughout your studies you will complete an end of topic test for each topic.

National 5 has two SQA assessments; one open-book practical assessment worth roughly 30% of the course which covers the DDD, WDD and SDD topics and one closed-book written assessment worth 70% of the course which covers all topics. Both assessments are externally marked.

The practical assessment involves creating a piece of software following a given design, creating a database and interacting with it using SQL and creating a website based on a given design using HTML and some CSS to add the information and formatting.

## Higher

**Course Content**

Building upon the work completed in National 5, the same four topics are covered in more depth looking at more advanced concepts:

- Computer Systems – Expanding upon how data is stored in the computer as well as exploring factors that may affect a computers performance and how instructions are executed. You will also look at some security risks and how you may best protect computers and the data they stored.
- Database Design & Development – Expanding upon National 5 knowledge to design and create databases with three or more tables, using a wider range of relationship cardinality. There is a large focus on introducing many more advanced SQL concepts to allow for further interaction with the data stored within. Microsoft Access is used as the database management software.
- Website Design & Development – Expanding upon the simple websites created in National 5 to create a more modern website with commonplace features that are widely in use today. This includes creating web forms, navigation bars and displaying elements beside each other horizontally. You will also explore in much greater depth how JavaScript can be used to introduce greater interactivity to a website.
- Software Design & Development – Expanding upon the National 5 programming to begin designing and creating modular programs with more advance data structures, predefined functions and standard algorithms. You will also learn how to read and write to files to store data while the program is not running.

**Assessment**

Throughout your studies you will complete an end of topic test for each topic.

Higher has two SQA assessments; one open-book practical assessment worth roughly 30% of the course which covers the DDD, WDD and SDD topics and one closed-book written assessment worth 70% of the course which covers all topics. Both assessments are externally marked.

The practical assessment involves creating a piece of software following a given design, creating a database and interacting with it using SQL and creating a website based on a given design using HTML and some CSS to add the information and formatting.

## Advanced Higher

**Course Content**

Building upon the work completed in Higher, three topics are explored in a greater depth looking at more advanced concepts and how they would integrate with one another:

- Database Design & Development – Building upon previous knowledge to design databases in such a way that more accurately reflects the real-world processes. There is a shift towards using only SQL to create databases and interact with the data held within using a variety of new SQL operations and SQL data types. Some new SQL is introduced that allow for some very advanced and complex queries to be created as well as allowing some operations to be carried out easier than previous levels. This will be completed by using Python to run SQL queries.

- Website Design & Development – Building upon previous knowledge to design responsive websites with more detail and advanced features. You will use CSS to create responsive website that change their layout depending on the screen’s size. You will learn how to implement server-side processing to process HTML forms and interact with the data held within a database using PHP. As part of learning PHP you will be able to implement a login system within your websites.
- Software Design & Development – Building upon your previous programming experience, you will begin to explore Object-Orientated Programming which more accurately reflects the majority of real-world programming. As part of this you will learn how to design and implement programs that make use of your own objects/classes. There will also be further exploration into more advanced data structures and standard algorithms.

The majority of the time spent in class after October will be dedicated to the development of your Advanced Higher Project following the iterative development methodology. This project allows for some creativity and freedom to explore and create a digital solution to a problem you have chosen. The project must integrate two of the three topics described above and must contain some specific Advanced Higher concepts within your solution. Pupils in the past have explored the use of machine learning, creating a revision system using flashcards and visual quizzes, creating a live tutoring website, creating an RPG game (textual and graphical), exploring the use of Virtual Reality and much more!

#### Assessment

Throughout your studies you will complete an end of topic test for each topic.

Higher has two SQA assessments; one closed book written assessment worth 40% of the course which covers all topics and the Advanced High Project worth 60% of the course that is developed over the majority of the year. Both assessments are externally marked.

#### Career Paths

- |   |   |   |
|---|---|---|
| • <a href="#">Application analyst</a>       | • <a href="#">Game designer</a>             | • <a href="#">Penetration tester</a>            |
| • <a href="#">Applications developer</a>    | • <a href="#">Games developer</a>           | • <a href="#">Software engineer</a>             |
| • <a href="#">Business analyst</a>          | • <a href="#">IT sales professional</a>     | • <a href="#">Systems analyst</a>               |
| • <a href="#">Cyber security analyst</a>    | • <a href="#">IT trainer</a>                | • <a href="#">Telecommunications researcher</a> |
| • <a href="#">Data analyst</a>              | • <a href="#">Machine learning engineer</a> | • <a href="#">UX designer</a>                   |
| • <a href="#">Data Scientist</a>            | • <a href="#">Nanotechnologist</a>          | • <a href="#">Web designer</a>                  |
| • <a href="#">Electronics Engineer</a>      | • <a href="#">Network engineer</a>          | • <a href="#">Web developer</a>                 |
| • <a href="#">Forensic computer analyst</a> |   |   |

## NPA Computer Games Development

- ✓ Level 4
- ✓ Level 5
- ✓ Level 6

**Curriculum Leader: S Corson**

### Entry Requirements

#### Level 4

- Previously achieved a National 4 in Math and National 4 in English.

#### Level 5

- Level 4 award in the NPA Computer Games Development.
- Previously achieved a National 4 or above in Computing Science.

#### Level 6

- Level 5 award in the NPA Computer Games Development.
- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL.
- A, B or C at Higher, or a grade D based on individual circumstance and only in agreement with subject CL.

### Levels 4, 5 and 6

### Course Content

Each level of the NPA Computer Games Development qualification covers the same three topics. As you advance from level 4 to level 6 you will be required to demonstrate knowledge of more advanced concepts, more advanced programming skills and larger, more complicated games. In Level 6, you would be expected to implement some of your code for the game in a written programming language yourself without using any of the in-built functionality of the game engine.

The three topics within this course are:

- Design – Research games that have been released to identify and discuss various design elements that have been used. You will create two design proposals for two games before creating the design proposal for the game you will create as part of this course.
- Media Assets – Research the laws around the use of media assets (images, videos, audio and text) within video games. Create and legally source the media assets you will use within your game. You will be required to create at minimum some images and some audio media assets.
- Development – Using the provided game engine, create your game following the design proposal you created ensuring you meet the complexity required for your level of study. You will also test and evaluate your game.

### Assessment

This course's assessment is internally marked by the teacher and there is no final exam. Throughout the course you will be creating a portfolio that demonstrates your knowledge and ability towards the level you are studying for each topic. By the end of the course, your portfolio should have demonstrated your knowledge and ability by answering a variety of short-answer questions, creating three design proposals, creating a variety of media assets, and creating a working game.

### Career Paths

- |                             |                                  |
|-----------------------------|----------------------------------|
| • Game Developer/Programmer | • UI/UX Designer                 |
| • Game Designer             | • Audio Engineer/Sound Designer  |
| • Game Artist/Animator      | • Game Producer/Project Manager  |
| • Game Tester/QA Analyst    | • Game Educator/Instructor       |
| • Technical Artist          | • Virtual Reality (VR) Developer |

## NPA Cyber Security

- ✓ Level 4
- ✓ Level 5
- ✓ Level 6

**Curriculum Leader: S Corson**

### Entry Requirements

#### Level 4

- National 4 in Math and National 4 in English.
- National 4 in Computing Science.

#### Level 5

- Level 4 award in the NPA Cyber Security.
- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL.

#### Level 6

- Level 5 award in the NPA Cyber Security.
- A or B at Higher, or a grade C based on individual circumstance and only in agreement with subject CL.

### Levels 4, 5 and 6

### Course Content

Each level of the NPA Cyber Security qualification covers the same three topics. As you advance from level 4 to level 6 you will be required to demonstrate knowledge of more advanced concepts and more advanced practical skills.

The three topics within this course are:

- **Data Security** – Explore the dangers and risks of data breaches of personal data and data held by businesses. You will also explore a large variety of techniques used to help businesses and individuals keep their data secure on their devices and across a network.
- **Digital Forensics** – Explore the digital forensics process used to investigate a digital crime. You will also learn about the techniques and tools used to carry out an investigation. Finally, you will use some of the tools you have learnt about to carry out some investigations yourself.
- **Ethical Hacking** – Research relevant legislation relating to cyber-crime and hacking as well as the current techniques used by ethical and malicious hackers to compromise computer systems. You will also learn about and put into practice, various ethical hacking techniques to carry out penetration tests on a variety of computer systems.

### Assessment

Each topic has two assessments; an externally marked closed-book multiple choice assessment and an internally assessed open-book practical assessment. The multiple-choice assessment is delivered online by the SQA and they only permit two attempts of the assessment. The practical assessments will involve you demonstrating your practical knowledge of each topic.

### Career Paths

- |  |   |
|--|---|
| • Security Analyst                         | • Cybersecurity Consultant                        |
| • Penetration Tester/Ethical Hacker        | • Security Auditor/Compliance Analyst             |
| • Security Consultant                      | • Cryptographer                                   |
| • Security Engineer                        | • Forensic Analyst                                |
| • Security Architect                       | • Security Trainer/Educator                       |
| • Network Security Engineer                | • Identity and Access Management (IAM) Specialist |
| • Information Security Officer             | • Malware Analyst                                 |
| • Security Operations Center (SOC) Analyst | • Security Researcher                             |
|  | • Chief Information Security Officer (CISO)       |

## Creative Thinking SCQF Level 5

Curriculum Leader: S. Corson

### Course Outline

Creative Thinking celebrates the importance of skills in innovation, problem-solving and critical thinking. These are essential skills identified by the World Economic Forum that will be increasingly required by a future workforce entering the Fourth Industrial Revolution. Creative Thinking students undertake a number of practical projects over the course, responding to engaging real-world briefs designed by global employers and Scottish universities. Creative Thinking best suits students who enjoy the challenge of leading their own learning, and having ownership over their work and progression. There is significant opportunity for student autonomy and control of outcomes.

The course centres around five key outcomes; Research, Concepts, Fail and Fix, Communicating Ideas and Evaluation. Students will work on three practical projects across the course. Examples of projects include:

- Circular Brand – *The Ellen MacArthur Foundation* challenges students to create a fashion brand which moves away from the take, make, waste economy to a model that has wider benefits to society.
- Campaign for Kindness- *Studio LR* asks students to create an advertising campaign focussing on empathy.
- Van of Dreams- Your community has been gifted a campervan. How can you use it to create a product, service or experience for a specific user group?

The course was established as a collaboration between Scottish creative industry employers, teachers and university/college lecturers. More information can be viewed at [www.daydreambelievers.co.uk/qualification](http://www.daydreambelievers.co.uk/qualification).

### Progression Pathways:



SCQF5 and SCQF6 awards are worth 24 SCQF points. SCQF6 award is also worth up to 36 UCAS points.

### Assessment:

Course assessment is based upon three portfolio submissions spread evenly across the year.

- October 2024 – Project 1 Portfolio Submission (Graded A-D)
- January 2025 – Project 2 Portfolio Submission (Graded A-D)
- April 2025 – Project 3 Portfolio Submission (Graded A-D)

Students select their best two projects to form their final course grade. There is no written exam assessment for this course.

Student evidence will come primarily from manual sketchbook work, and other manual and/or digital media selected by students for final project proposals.

### Employment Pathways:

The Creative Thinking award contributes to progression into a variety of contemporary industries across both public and commercial sectors. Problem solving, critical thinking and innovation are increasingly valued and required skills. This Creative Thinking award has been established in direct partnership with a range of employers seeking to develop in young people these most sought-after employability skills as the world enters the Fourth Industrial Revolution.

More information can be viewed at [www.daydreambelievers.co.uk/believers](http://www.daydreambelievers.co.uk/believers)



## Design & Manufacture

- ✓ National 5
- ✓ Higher

Curriculum Leader: S Corson

### Entry Requirements

#### Nat 5

*Nat 4* - based on individual circumstance and only in agreement with subject CL

#### Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

## Design & Manufacture National 5

During this course you will study different methods of research, analytical thinking, lateral thinking, idea generation techniques, critical thinking, design for manufacture, virtual and physical prototyping and user-testing, product design sketching techniques and presentation skills. Through a hands-on approach, we provide you with an understanding and confidence in crucial elements of the product design cycle, enabling you to design highly original, useful and thought-provoking products.

You will receive regular input from Product Design teaching staff in the form of class lectures, visiting experts and field trips\* alongside out-of-class opportunities as required by you. Additionally targeted homework, unit assessments (with quality feedback for improvement), Exam board assignments coupled with written exams will provide a strong basis for moving forward into further or higher education courses. \*  
*time permitting*

**Course Structure:** National 5 courses include:

- Design
- Materials and Manufacture

### Assessment:

Question Paper 47%, Assignment 53%

## Design & Manufacture Higher

### Course Content:

Learners develop design skills and knowledge and understanding of materials and manufacturing processes, and enhance their creative and practical skills. The Courses build challenging, coherent and enjoyable learner journeys through all levels. The course explores the role of the designer in society, modern technology, materials and manufacturing processes, ergonomics, modelling and prototyping.

**Course: units:** 1. Design  
2. Materials and Manufacture

### Assessment:

Question Paper 45%, Assignment 30%, Practical Activity 25%

- *Assignment – set by SQA annually*
- *Final Exam – sat during exam time.*

## Engineering Science

✓ National 5

✓ Higher

Curriculum Leader: S Corson

### Entry Requirements

#### Nat 5

*Nat 4* - based on individual circumstance and only in agreement with subject CL

#### Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

## Engineering Science National 5

Engineering Science enables learners to apply knowledge and understanding of key engineering facts and ideas, and to understand the relationships between engineering, mathematics and science.

### Course Outline:

Pupils will bring together elements of science, technology, and mathematics, then apply these to real-world challenges, and build challenging, coherent and enjoyable journeys for learners through all levels. With insights into the opportunities and challenges in engineering, the units provide a strong basis for further study or a career in any branch of engineering.

### Course Structure:

This course is split into three topics:

1. Engineering Contexts & Challenges
2. Electronics & Control
3. Mechanisms & Structures

### Assessment:

Nat 5 Assignment

Question Paper 69%

Assignment 31%

## Engineering Science Higher

### Course Content:

This course builds on the foundation of the National 5 course and is ideal for any pupil wishing to go on to further study of engineering.

If you are looking for a deeper understanding of the central role of engineers as designers and problem-solvers, then this course is an ideal choice.

The course provides a challenging exploration of engineering, so pupils can extend their knowledge of key concepts including; Systems, Energy and efficiency, Engineering roles and disciplines, Analogue and Digital Electronics, Drive systems, Pneumatics. A combination of this course and a pure science course will provide a very strong foundation for further study of engineering or the sciences.

### Assessment:

Question Paper 69%

Assignment 31%

## Graphic Communication

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: S Corson

### Entry Requirements

#### Nat 5

*Nat 4 or Design & Manufacture / Art based subject* – based on individual circumstance and only in agreement with subject CL

#### Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

#### Adv Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

## Graphic Communication National 5

### Course Content

You will study pictorial sketching and drawing, printing, publishing, packaging, engineering drawing, digital imaging, computer graphics, digital photography and related areas. The discipline includes media and mass communication involving the creation and production of advertising, marketing, engineering and architectural drawings, magazine articles, newspapers, catalogues, packages and other media in printed and digital form.

The Graphic Communication industry is estimated to be the 4th largest manufacturing industry in the world. Many graphic communication jobs are high tech, highly skilled, high paying, creative, and innovative. Further and higher education graduates are in high demand by leading national and international corporations.

The Graphic Communication industry is estimated to be the 4th largest manufacturing industry in the world. Many graphic communication jobs are high tech, highly skilled, high paying, creative, and innovative. Further and higher education graduates are in high demand by leading national and international corporations.

- · 2D Graphics
- · 3D and Pictorial Graphics
- · Course assignment / Added Value Unit and an external exam.

### Assessment

*Final Exam/Question Paper – 67%,*

*Assignment – 33%*

*This assignment is an 8-hour timed exam, conducted in school.*



## Graphic Communication Advanced Higher

### Course Content

The purpose of the Advanced Higher Course is to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others.

It develops through a number of graphic themes and approaches, and the learner may tailor their studies and choices to suit their intended pathways.

The course provides opportunities to study a diverse range of graphic applications which might include, business, industrial and the built environment, computer-aided work, publishing and moving graphic media.

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

- ◆ Skills for enquiry, research and evaluation in the commercial contexts of graphic communication
- ◆ Critical understanding of the impact of advanced graphic communication technologies and activities on our environment and society
- ◆ Skills in applying graphic communication design principles and techniques in the various contexts of commercial activity
- ◆ Skills in the use of software applications in producing creative, meaningful and effective graphic items and solutions to contextualised problems and challenges skills in creatively applying graphic presentation work and animation techniques to satisfy the needs of commercial activities and those of their audiences
- ◆ The ability to demonstrate independence in learning and thinking

### Technical Graphics

This Unit will provide opportunities for learners to develop and creatively apply the graphic communication knowledge, skills and understanding which directly support graphic designing and communication activities in the various contexts of technical activities. It will enable learners to experience graphic communication in technical detail through exploring the purposes, applications and audience requirements. Within this Unit it is expected that learners will be using a range of knowledge and skills through manual and/or electronic-based communication activities. Learners will have significant opportunities to explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation in relation to technical activities.

### Commercial and Visual Media Graphics (Advanced Higher)

This Unit will provide opportunities for learners to develop skills and explore techniques in creating a range of effective commercial and visual media graphic communication activities and their application in the fields of publishing and promotion. This Unit will attract learners with an interest in the broad commercial and visual media use of graphics which might include presentation work, magazines, newspapers, informational manuals, static promotional work, website page layout, graphic design, advertising and point of sale, digital media, games, animation, expressive arts, electronic based learning and advertising. Graphic design work will be iterative, with an expectation of review, evaluation, amendment and presentation, and with a deep understanding of the needs of the intended audience. All of the course content will be subject to sampling in the external assessment.

### Assessment

This will be assessed through a combination of Project (50%) and Question Paper (50%)

# English



## English

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Fiorenza Kirkwood and Susie Sawers

### Entry Requirements

#### National 5

- Subject teachers and PSLs can advise on the most appropriate pathway for you
- National 4 English (including National 4 Literacy and Added Value)

#### Higher

- A or B at National 5 English or a grade C based on individual circumstance and only in agreement with subject CL

#### Advanced Higher

- A or B at Higher English, or a grade C based on individual circumstance and only in agreement with subject CL

## English National 5 and Higher

### Course Content:

#### Critical Reading: This involves two units of work as follows:

1. *Literary Study:*  
The detailed study of a text, either poetry, drama, prose or media, in order to prepare to write a critical essay on an unseen question in the exam.
2. *Scottish Context:*  
The detailed study of one of the texts from the SQA set text list to prepare to answer unseen understanding and analysis questions on an extract of the text.

#### Reading for Understanding, Analysis and Evaluation:

Pupils will regularly read non-fiction articles and high-quality journalism. They will learn how to answer questions asking them to put the writer's ideas into their own words, to analyse the writer's language and to evaluate the article.

#### Writing Portfolio:

Pupils will produce several pieces of writing across different genres, for example, creative, personal and persuasive. They will select their strongest piece of writing to redraft.

### Assessment

The course award is determined by performance in three externally assessed elements:

1. *Portfolio:*  
This is a piece of writing, either broadly creative or broadly discursive, which pupils produce over the course of the first term. This coursework is then submitted to the SQA for assessment in the second term. It is marked out of 30 and is worth 30% of the final grade.
2. *Exam Question Paper 1: Reading for Understanding, Analysis and Evaluation*  
This involves reading a previously unseen non-fiction text and answering a series of understanding, analysis and evaluation questions. It is marked out of 30 and worth 30% of the final grade.
3. *Exam Question Paper 2: Critical Reading of a Scottish Text, and another text studied in class.*  
There are two sections to this paper. The first is the Scottish Context element where pupils will be asked a series of questions on an extract of a text which they have studied over the course of the year. Section 2 is the of the paper asks pupils to respond to a question with a critical essay on a text that they have studied. Each section is marked out of 20, and the paper is worth 40% of the final grade.

## English Advanced Higher

**Course Content:**

The Advanced Higher English Course provides learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners develop refined writing skills, responding and exploring to the way structure, form and language shape the overall meaning of texts.

**Assessment****Portfolio (60%)**

**Dissertation:** Learners will produce a dissertation to demonstrate planning, research and presentation of their knowledge and understanding of an aspect or aspects of literature. This dissertation will be at least 2,500 words long and is marked out of 30.

**Writing:** Learners will produce writing for a clear purpose. The writing can be from the following types: Persuasive / informative / argumentative; Personal/reflective; Poetry; Prose fiction; Drama. The writing portfolio is marked out of 30.

**Exam (40%)***Paper 1: Literary study*

There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry. This section will have 20 marks (20% of the total mark). Questions on the texts will demonstrate the skills of understanding, analysis and evaluation. Candidates will select one question.

*Paper 2: Textual analysis*

There will be a choice of questions from the genres of Drama, Prose fiction, Prose non-fiction and Poetry. This paper has 20 marks (20% of the total mark). Candidates will select one question.

**Career Paths**

- Editorial Assistant
- EAL Teacher
- Lexicographer
- Magazine Journalist
- Newspaper Journalist
- Teacher
- Public Relations
- Writer
- Academic Librarian
- Advertising Executive
- Advertising Copywriter
- Arts Administrator
- Information Officer
- Marketing Executive

## ESOL

- National 5
- Higher

Curriculum Leaders: Fiorenza Kirkwood and Susie Sawers

### Entry Requirements

National 5

- National 4 ESOL
- Discussion with the EAL teacher and CL

Higher

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

### ESOL National 5 and Higher

### Course Content

ESOL is for learners whose first language is not English. The main purpose of this course is to develop English language skills, in particular reading, writing, listening, and speaking for everyday life and for work and study related contexts. Within these contexts pupils will be able to understand and produce detailed written and spoken texts in English.

The course covers the following units: ESOL for Everyday Life; ESOL for Study Context; ESOL for Work Context

In these units, a range of topics will be covered in order to teach a wide range of vocabulary, reading and listening skills. Pupils will also cover a range of writing styles, such as formal and informal letters/emails, essays, reports, articles and reviews.

Pupils will also prepare for a speaking performance which will be assessed in the second term.

### Assessment

Externally Assessed Question Papers:

Component 1: Listening: This paper lasts approximately 45 minutes and pupils will listen to three talks and answer a series of questions based on what they have heard. The paper is marked out of 25 and is worth 20% of the overall grade.

Component 2: Reading: This paper involves reading three unseen texts and answering a series of questions to check understanding of the main ideas and vocabulary of the texts. It is marked out of 35 and worth 25% of the overall grade.

Component 3: Writing: Pupils are asked to produce 2 pieces of writing of different styles, for example and formal letter and an article. It is marked out of 30 and worth 25% of the overall grade.

### Internally Assessed

Performance: speaking and listening. This performance is marked out of 30 and worth 30% of the final grade.

### Career Paths

ESOL is recognised by all universities as an equivalent to Higher English in all university courses, with the exception of primary teaching. English language skills are essential for gaining employment in the UK. Having ESOL qualifications will prove to an employer that you have a strong knowledge in written and spoken English, making your chances of employment increase.

## Journalism

### ✓ National Progression Award: Level 6

Curriculum Leaders: Fiorenza Kirkwood and Susie Sawers

#### Entry Requirements

##### NPA Level 6:

The minimum entrance requirement is a pass at National 5 English.

#### Course Content

The Journalism (SCQF Level 6) NPA covers a range of aspects of modern journalism. At its heart is the journalistic activity of research and writing, but there is also opportunity to develop content in page layout, photography and website design. This qualification also offers an ideal base for the development of a wide range of Core Skills, especially in communication, information technology, problem solving and working with others.

Candidates will study a range of media and journalistic outputs before undertaking a research and production project. The main aims of the course are:

To develop specific competencies in research, interview skills and feature writing

- To allow the development of skills in a range of journalistic related disciplines including newswriting, page layout and design, website development and photography
- To familiarise students with the range of job roles and functions within media industries
- To develop creativity, employability and transferrable skills through engagement with creative production activity

Units studied will include:

- Research and interview skills for journalism
- Feature writing
- Photography
- Basic website development
- Newswriting for Print

#### Assessment

As this is a vocational qualification there is no final exam for the award. Assessments will take place at appropriate points throughout the course and are likely to include:

- An article produced from interview transcripts
- A feature article on an issue
- A news-based website with a focus on local issues
- A journalistic blog incorporating text and photography in response to a brief

A pass in Journalism NPA: Level 6 is the equivalent of a Higher Pass.

#### Career Paths

This course is designed to build skills which are relevant in many roles within the media/creative industries. For example:

- |                          |                             |
|--------------------------|-----------------------------|
| • Journalist             | • Podcasting                |
| • Public Relations       | • Radio Broadcast           |
| • Communications         | • Magazine                  |
| • Market and Advertising | • Print/Layout              |
| • Website Design         | • Newswriting and broadcast |

# Gaelic

## Classical Studies

✓ Higher

Curriculum Leader: C Methven

### Entry Requirements

- Pass grade at National 5 History and/or English, or based on individual circumstance and with agreement of Curriculum Leader

*Please note that this course is NOT taught in Gaelic and is available for all S4/5 pupils*

### Course Content

Pupils studying Higher Classical Studies develop their skills across 2 key areas: Classical Literature and Classical Society

#### 1: Classical Literature

Pupils will demonstrate in-depth factual and textual knowledge and understanding of universal ideas, themes, or values revealed in a classical text they have read, linking the classical and modern worlds.

These universal ideas, themes, or values are:

- Leadership
- Fate versus free will
- Heroism
- Conflict
- Women in society

#### 2: Classical Society – Life in Classical Greece

Pupils will learn about factual and theoretical knowledge of life in fifth century BC Athens in relation to Religion and Belief, including:

- State Religion
- Cults and Mystery Religions
- Women within Religious Worship
- Death and the Afterlife
- Challengers of traditional beliefs

#### 3. Classical Society – Life in the Roman World

Pupils will learn about factual and theoretical knowledge and understanding of life in the Roman world in the first century BC and first century AD in relation to Power and Freedom, including:

- The Roman Republic up to 44BC
- Slavery in the Roman world
- Roman Women
- Roman Empire
- Revolts in Empire

### Assessment

- External examination for Higher Classical Studies consists of a Classical Literature paper (30 marks), and a Classical Society paper (50 marks)
- The Assignment Writing component of the course (30 marks) is completed in class prior to external verification.

### Course Pathways

A knowledge of Classical Studies can lead to a variety of careers:

- Teaching
- Tourism
- Museum/Curation
- Academic Librarian
- Media and Writing
- Archivist



## Gàidhlig

- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Cailean Methven

## Entry Requirements:

**Higher**

- Grades A or B at National 5 Gàidhlig, grade C based on individual circumstance and with agreement of Curriculum Leader

**Adv Higher**

- Grades A or B at Higher Gàidhlig, grade C based on individual circumstance and with agreement of Curriculum Leader

## Higher and Advanced Higher

**Course Content****Higher**

Pupils studying Higher Gàidhlig develop their skills across 4 key areas: Writing, Reading, Listening and Speaking.

**1: Litreachas agus Sgrìobhadh**

- *'Playa de la Suerte'* – sgeulachd ghoirid le Gillebrìghde MacilleMhaoil, agus 'breisleach' – dàn le Aonghas MacNeacail
- Sgìlean litreachail agus anailis
- Sgìlean sgrìobhaidh (fiosrachail, beachdail, mac-meanmail)

**2: Leughadh**

- Sgìlean tuigse agus anailis
- Sgìlean sgrùdadh litreachail

**3. Èisteachd agus Labhairt**

- Sgìlean èisteachd
- Leasachadh sgìlean labhairteach tro bhith a' toirt sùil gheur air gràmar na Gàidhlig, gnathasan-cainnt, briathrachas, agus dual-chainnt.

**Advanced Higher**

Pupils studying Advanced Higher Gàidhlig develop their skills across 4 key areas: Speaking, Reading, Writing, and Translating.

**1. Labhairt**

- Leasachadh sgìlean labhairteach tro bhith a' toirt sùil gheur air gràmar na Gàidhlig, gnathasn-cainnt, briathrachas, agus dual-chainnt..

**2. Leughadh**

- Leughaidh sgoilearan measgachadh de phìosan neo-fhicsean agus ficsean, agus leasachaidh iad na sgìlean sgrùdadh aca.

**3. Sgrìobhadh**

- Sgrìobhaidh sgoilearan aistidhean air pìosan litreachais air an deach sgrùdadh a dhèanamh tron chùrsa.
- Leasachaidh na sgoilearan na sgìlean sgrìobhaidh aca fhèin.

**4. Eadar-theangachadh**

- Leasachaidh na sgoilearan sgìlean eadar-theangachaidh le sùil gheur air briathrachas iomchaidh agus gràmar adhartach

**Assessment: Higher**

- External examination for Higher Gàidhlig consists of a Reading paper (30 marks), a Listening paper (20 marks), and a Literature paper (20 marks). The Assignment Writing component of the course (20 marks) is completed in class prior to external verification.
- The Performance-Talking assessment accounts for 30 marks and is assessed internally.

**Assessment: Advanced Higher**

- External examination for Advanced Higher Gàidhlig consists of a Practical Criticism paper (30 marks), a Literature and Writing Paper (40 marks), and a Translation paper (15 marks).
- The Performance-Talking assessment accounts for 30 marks and is assessed externally.

# Health & wellbeing

## Dance

- ✓ National 5
- ✓ Higher

Curriculum Leader: G. Newall

### Entry requirements

- A or B pass at N5 and/or recommendation from PE Department

### Course Content

National 5 and Higher Dance offers a dynamic and expressive learning experience, combining physical activity with artistic expression. This course not only promotes fitness but also fosters creativity, teamwork, and self-discipline. Through the study of diverse dance styles, students develop a deep appreciation for cultural and historical aspects of dance. The qualification enhances communication skills, boosts confidence, and provides a platform for personal growth. Whether pursuing a career in dance or simply seeking a holistic education, National 5 and Higher Dance equips students with valuable skills and a lifelong passion for movement and self-expression.

The N5/Higher Dance course covers the following general topics:

- **Dance Technique**
- **Choreography**
- **Performance Skills**
- **Contextual Studies**
- **Evaluation**
- **Dance Analysis**

### Assessment:

#### Higher

##### Externally Graded

Performance	40%
Practical Activity	30%
Question Paper	30%

#### National 5

##### Externally Graded:

Performance	35%
Practical Activity	45%
Question Paper	20%

## Exercise and Fitness Sports Leadership

✓ **National Progression Award SCQF level 6**

**Curriculum Leader: G. Newall**

### Entry requirements

- Recommendation from PE Department

### Course Content

The SQA Sports, Exercise and Fitness Leadership Award develops essential leadership skills, enhancing your ability to lead and inspire others on their fitness journey and in various other contexts. It offers a recognised qualification that validates your leadership capabilities, opening doors to career advancement and demonstrating your commitment to personal and professional growth. Additionally, it fosters a sense of responsibility towards promoting a healthier lifestyle, making a positive impact on both you and the community you serve.

This course combines 2 separate qualifications; SQA Sports Leadership and NPA Exercise and Fitness Leadership. Both courses are at level 6 on the SCQF and candidates will gain 9 SCQF points for each course upon completion.

### Assessment:

#### Exercise and Fitness Leadership

##### Internally Graded

Cardio-vascular training	PASS/FAIL
Fixed weight training	PASS/FAIL
Free weight training	PASS/FAIL
Circuit training	PASS/FAIL
Exercise to Fitness	PASS/FAIL

#### Sports Leadership

##### Internally Graded:

Unit 1: An introduction to leadership	PASS/FAIL
Unit 2: Leadership in practice	PASS/FAIL

## PE

- ✓ National 5
- ✓ Higher

Curriculum Leader: G. Newall

**Entry requirements**

National 5:

- N4 Pass and/or recommendation from PE Department

Higher:

- A or B pass at N5 and/or recommendation from PE Department

**National 5 and Higher****Course Content**

Studying Physical Education (PE) offers invaluable insights into the principles of fitness, health, and sports performance. It equips students with essential life skills, fostering physical well-being, teamwork, and discipline. The curriculum delves into physiology, skill development and the psychology of exercise, providing a holistic understanding of human movement. Through practical activities, students enhance motor skills, coordination, and overall fitness. Additionally, PE promotes a lifelong appreciation for physical activity, encouraging a healthy lifestyle. The course not only contributes to academic development but also cultivates qualities like resilience, leadership, and sportsmanship, laying a foundation for holistic personal growth.

**Course Outline:**

This course is aimed at improving your performance in a wide range of sporting activities. Activities will be selected from the following categories;

- |                            |
|----------------------------|
| • Football or Swimming     |
| • Badminton or Gymnastics  |
| • Basketball or Volleyball |

Pupils must be motivated, enthusiastic and show a keen interest in developing their performance in physical education. All are encouraged to participate in sport outside of school hours in order to improve practical grades.

**Assessment:****National 5****Internally Assessed:**

Performance 50%

**Externally Assessed:**

Portfolio 50%

**Higher****Internally Assessed:**

Performance 50%

**Externally assessed:**

Question Paper 50%

## Practical Cake Craft

✓ **National 5**

**Curriculum Leader: G. Newall**

### Entry Requirements

- N4/N5 pass at Practical Cookery and/or recommendation from FHT Department

### Course Content

N5 Practical Cake Craft is **both practical and theory based.**

In choosing National 5 Practical Cake Craft, you will develop a range of cake baking and finishing skills in hospital related contexts.

It enables candidates to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items as well as learning about the science of baking, functions of ingredients, processing techniques and cake production methods.

**This theory and practical based course which includes a N5 textbook, is developed and supported with written work including candidate assignment booklets and exams.**

The National 5 Practical Cake Craft course covers the following key areas:

- **Cake Baking Techniques**
- **Decorating Skills**
- **Ingredients and Recipes**
- **Food Safety and Hygiene**
- **Design and Presentation**
- **Evaluation and Reflection**

### Assessment:

#### **National 5**

#### **Externally Assessed:**

Question Paper	25%
Assignment	22%

#### **Internally Assessed :**

Practical Activity	53%
--------------------	-----



# Humanities

Business Management	
✓ Higher Curriculum Leader: L. Halliday	
<b>Entry Requirements:</b> ✓ A or B at National 5, or a grade C based on individual circumstance and in agreement with subject CL <p style="text-align: center;">or</p> ✓ S6 students with a pass at English Higher	
<b>Course Content</b>  <b>Understanding Business</b> Examines the role of business in society, the different types of organisations, their aims and objectives. We study how both the internal and external environments impact businesses and who their stakeholders are. We study business structures and decision-making. <b>Marketing</b> Considers how businesses use marketing to identify, anticipate and satisfy the consumers of their products. We study market research, the marketing mix which looks at Price, Place, Product and Promotion. At higher level, we examine the extended marketing mix.	<b>Operations</b> Studies the whole process from selecting the right suppliers, choosing a production method to final delivery to the customer. Customer satisfaction is key. Ethical issues and sustainability are an important part of this section. <b>Finance</b> Looks at how organisations budget. We consider cash budgeting, break-even analysis and the main elements of an Income Statement. At Higher level, we look at the users of financial information, and the use of ratios. <b>Management of People</b> Examines the management of people. We cover recruitment and selection, training, employment law, health and safety at work and workforce planning.
<b>Higher Assessment</b> There are 2 parts in the assessment - both are externally marked. The written paper is worth 90 marks. The assignment is worth 30 marks and the candidate is asked to examine a business and to write a report on how a particular aspect of that business functions. They should come up with recommendations on how to continue/improve the business. This part of the course is externally marked with time given to the planning and preparation in class.	
<b>Career Paths</b> <ul style="list-style-type: none"> <li>• Actuarial analyst</li> <li>• Arbitrator</li> <li>• Business adviser</li> <li>• Business analyst</li> <li>• Business development manager</li> <li>• Chartered management accountant</li> <li>• Corporate investment banker</li> <li>• Data analyst</li> </ul>	<ul style="list-style-type: none"> <li>• Data scientist</li> <li>• Forensic accountant</li> <li>• Insurance underwriter</li> <li>• Management consultant</li> <li>• Project manager</li> <li>• Risk manager</li> <li>• Stockbroker</li> <li>• Supply chain manager</li> </ul>

## Modern Studies

- ✓ Higher Modern Studies
- ✓ Advanced Higher Modern Studies

**NB: Many Modern Studies students also progress to:**

- ✓ Social Subjects Baccalaureate (S6 only)
- ✓ Higher Politics (S6 only)

**Curriculum Leader: Laura Halliday**

### Entry Requirements

#### Higher Modern Studies

- A or B at National 5 Modern Studies
- Grade C Modern Studies based on individual circumstance and in agreement with subject CL or
- S6 students with a pass at Higher English or alternative Higher Social Subject

#### Advanced Higher Modern Studies

- A or B at Higher Modern Studies
- Grade C at Higher Modern Studies based on individual circumstance and in agreement with subject CL

**NB: Many Modern Studies students also progress to:**

#### Social Subjects Baccalaureate (S6 only)

- A
- B

#### Higher Politics (S6 only)

- S6 students with a pass at Higher Modern Studies, Higher English or alternative Higher Social Subject

## Higher Modern Studies

### Course Content

#### 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.

- Possible alternatives for the governance of Scotland
- Implications of the UK's decision to leave the European Union (EU)
- Effectiveness of parliamentary representatives in holding government to account
- Strengths and weaknesses of different electoral systems used in elections within the UK
- Factors which influence voting behaviour including class, age and media
- Ways in which citizens can influence government decision-making, including pressure groups

#### Section 2: Social Issues in the United Kingdom

Option 2: Crime and the Law

In the crime and the law context, candidates focus on relevant and contemporary aspects of crime, criminology and the law. Appropriate references are made to Scotland, the UK, or both Scotland and the UK.

- The legal rights and responsibilities of UK citizens
- The causes and theories of crime
- The impact of crime on victims, offenders and their families

- The social and economic impact of crime on wider society
- The effectiveness of custodial and non-custodial responses to crime

**Section 3: International Issues****Option 1: World Powers – The USA**

The study of a world power focuses on political and socio-economic issues.

- The extent to which the political system allows democratic participation
- Political institutions and their ability to dominate government decision-making
- Socio-economic inequality and its impact on a specific group in society
- The effectiveness of government responses to socio-economic inequality
- A world power's international influence

**Assessment at Higher Modern Studies:****Question Paper 1: 52 marks**

This question paper has three sections. Students will write one essay on each of the three topic areas above. There is a choice of question in each section to allow for personalisation and choice.

This question paper allows candidates to demonstrate application of the following skills and breadth of knowledge and understanding: giving detailed explanations, analysis and evaluation of complex political, social and economic issues

**Question Paper 2: 28 marks**

The skills of analysing, evaluating and synthesising evidence are assessed in question paper 2.

This question paper allows candidates to demonstrate application of the following skills:

- detecting and explaining the degree of objectivity using a range of sources of information
- drawing and supporting complex conclusions using a range of sources of information
- evaluating the reliability of a range of sources of information

**Assignment: 30 marks**

Candidates choose any Modern Studies topic or issue that refers to a contemporary political, social, or international issue. Their choice is not constrained by the content of question paper 1.

### Advanced Higher Modern Studies

#### Course Content:

#### Law and Order and Research Methods

At Advanced Higher candidates use a comparative approach to analyse and evaluate similarities and differences between the UK (including Scotland) and other international countries in relation to complex law and order issues.

Candidates have flexibility in the international countries they choose to compare with the UK.

Candidates study social science research methods and issues. Relevant case studies and examples are used from either contemporary contexts, academic contexts, or the candidate's own use of social science research methods.

#### 1. *Understanding Criminal Behaviour*

- Definitions, measurements and perceptions of crime
- Contemporary relevance of theories of criminal behaviour including physiological, psychological and sociological theories
- Social and economic impact of criminal behaviour on victims, perpetrators, families and wider society

#### 2. *Responses by Society to Criminal Behaviour*

- Contemporary relevance of theories of punishment, including deterrence, rehabilitation, incapacitation, retributivism, and denunciation
- Preventative responses to crime, including policing strategies, multi-agency approaches and early interventions
- Criminal justice responses to crime, including custodial and non-custodial sentences

#### 3. *Social Science Research Methods and Issues*

Research methodology - analysis, evaluation and comparison of research methods, including:

- |   |                                  |
|---|----------------------------------|
| • official statistics                                       | • focus groups                   |
| • surveys postal, telephone and online                      | • case studies                   |
| • interviews - structured, semi-structured and unstructured | • longitudinal studies           |
|   | • observation — covert and overt |

Source evaluation - critical evaluation of sources of information including:

- |                                   |   |
|-----------------------------------|---|
| • other researchers' data         | • focus groups                                |
| • official statistics and reports | • non-participant and participant observation |
| • private and personal documents  | • media outputs                               |
| • surveys                         | • virtual (internet) outputs                  |
| • interviews                      | • case studies                                |

#### Assessment at Advanced Higher Modern Studies

##### Final Examination – 90 marks

The question paper has three sections and samples from, knowledge and understanding and skills

Students will select 2 essays to write and will complete 2 questions examining their research methods and source evaluation.

##### Project–dissertation – 50 marks

Candidates choose a Modern Studies topic or issue that refers to a complex, contemporary political or social issue. Their choice is not constrained by the content of the question paper.

### Scottish Baccalaureate in Social Subjects - S6 only

#### Entry Requirements:

Learners must meet the following entry requirements in S5/6:

2 eligible courses at Advanced Higher Level

1 eligible course at Higher

One of the above Courses must be English\* (or ESOL or Gàidhlig\*) or Mathematics\* (or Mathematics of Mechanics or Statistics\*) and this may be at Higher or Advanced Higher level.

Two other courses must be chosen from core courses Geography\*/History\*/ Modern Studies\*/ Philosophy/ Politics/Psychology

Alternatively, one core course can be taken with one of the following broadening courses – Business Management/ Environmental Science

***\*subjects currently offered at Advanced Higher level at James Gillespie's High School***

#### Course Content

The Scottish Baccalaureate in Social Sciences has been designed to provide a challenging and rewarding experience for S6 learners. The award is based on a coherent group of subjects at Higher and Advanced Higher level with the addition of the Interdisciplinary Project (IP). The IP is an independent research project completed in S6 with the assessor's supervision and support.

The IP provides an opportunity for personalisation and choice. Learners can identify and choose a research topic which will enable candidates to use their knowledge of Social Sciences and to develop and apply cognitive and generic skills. Learners identify, propose and plan the project which must be interdisciplinary in nature reflecting the candidates' knowledge and skills from two or more social sciences. Learners are free to choose a topic that they have a personal interest in provided it meets the project requirements.

Learners are expected to submit a folio of evidence which includes:

- project proposal
- project plan
- presentation of project findings/product
- evaluation of project
- self-evaluation of generic/cognitive skills development

Learners will have a weekly meeting with the assessor who provides guidance and feedback on the learners' progress. Learners are strongly encouraged to make connections with academics to carry out primary research and to move beyond the school curriculum in their learning.

#### Assessment

The assessor will make a holistic judgement of the learner's achievements across the five pieces and will grade the IP internally. The SQA will verify these judgements and the assessors report. There is no external assessment for this course.

#### Career Paths

Law / Criminal Justice Education/ Community Education Academia – Sociology/ Criminology/ International Relations/ Psychology/ Philosophy/ Economics/ Politics/ PPE	NHS/ Healthcare Professionals Social Care Politics Civil Service Public Policy Social Work Advocacy	Media/ Journalism Communications Human Resources Third Sector Work Campaign Work Lobbying Advertising Research/Quantitative	Housing Banking/ Finance Diplomacy Social Policy Local Government Officer
--	--	--	--

## Philosophy

✓ Higher

Curriculum Leader: Laura Halliday

### Entry Requirements

- A or B at National 5 in a humanities or social subject and in English,
- or
- a grade C based in the above depending upon individual circumstance and only in agreement with subject CL

### Course Content

#### *Arguments in Action*

In this unit students discover how to identify philosophical arguments, how to identify and describe the components of an argument, and how to evaluate arguments on the grounds of acceptability, relevance, and sufficiency. They will learn how to analyse arguments by presenting them in Standard Form, as well as how to recognise, explain and construct argument diagrams. Students will develop knowledge and understanding of formal and informal fallacies, including how to distinguish fallacious reasoning from legitimate arguments.

#### *Knowledge and Doubt*

This text-based unit explores the works of two philosophers, Rene Descartes and David Hume. Students will read selected extracts from their works, and explore the arguments and theories presented in these texts. From Descartes' *Meditations*, the unit covers the method of doubt, Descartes' sceptical arguments, the Cogito, clear and distinct ideas, and Descartes' Trademark Argument for the existence of God. In reading Hume's 'An Enquiry Concerning Human Understanding', students will learn Hume's theory of impression and ideas, the copy principle, the missing shade of blue, as well as exploring Hume's scepticism about causation, and his claims regarding the foundation of conclusions from experience.

#### *Moral Philosophy*

In this unit students will develop their knowledge and understanding of two major ethical theories, utilitarianism and Kantian ethics. For utilitarianism they will explore the works of Jeremy Bentham and John Stuart Mill, and learn about the Greatest Happiness Principle, the distinction between act and rule utilitarianism and evaluate the adequacy of classical utilitarianism as a moral theory. In studying Kantian ethics, students will learn about the sovereignty of reason, the good will, different formulations of the categorical imperative, the principle of universalisability, the significance of human beings as ends in themselves, and the adequacy of Kantian ethics as a moral theory.

### Assessment

100% by external examination (2 papers)  
 Paper 1 – 60 marks (2 x 30-mark essays)  
 Paper 2 – 50 marks (short answer questions)

### Career Paths

[What can I do with a philosophy degree? | Prospects.ac.uk](https://www.prospects.ac.uk/philosophy-degree)

The skills developed in Higher Philosophy are beneficial for roles such as: business analyst, lawyer, human resources manager, local government, academic researcher, civil servant, journalist, political analyst, and teacher.



**Politics - S6 only**✓ **Higher****Curriculum Leader: Laura Halliday****Entry Requirements**

- A or B at National 5 Modern Studies
- Grade C Modern Studies based on individual circumstance and in agreement with subject CL or
- S6 students with a pass at Higher English or alternative Higher Social Subject

**Course Content**

*The course covers key political concepts and ideologies, political theory, comparative politics and the electoral performance of political parties.*

*Unit 1 - Political Theory*

Learners examine political theories, the work of political theorists and apply their theory to political systems. Learners will analyse the concepts of Power, Authority and Legitimacy with reference to the work of Steven Lukes and Max Weber in the 21<sup>st</sup> century. The course will give learners the opportunity to evaluate distinct aspects of democracy and comparatively assess the strengths and weaknesses of representative democracy in comparison with direct democracy with reference to the work of political thinkers. Learners will also explore the comparative features of two significant political ideologies – Conservatism and Socialism – to assess the degree of difference or similarity between those ideologies, while exploring the contribution of relevant theorists including Edmund Burke, Benjamin Disraeli, Karl Marx, Friedrich Engels and Vladimir Lenin. Throughout this unit relevant case studies are used from either local, national or international contexts, as well as different historical contexts.

*Unit 2 - Political Systems (UK and USA)*

Learners will study the constitutional arrangements in two political systems: the UK political system and the political system of the United States of America. The detailed study of the political systems focuses on the roles of the executive and legislative branches within each system. Learners will compare the respective powers of individual branches of government within the two political systems and draw balanced conclusions about these. Learners will take a comparative approach of study focusing on: constitutional arrangements, the legislative branch and the executive branch. Each area of study will allow the learner to draw conclusions about the sources of power within two political systems.

*Unit 3- Political Parties and Elections*

Learners compare the electoral impact of two different dominant ideas within the Labour party by examining the electoral impact of Labour (democratic socialism) and New Labour. These ideas are studied alongside the impact of political campaign management strategies and theoretical analyses of voting behaviour in the UK. Relevant case studies are used from Scotland and the United Kingdom.

**Assignment**

The Higher Politics Assignment is worth 30 marks (27% of the overall mark) and can be on any political issue. Candidates will independently prepare for their assignment by identifying a relevant topic and conducting research - with a degree of supervision in class. Candidates will write up the assignment under exam conditions during class time.

**Assessment**

In addition to the assignment, candidates will sit two papers as part of the external exam.  
Paper One – 52 marks  
Paper Two – 28 marks

**Career Paths:**

- Law / Criminal Justice
- Education/ Community Education
- Academia – Sociology/ Criminology/ International Relations/ Psychology/ Philosophy/ Economics/ Politics
- Media/ Journalism
- NHS
- Social Care
- Politics
- Civil Service
- Social Work
- Communications
- Human Resources
- Third Sector Work
- Campaign Work
- Lobbying
- Advertising
- Banking/ Finance
- Diplomacy

## Psychology

### ✓ Higher Psychology

Curriculum Leader: Laura Halliday

#### Entry Requirements

- A or B at National 5 Psychology
- Grade C at National 5 Psychology based on individual circumstance and in agreement with subject CL
- S6 students with a pass at Higher English or alternative Higher Social Subject

### Higher

#### Course Content

Psychology is the study of the human mind and behaviour.

At Higher Students will look at the following topics:

#### *Unit 1: Individual Behaviour*

- Sleep and Dreams
- Memory

#### *Unit 2: Social Behaviour*

- Conformity and obedience
- Prejudice and stereotyping

Students explore how Psychologists undertake experiments and explore the ethics behind these. Pupils will undertake their own experiments and research as part of an externally assessed assignment.

The above modules involve studying related theories and research.

Students will build on and develop their ability to evaluate, explain and analyse learning.

#### Assessment

The Higher Psychology course is assessed using two key components:

1. Final exam at the end of the year – 66.6% of final grade
2. The assignment – 33.3% of final grade.

#### Career Paths

- Clinical Psychologist
- Educational Psychologist
- Further Education Lecturer
- Higher Education Lecturer
- Occupational Psychologist
- Sport and Exercise Psychologist
- Human Resources
- Counsellor
- Psychotherapist

# Mathematics

## Mathematics

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Ashling Dolan

### Entry Requirements

#### Nat 5

- Subject teachers and PSLs can advise on the most appropriate pathway

#### Higher

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

#### Adv Higher

- A or B at Higher, or a grade C based on individual circumstance and only in agreement with subject CL

## National 5

### Course Content

Our Mathematics courses aim to help pupils learn how to describe, tackle, and solve problems which require the use of mathematical knowledge and techniques. You are encouraged to see Mathematics as arising out of solving problems, often in the real world, and not just as a collection of discrete knowledge, skills, and techniques.

Our aim is to develop your higher order thinking skills such as the ability to evaluate and apply your knowledge in unfamiliar contexts. This will in turn equip you for the demands that lie ahead of you in adult life, in employment and further study. We also seek to help you develop an appreciation and enjoyment of Mathematics, to raise your awareness of its importance and to contribute to your overall development.

You will build confidence in your ability to manipulate numbers in many forms which have practical applications on how you interpret the numerical world around you. Your understanding of shape and measure will also be developed including concepts such as volume, weight, temperature, and time as well as coordinates, angles and an introduction to trigonometry.

You will investigate relationships between many concepts including algebraic relationships and graphical relationships. You will have the opportunity to investigate and advance your understanding of data handling and statistics including probability.

### Assessment

*Course award is based on a 100% external exam. It is comprised of two papers.*

Paper 1 is non calculator and is worth 40 marks

Paper 2 is calculator and is worth 50 marks

**Higher****Course Content**

In this course you will develop the mathematical skills required to be able to access a range of curricular areas such as the Sciences, Technologies, Informatics and Engineering. You will also develop important transferable skills such as the ability to use logic and reason to solve a problem in unfamiliar situations.

Patterns: Investigating long term effects of recurring models which have applications in finance but also in interpreting population growth and radioactive decay.

The Mathematics of Change: You will learn about Calculus, the study of change. You will discover how to find optimal solutions to problems such as determining the maximum surface area for a solar cell or the minimum cost of a product's packaging.

Geometry: You will study vectors which have practical uses in science also form the basis for 3D computer design.

**Assessment**

*Course award is based on a 100% external exam. It is comprised of two papers.*

Paper 1 is non calculator and is worth 55 marks

Paper 2 is calculator and is worth 65 marks

### Advanced Higher

#### Course Content

Building on the foundation of both National 5 and Higher courses, the Advanced Higher will provide you with the opportunity to study these in more depth. You will consider how the concept of infinity affects sequences, which has applications in signal processing and probability (Patterns). You will evaluate situations where multiple variables are changing at the same time, useful in physical and economic models. This will lead into the solving of differential equations which play an important role in modelling virtually every physical, technical, or biological process, from celestial motion to bridge design and interactions between neurons (the Maths of change). Finally, matrices will be introduced which are important in many aspects of Computer Science including 3D game design (Geometry).

#### Assessment

*Course award is based on a 100% external exam. It is comprised of two papers.*

Paper 1 is non calculator and is worth 35 marks

Paper 2 is calculator and is worth 80 marks

#### Career Paths

- Acoustic consultant
- Actuarial analyst
- Actuary
- Astronomer
- Chartered accountant
- Chartered certified accountant
- Data analyst
- Data scientist
- Investment analyst
- Financial manager
- Research scientist (maths)
- Secondary school teacher
- Software engineer
- Sound engineer
- Statistician
- Academic researcher
- CAD technician
- Financial manager
- Financial trader
- Game designer
- Insurance underwriter
- Academic researcher
- CAD technician
- Financial trader
- Insurance underwriter
- Machine learning engineer
- Management consultant
- Meteorologist
- Operational researcher
- Palaeontologist
- Private tutor
- Quantity surveyor
- Radiation protection practitioner
- Software tester
- Games Designer



**Applications of Mathematics**✓ **National 5**✓ **Higher**

Curriculum Leader: Ashling Dolan

**Entry Requirements****Nat 5**

Subject teachers and PSLs can advise on the most appropriate pathway for you.

**Higher**

A or B at National 5 mathematics or applications of mathematics, or a grade C based on individual circumstance and only in agreement with subject CL.

**National 5****Course Content**

The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies. The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

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

**Assessment**

*Course award is based on a 100% external exam. It is comprised of two papers.*

Paper 1 is non calculator and is worth 45 marks

Paper 2 is calculator and is worth 65 marks

**Higher****Course Content**

Higher Applications of Mathematics focuses on maths skills for life and the workplace. It covers statistics, finance and project planning. We will use computers where possible to carry out calculations and use the results to make decisions and communicate our findings. This aligns more closely with how most of us interact with maths in our day-to-day lives as opposed to solving equations and carrying out calculations by hand.

Statistics – many careers require an ability to work with data to produce statistics. We have all seen first-hand over the last few years how influential statistics are in policy and decision making, for individuals at home, businesses and nationally. We will learn how to use statistical programming package, RStudio (widely used in industry and universities), to carry out statistical calculations and create data displays. Many university courses require that you carry out some statistical analysis of your research. The statistical element of Higher Applications of Mathematics will give you a head start on this aspect of university.

Finance – learn how to understand credit cards, loans, savings, interest, insurance, inflation, taxation. Calculations will mainly be carried out using spreadsheets for this aspect of the course. This will see you well equipped to manage your financial planning in life after school.

Project planning and decision making – learn ways of representing projects using mathematical models, by splitting the project into its various activities. Use these models to communicate findings regarding risks and rewards of the project and make planning decisions about timings and costs of the various aspects of the project.

If you are planning a career in a STEM environment, you may wish to consider taking this subject alongside Higher Mathematics. If you are considering a career in a non-STEM area, this course is highly applicable to the skills you require in university and the workplace.

**Assessment**

Coursework project – worth around 27% of final grade.

Final exam – consisting of some written questions and some questions to complete on computer.

**Career Paths**

Having an understanding of statistics, financial calculations, being able to communicate mathematical results in a coherent way, and working with Excel and RStudio, are skills that are transferable and desirable in many industries.

## Statistics

✓ **Advanced Higher**

Curriculum Leader: Ashling Dolan

### Entry Requirements

A or B at Higher mathematics or applications of mathematics or a grade C based on individual circumstance and only in agreement with subject CL

## Statistics Advanced Higher

### Course Content

In this course, time is taken to explore the key concepts of probability and uncertainty that might be much more rushed if experienced at universities and colleges. Feedback from universities has been that students often struggle when meeting statistics on their courses, and benefit from previous experience at AH level.

Real-life situations are explored, and mathematical models are used to describe inherent natural variation. Assumptions and limitations of these models are considered and then conclusions drawn. Computer simulations are looked at to aid understanding of concepts and learners become familiar with using standard distribution tables and data values.

The rigorous mathematical analysis allows appropriate confidence to be placed in results and some attempt to be made to grapple with the unsettling concept of uncertainty. Throughout the course, emphasis is on interpretation and application rather than complex mathematical or algebraic manipulation, so whilst a good grade at Higher is stated for entry, even more important is fluency with decimals, fractions and percentages, and a strong number sense.

Topics studied:

- Data representation and sampling strategies
- Using probability theory
- Statistical distributions and related probabilities
- Analysing data using a variety of statistical tests and intervals
- Using linear regression to model and analyse data with two variables

### Assessment

*Course award is based on a 100% external exam. It is comprised of two papers.*

Paper 1 has a case study approach and is worth 30 marks

Paper 2 is a standard questions paper and is worth 90 marks

### Career Paths

Analysing and interpreting data is applicable to many career or study paths, and for life in general. The ideas of risk and uncertainty, and making appropriate conclusions are necessary for anyone who will be experimenting or researching. Students who go on to study business, finance, social sciences or medicine to name a few will benefit from having prior experience in statistics. Students who go on to study further mathematics will find that statistics may form part of their university course.

## Mathematics of Mechanics

✓ **Advanced Higher**

**Curriculum Leader: Ashling Dolan**

### Entry Requirements

A or B at Higher mathematics and higher Physics or a grade C based on individual circumstance and only in agreement with subject CL. It is also required that you also take both AH mathematics and AH Physics.

### Advanced Higher

### Course Content

Mechanics is a part of Physics that studies movement. Mechanics uses mathematics to enable us to model real-life situations and to equip us with the skills we need to interpret and understand how things work, simplify and solve problems, identify limitations, and draw conclusions.

(There's no Higher course in this subject)

In this course, time is taken to study motion in 1 and 2 dimensions (Kinematics), explore the causes of motion, i.e. forces, energy and momentum (Dynamics) and learn specific mathematical techniques to solve the different problems posed by the other two parts (mostly calculus). Mechanics encourages independent thinking and an enquiring approach. Learning mechanics develops questioning skills, logical reasoning, analysis, problem-solving skills, creativity and the ability to communicate explanations concisely.

### Assessment

The final assessment consists of just 1 question paper (calculator allowed): 100 marks in 3 hours.

### Career Paths:

- Physics
- Mechanical engineer
- Aeronautical engineer
- Civil engineer
- Architect
- Actuary
- Mathematical modelling in many areas
- Teacher

# Modern languages

## Modern Languages

- ✓ Higher
- ✓ Advanced Higher

Curriculum Leader: P. O'Connor

### Entry Requirements

#### Higher

- Grades A, B or C\* at National 5 in the language or another\*

#### Adv Higher

- Grades A, B or C\* at Higher in the language
- \*Only in consultation with the CL

### Course Content

The Modern Languages Higher and Advanced Higher Courses are designed to foster linguistic proficiency, cultural understanding, and critical thinking. Students will continue to develop their abilities and be assessed in the four language skills: listening, speaking, reading, and writing.

The courses encourage active engagement, personalisation, and relevance. Students explore contemporary social and cultural issues, promoting a holistic understanding of the target language and the countries where it is spoken. Through exploring authentic resources including books, film and other media students improve their understanding of other ways of thinking and thus, of seeing the world in which we live.

A Higher or Advanced Higher qualification in Modern Languages nurtures not only linguistic competence but also the ability to analyse, evaluate, and express opinions. The course equips students with increased linguistic proficiency, cultural insights, and the analytical skills necessary for success in a global context.

### Course Outline

Pupils develop their knowledge in the four contexts of society, culture, education and employability.

Topics covered at Higher include media, technology, the environment, family and relationships, health and tourism.

At Advanced Higher, the course delves deeper into polemic issues such as immigration and multiculturalism, LGBTQ+ rights, the role of women and women's rights, the environment and gang culture.

At both levels, students develop their literacy skills in both the target language and English as well as their ability to produce language more spontaneously, equipping them to discuss current issues and develop their views and understanding of today's world.

### Assessment:

#### Higher:

#### Advanced Higher:

#### Internally Assessed Externally Marked:

#### Exams:

Reading & Translation

Talking 25%

25%

Writing Assignment

Listening 25%

12.5%

Directed Writing 25%

#### Internally Assessed Externally Marked:

#### Exams:

Reading & Translation

Talking 25%

25%

Writing Portfolio

Listening 25%

12.5%

Discursive Writing 25%

### Career Paths:

Speech and language therapy

Interpreter / Translator

Foreign Affairs

Immigration officer

Tourism and Hospitality

Customs officer

EFL teacher

Events manager

Business management

Intelligence Agent

International Relations

International Journalist

Tourist guide

Retail buyer

Diplomat/Foreign Office

Marketing

Teacher

Events management

# Performing Arts



## Drama

- Higher

Curriculum Leader: M. McLennan

### Entry Requirements

#### Higher

- Grades A or B at National 5 Drama or grade C based on individual circumstance and only in agreement with subject CL.
- Grades A or B at National 5 English grade C based on individual circumstance and only in agreement with subject CL.
- Teacher recommendation

## Higher

### Course Content

The Higher course provides opportunities for learners to further develop skills in creating and presenting drama. The course focuses on the development and application of complex drama and production skills to present drama.

Two mandatory units are Drama Skills and Production Skills. Further to this is Performance which assesses the learner's preparation and performance of two textual extracts. The assessment can cover either acting or production roles. Written assessment will focus on both a studied text and a live theatre performance that the learner has seen.

S5 pupils wishing to return to Drama after not studying it since S2 are welcome to join –they should speak to a member of staff in advance. An enthusiastic interest in the subject is essential.

### Assessment

The Higher course award is assessed externally, and pupils will need to complete the following:

- **Component 1:** Question Paper (40%)
- **Component 2:** Performance (60%)

The performance has two sections: a performance and the preparation for performance

### Career Paths

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Actor</li> <li>• Costume designer</li> <li>• Lighting designer</li> <li>• Camera Operator</li> <li>• Set designer</li> <li>• Theatre director</li> <li>• Community Arts Worker</li> <li>• Dancer</li> </ul> | <ul style="list-style-type: none"> <li>• Drama Therapist</li> <li>• Hair and makeup designer</li> <li>• Arts Administrator</li> <li>• Broadcast Presenter</li> <li>• Teacher/Lecturer</li> <li>• Stage Manager</li> <li>• Film/TV/Radio</li> <li>• Media/journalism</li> <li>• Sound designer/engineer</li> </ul> |
|--|---|

## Media

- National 5
- Higher

Curriculum Leader: M. McLennan

### Entry Requirements

#### Nat 5

- Pass at National 4 Media (or with teacher recommendation)

#### Higher

Grades A or B at National 5 Media or English grade C based on individual circumstance and only in agreement with subject CL.

It is recommended that pupils speak to the department if in any doubt as to their suitability for the course. Although there is not an Advanced Higher course, Screen Education Edinburgh may continue to run the Northern Irish AS-Level course provided by CCEA, "Moving Image Arts". S6 pupils from all schools are welcome to apply. Please contact Screen Education Edinburgh for more details.

## National 5 and Higher

### Course Outline

This Media course offers learners opportunities to develop and extend a wide range of skills. In particular, this course aims to enable learners to develop:

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

The two main units are Analysing Media Content (skills to analyse media content) and Creating Media Content (creating media content and commenting on production processes)

### Assessment

Both the National 5 and Higher course awards are externally assessed and based on the following:

- Component 1: Question Paper (50%)
- Component 2: Assignment (50%)

### Career Paths

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Media Planner</li> <li>• Multimedia Specialist</li> <li>• Programme Researcher</li> <li>• Public Relations Officer</li> <li>• Runner, Broadcasting/Film/Video</li> </ul> | <ul style="list-style-type: none"> <li>• Television/Film/Video Producer</li> <li>• Advertising Executive</li> <li>• Broadcast Journalist</li> <li>• Information Officer</li> <li>• Magazine Journalist</li> <li>• Writer</li> </ul> |
|---|---|

## Music

- ✓ National 5
- ✓ Higher
- ✓ Advanced Higher

Curriculum Leader: M. McLennan

### Entry Requirements

#### Nat 5

- Pass at National 4 Music (or with teacher recommendation)

#### Higher

Grades A or B at National 5 Music or grade C based on individual circumstance and only in agreement with subject CL.

- Teacher recommendation

#### Adv Higher

Grades A or B at Higher Music grade C based on individual circumstance and only in agreement with subject CL

### National 5, Higher and Advanced Higher

### Course Content

#### *Performing*

At all levels, pupils demonstrate their performing skills by presenting a prepared programme of music to an examiner on two different instruments, or one instrument and voice. Pupils must perform a minimum of two pieces on each at Grade 3 (National 5), Grade 4 (Higher) or Grade 5 (Advanced Higher). They will also have opportunities to be involved in various events and concerts as well as smaller classroom performances.

#### *Composing*

Pupils will be encouraged to improvise and compose their own music in a range of ways and techniques, using music software and instrument. At Advanced Higher, there is also an analysis task to complete.

#### *Understanding Music*

Pupils will learn about a variety of different musical styles and their social context, expanding their knowledge and understanding of musical concepts and features. It is an enjoyable and practical approach to build instrumental and/or vocal skills, along with skills in IT, creativity, research and presentations. They will also develop skills in music literacy.

### Assessment

At National 5, Higher and Advanced Higher, the course awards are externally assessed and based on the following:

- Performing Exam (50%)
- Understanding Music Exam (35%)
- Composing Assignment (15%)

### Career Paths

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Broadcasting/Film/TV</li> <li>• Composer</li> <li>• Community arts worker</li> <li>• DJ</li> <li>• Musician</li> <li>• Music Supervisor</li> <li>• Music Therapist</li> </ul> | <ul style="list-style-type: none"> <li>• Primary Teacher</li> <li>• Music Teacher</li> <li>• Instrumental instructor</li> <li>• Sound Engineer</li> <li>• Music/Radio Producer</li> <li>• Music Manager</li> <li>• Events manager</li> <li>• Music publisher</li> </ul> |
|--|---|

**Music Technology**

- ✓ National 5
- ✓ Higher

Curriculum Leader: M McLennan

**Entry Requirements****Nat 5**

Pass at National 4 Music Technology (with Teacher Recommendation)

**Higher**

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

**Music Technology National 5****Course Content**

This is a dynamic and practical course in which students will have the opportunity to develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio.

**Assignment:**

The majority of this subject is assessed by submitting coursework.

Through the completion of two practical assignments, pupils will learn about microphone placement techniques, setting input gain, monitoring levels, overdubbing and editing tracks. They will also learn how to use effects such as equalisation, compression and reverb along with mixing and mastering techniques. Pupils will create their assignments using a Digital Audio Workstation (music software). Examples of typical assignments include an audiobook, foley video project or a radio broadcast. Pupils plan, implement and evaluate their projects across the year, and these are completed by March.

**Understanding Music in a 20<sup>th</sup> and 21<sup>st</sup> Century Context:**

In this section of the course pupils develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres. They also develop an understanding of aspects of the music industry, including a basic awareness of implications of intellectual property rights. This assessment is in the form of a question paper and takes place with the exam diet in April/May.

**Assessment**

**Assignment 1:** 35% (Deadline March)

**Assignment 2:** 35% (Deadline March)

**Question Paper:** 30% (Assessed as part of the exam diet)

**All evidence is submitted to SQA for external marking**

### Music Technology Higher

#### Course Content:

This course develops previous skills build from the National 5 course.

Throughout the course, candidates develop a range of skills and techniques relating to the creative use of music technology hardware and software to capture and manipulate audio. These skills include applying microphone placement techniques; designing and constructing the signal path for multiple inputs; overdubbing and editing tracks; applying creative and corrective equalisation, dynamics processing, time domain and other effects; applying a range of mixing techniques; and editing multiple takes into a single take.

#### Developing an understanding of 20th and 21st century music

Candidates develop knowledge and understanding of 20th and 21st century styles and genres of music, and an understanding of how music technology has influenced, and been influenced by, developments in 20th and 21st century music and by key innovators. They develop an understanding of aspects of the music industry, including an understanding of the implications of, and the need to protect, intellectual property rights. They also develop listening skills, enabling them to identify a wide range of genres and styles and their main attributes, and a wide range of relevant music concepts in the context of 20th and 21st century music. This part of the course is assessed with a question paper as part of the exam diet.

#### Music technology contexts: Assignment.

Candidates gain experience in using a wide range of music technology skills to capture and manipulate audio and sequenced data, and mix down to an audio master in an appropriate file format, in a range of contexts such as radio broadcast, composing and/or sound design for film, audiobooks and computer gaming. Pupils at Higher produce one assignment only, which is in greater detail than the National 5 equivalent. This contributes to the majority of the course assessment.

#### Assessment:

**Assignment:** 70% (Deadline March)

**Question Paper:** 30% (Assessed as part of the Exam diet.)

**All evidence is submitted to SQA for external marking**

#### Career Pathways:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Broadcasting/Film/TV</li> <li>• Composer</li> <li>• Community arts worker</li> <li>• DJ</li> <li>• Musician</li> <li>• Music Supervisor</li> <li>• Music Therapist</li> </ul> | <ul style="list-style-type: none"> <li>• Primary Teacher</li> <li>• Music Teacher</li> <li>• Instrumental instructor</li> <li>• Sound Engineer</li> <li>• Music/Radio Producer</li> <li>• Music Manager</li> <li>• Events manager</li> <li>• Music publisher</li> </ul> |
|--|---|

# Personal Development Courses

**Duke of Edinburgh**✓ **Silver Award**

Curriculum Leader: A Campbell

**Entry Requirements**

Discussion with teacher regarding student interests and suitability for the course

**Silver Award****Course Content**

This course seeks to provide a curricular pathway to the silver Duke of Edinburgh Award for pupils in S5 and S6. Pupils will be enrolled as direct entrants to the Silver Award and will be required to complete four sections to achieve the award at that level.

The sections are Skill, Physical, Volunteering and Expedition.

The course is taught over 5 periods per week and is divided as follows:

- 2 periods - Volunteering locally (schools, gardening, hospitals, cycle maintenance, etc.)
- 2 periods - Skills and Physical components split over the course of the year
- 1 period - Expedition training and weekly write-up of portfolio evidence

Circumstances permitting, the course would also include 1 training expedition of 2 days/2 nights nearer to the start of the course (minimum - various options for modes of transport) later followed by 1 assessed expedition of 3 days/2 nights (minimum) towards the end of the course.

S5 participants who are successful in completing the Silver Award may elect to progress to the Gold Award in S6, delivered out with the school timetable.

Initial plans include the involvement of staff from across the school to deliver a range of short lifeskills courses to complement the DofE offering.

Although this is not a "National 5" or "Higher" qualification, it will suit a wide range of pupils

**Assessment**

- Completion of the award is dependent on providing weekly evidence online of work done on each of the Skill, Physical and Volunteering sections over the year.
- There will be a practice expedition and pupils must pass the final 3 day expedition assessed by a DofE assessor.



### LEAPS Transition Course

- ✓ This is offered as a 20 Credit SCQF Level 7 course
- ✓ It is the same level as Advanced Higher/first year university level study
- ✓ The course has been credit-rated by the Centre for Open Learning at the University of Edinburgh
- ✓ It is counted as a Higher towards university and college applications

Curriculum Leader: Cait Pearce

#### Entry Requirements

To register for the LEAPS Transitions Course, you should;

- Be LEAPS eligible (please see [www.leapsonline.org/about/our-eligibility-criteria](http://www.leapsonline.org/about/our-eligibility-criteria))
- Be aiming to apply to university.
- Be in S6 when you take the course (you will be in S5 when you choose it for your S6 timetable).
- Be on track to achieve the Highers/National 5s required for university entry (or have already achieved these in S5).

#### Course Content

The LEAPS Transitions Course is designed to give you the skills and experience needed to make a positive transition from school to university. Throughout the course, you will work with academics and students from other schools on developing first-year university-level academic skills. You will gain confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to get the 'uni' experience before starting for real. During the course you will be enrolled at the University of Edinburgh, but the course itself will be helpful regardless of which university you hope to study at after school.

Semester one will focus on academic skills and a writing assessment; semester two will have a lecture series and a group poster assessment.

The course forms one option on your S6 timetable. It will run from September 2023 – March 2024. Sessions take place on a Tuesday and a Thursday afternoon. (All students **must attend both sessions** each week).

Find details in our [LEAPS Transitions Course & University Entry Requirements guide here](#)

Many universities in Scotland consider the LEAPS Transitions Course for university admissions purposes – some will accept it as a Higher, some will consider it at confirmation stage.

Your time commitment works out as approximately six hours per week, plus assessment preparation. Classes will be with a mix of students from other schools.

#### *University Level Academic Skills*

- Critical thinking
- Academic writing
- Academic resources
- Discussion and presentation skills
- Academic posters
- Evidence (including referencing and plagiarism)
- Feedback
- Data skills
- Reflective practice

#### *Independent Learning*

- Self-directed study
- Time management
- Problem solving
- Self-evaluation

#### *Digital Literacy*

- University virtual learning environments
- Online academic library collections
- Learning in an online setting

By taking this course you are demonstrating to universities that you are committed to preparing for university-level study – this will be very beneficial to mention in your UCAS Personal Statement!

#### Assessment

- Individual Written Assessment on Academic Skills 60% (Formal)
- Academic Poster Presentations (group work) 40% (Formal)

## Mental Health and Well-Being

✓ **National 5**

Curriculum Leader: Laura Halliday

### Entry Requirements

Discussion with teacher regarding student interests and suitability for the course.

### Course Content

#### **Unit 1: Understanding mental health**

##### *Outcome 1:*

- The role of needs and wants in mental-health and well-being.
- Historical context of mental health and well-being.
- Myths and facts related to mental health and well-being.
- Legislation and strategy in relation to mental-health and well-being.

##### *Outcome 2:*

- Mental health conditions

##### *Outcome 3:*

- The role of the brain in relation to mental health and well-being.
- Attachment theory

#### **Unit 2: Influences on mental health and well-being**

##### *Outcome 1:*

Factors influencing mental health and well-being

- Social Factors
- Environmental factors
- Personal factors
- Cultural factors
- Vulnerable groups

##### *Outcome 2:*

The influence of technology and social media

- Positive and negative influences
- Feeling associated with social media
- Coping Strategies

#### **Unit 3: Coping Strategies and Resilience**

##### *Outcome 1: Helpful and unhelpful strategies*

- Developing resilience
- Limit setting

##### *Outcome 2: Promoting good mental health and well-being*

- Self-care
- Growth mindset

##### *Outcome 3: Different types of support and barriers to support*

- Accessing support
- Informal and formal support

### Assessment

Ongoing assessment and completion of outcomes throughout the year long course.  
Internally assessed – no external exam.

# Sciences

## Biology and Human Biology

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Mr I. Coltart and Mr. A Russell

**Entry Requirements****Nat 5**

- Pass at National 4 Biology (with teacher recommendation)
- Grades A, B or C at National 5 in Chemistry or Physics
- Pass at National 4 Science (with teacher recommendation)

**Higher**

- Grades A or B at National 5 Biology or grade C based on individual circumstance and only in agreement with subject CL.
- Grades A or B at Higher Chemistry and/or Physics or grade C based on individual circumstance and only in agreement with subject CL.

**Adv Higher**

- Grades A or B at Higher Biology or Higher Human Biology or grade C based on individual circumstance and only in agreement with subject CL.

**National 5****Course Content**

This course uses debating, experimental work and research skills to develop a solid understanding of Biology. It is a fast moving and dynamic subject which is constantly updating its content to keep up to date with current biomedical research.

There are three main units:

**Unit 1: Cell Biology**

- Cell structure and functions
- DNA and protein synthesis
- Proteins and enzymes
- Genetic engineering
- Respiration
- 

**Unit 2: Organisms**

- Stem cells and current research in regenerating damaged tissues and organs
- The treatment of degenerative diseases

- The nervous system
- Homeostasis
- Reproduction and genetics

**Unit 3: Life on Earth**

- Energy in ecosystems and photosynthesis are investigated to consolidate understanding of biodiversity and interdependence.
- Mutation
- Adaptation
- Natural selection
- Evolution is also studied alongside human impact on the environment

**Assessment**

- Assignment – 20%, Completed internally in exam conditions and marked externally
- Exam – 80%

### Higher

#### Course Content

*Building on the foundation of National 5, the units of study in Higher Biology are:*

- *DNA and the Genome*
- *Metabolism and Survival*
- *Sustainability and Interdependence.*

*Higher Human Biology units of study are:*

- *Human Cells*
- *Physiology and Health*
- *Neurobiology and Immunology.*

*It is recommended that pupils avail themselves of the relevant Biology textbook by James Torrance et al, published by Hodder Gibson*

#### Assessment

- Assignment – 20%, Completed internally in exam conditions and marked externally.
- Exam – 80%

### Advanced Higher

#### Course Content

- *Cells and Proteins*
- *Organisms and Evolution*
- *Investigative Biology*

#### Assessment

- Project – 25% - Completed internally and marked externally
- Exam – 75%

#### Career Paths

- Nursing
- Conservation Officer
- Pharmacologist
- Horticulturist

- Research Scientist
- Dentist
- Veterinary Medicine
- Sports Physiotherapist
- Neuroscience

### Scottish Baccalaureate

The SQA Science Baccalaureate is available to pupils who have achieved well in their Highers and are on target to achieve 2 Advanced Highers and 1 Higher by the end of S6.

Please see the Baccalaureate information in this booklet for more details.

## Chemistry

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

**Curriculum Leader: Mr I. Coltart and Mr. A Russell**

### Entry Requirements

#### Nat 5

- Pass at National 4 Chemistry (with teacher recommendation)
- Grades A, B or C at National 5 in Biology or Physics
- Pass at National 4 Science (with teacher recommendation)

#### Higher

- Grades A or B at National 5 Chemistry or grade C based on individual circumstance and only in agreement with subject CL.
- Grades A or B at Higher Biology and/or Physics or grade C based on individual circumstance and only in agreement with subject CL.

#### Adv Higher

- Grades A or B at Higher Chemistry or grade C based on individual circumstance and only in agreement with subject CL.

## National 5

We use a range of teaching strategies to make the link between chemistry and everyday life in an aim to bring the real world into the classroom. Our teachers implement an array of activities, including practical work, research challenges, debates, making short-films and using media clips to make learning Chemistry as stimulating as possible.

### Course Content

- Chemical Changes and Structure - covering the structure of the atom, how to write chemical names, how atoms combine together in chemical bonds, how the properties of substances relate to their bonding, chemical quantities - how much substance is used up or produced in a reaction, how acids and alkalis are made and their effects on the environment, the pH scale, neutralisation reactions and how to analyse acidic or alkaline solutions.

- Nature's Chemistry - covering the use of fossil fuels, the effect on carbon balance in the atmosphere, hydrocarbon molecules, biological materials, eg. fats, oils and sugars, carbohydrates, and energy changes when fuels are burned.
- Chemistry in Society - covering the production and uses of metals and polymers in everyday life, how new materials can overcome problems such as corrosion, how batteries work, and how we deal with ever more important environmental issues.

### Assessment

- Assignment – 20%, Completed internally in exam conditions and marked externally
- Exam – 80%

### Higher

#### Course Content

Building on the foundation of National 5, the units of study in Higher Chemistry are:

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

It is recommended that pupils avail themselves of the relevant Higher Chemistry textbook by Anderson, Allan and Harris, published by Hodder Gibson

#### Assessment

- Assignment – 20%, Completed internally in exam conditions and marked externally
- Exam – 80%

### Advanced Higher

#### Course Content

This course moves on to a deeper study of Inorganic and Physical Chemistry, Organic Chemistry and Instrumental Analysis and Researching Chemistry, in addition to the 'investigation'. This demanding course requires an A or B pass in Higher Chemistry.

#### Assessment

- Project – 25% - Completed internally and marked externally
- Exam – 75%

#### Career Paths

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Doctor</li> <li>• Dentist</li> <li>• Forensic Scientist</li> <li>• Toxicologist</li> <li>• Police Officer</li> <li>• Pharmacologist</li> </ul> | <ul style="list-style-type: none"> <li>• Healthcare Scientist</li> <li>• Teacher</li> <li>• Hairdresser</li> <li>• Firefighter</li> <li>• Environmental Consultant</li> <li>• Chemical Engineer</li> </ul> |
|---|--|

### Scottish Baccalaureate

The SQA Science Baccalaureate is available to pupils who have achieved well in their Highers and are on target to achieve 2 Advanced Highers and 1 Higher by the end of S6.

Please see the Baccalaureate information in this booklet for more details.

## Laboratory Science

✓ National 5

Curriculum Leader: Mr I. Coltart and Mr. A Russell

### Entry Requirements

#### Nat 5

- Pass at National 4 in English, Maths and at least one Science subject

### National 5

#### Aims of the course

- introduce pupils to working in a laboratory.
- encourage pupils to foster a good ethic, including positive attitudes, time management
- working with others
- help build pupil confidence
- encourage pupils to consider a career which makes use of laboratory science
- develop laboratory skills involving weighing, measuring and preparing chemical solutions
- develop an understanding of health and safety in a laboratory setting
- develop problem-solving and numeracy skills in a laboratory setting
- develop pupils' awareness of their own strengths and weaknesses
- 

#### Units of study are:

- Careers using Laboratory Science - investigating how lab skills are used in a wide range of industries and services. There will also be an investigation of career opportunities.
- 
- Working in a Laboratory concentrating on practical skills and covering basic laboratory safety such as storage of chemicals
- Practical Skills - developing skills such as handling micro-organisms, measuring radioactivity and performing titrations.
- Practical Investigation - investigating a scientific topic as part of team. Pupils will also work individually on one aspect of the investigation and produce a scientific report.

#### Assessment

- This course is internally assessed



## Physics

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Mr I. Coltart and Mr. A Russell

### Entry Requirements

#### Nat 5

- Pass at National 4 Physics (with teacher recommendation)
- Grades A, B or C at National 5 in Biology or Chemistry
- Pass at National 4 Science (with teacher recommendation)

#### Higher

- Grades A, B at National 5 Physics, or grade C based on individual circumstance and only in agreement with subject CL.
- Grades A or B at Higher Biology and/or Chemistry or grade C based on individual circumstance and only in agreement with subject CL.

#### Adv Higher

- Grades A, B at Higher Physics or grade C based on individual circumstance and only in agreement with subject CL.

## National 5

### Course Content

Physics plays a key role in meeting society's needs in areas such as medicine, energy, engineering, the environment and sustainability. The course is practical and experiential and develops scientific understanding of issues relating to physics. It aims to generate interest and enthusiasm in physics and enables learners to develop confidence in recognising and communicating ideas on scientific phenomena.

To support learning, we provide learning outcomes and notes along with homework and formative assessment materials. By using these we can track pupil progress and encourage regular self- assessment. As well as physics knowledge and understanding, pupils will develop specific scientific skills such as scientific enquiry, investigation and analytical thinking and gain transferable skills for learning, life and work such as literacy, numeracy and citizenship.

Units of study are:

- Dynamics
- Space,
- Electricity
- Properties of Matter, Waves, and Radiation.

### Assessment

- Assignment – 20%, Completed internally in exam conditions and marked externally
- Exam – 80%

### Higher

**Course Content**

The Higher course builds on the foundation of National 5. The units of study are:

- Our Dynamic Universe
- Particles and Waves
- Electricity

'Higher Physics for CfE' by Chambers, Moore and Ramsay and published by Hodder Gibson is a textbook which covers the course content, however, the various Study Guides available tend to be a more useful revision companion.

**Assessment**

- Assignment – 20%, Completed internally in exam conditions and marked externally
- Exam – 80%

### Advanced Higher

**Course Content**

- Rotational Motion and Astrophysics
- Quanta and Waves

**Assessment**

- Project – 25% - Completed internally and marked externally
- Exam – 75%

**Career Paths**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Mechanical engineer</li> <li>• Optometrist</li> <li>• Medical Physics</li> <li>• Geophysicist</li> <li>• Electrical Engineer</li> <li>• Civil Engineer</li> </ul> | <ul style="list-style-type: none"> <li>• Aerospace engineer</li> <li>• Seismic interpreter</li> <li>• Meteorologist</li> <li>• Medicine</li> <li>• Pilot</li> <li>• Sound engineer</li> </ul> |
|--|---|

### Scottish Baccalaureate

The SQA Science Baccalaureate is available to pupils who have achieved well in their Highers and are on target to achieve 2 Advanced Highers and 1 Higher by the end of S6.

Please see the Baccalaureate information in this booklet for more details.

# Social Subjects

## Environmental Science

✓ Higher

Curriculum Leader: Nicola Carruthers

### Entry Requirements:

#### Higher

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL.
- Qualifications or experience in National 5 Geography, National 5 Biology or National 5 Environmental Science.

#### Advanced Higher

- A pass in this course will be considered for entry to Advanced Higher Geography where pupils can develop their environmental knowledge and skills through a folio worth 70% of their final grade. This consists of a critical essay on a controversial topic and a study based on original research and fieldwork.

## Higher

### Course Content

Pupils studying the course at Higher will take up a broader and deeper exploration of the topics covered at National 5. These focus on the changes to natural systems from human activity, biodiversity reduction, climate change and sustainable approaches to the challenges of growing populations.

#### Unit 1:

Living Environments investigating ecosystems & biodiversity, interdependence, human influences on biodiversity;

#### Unit 2:

Earth's Resources (the geosphere, the hydrosphere, the biosphere, the atmosphere);

#### Unit 3:

Sustainability (global challenges, food, water, energy, waste management, anthropogenic climate change)

### Assignment

Assignment 30 marks

### Assessment

External Assessment: Two papers

- Question paper 1: Physical and human environments (100 marks) 1 hour and 50 minutes
- Question paper 2: Global issues and geographical skills (60 marks) 1 hour and 10 minutes

### Career Paths

- |                           |                               |                        |
|---------------------------|-------------------------------|------------------------|
| • Environmental manager   | • Volcanologist               | • Landscape architect  |
| • Renewable energy sector | • Nature conservation officer | • Environmental health |
| • Water quality scientist | • Recycling officer           | • Town planner         |
| • Transport planner       | • Waste management            |                        |

## Geography

- ✓ National 5
- ✓ Higher
- ✓ Advanced Higher

Curriculum Leader: Nicola Carruthers

### Entry Requirements

#### National 5

Subject teachers and PSLs can advise on the most appropriate pathway for you

#### Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

#### Adv Higher

A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

### National 5

#### Course Content:

**Unit 1: Glaciation**  
**Unit 2: Urban Studies**  
**Unit 3: Weather**  
**Unit 4: Population**

**Unit 5: Climate Change**  
**Unit 6: Development and Health**  
**Unit 7: Coasts**  
**Unit 8: Rural**

### Assessment

External exam (80 marks) and Assignment (20 marks)

### Higher

#### Course Content:

The Higher course deals with contemporary issues, through which the pupil will investigate elements of the environment and study how we respond to our surroundings and over time, change them.

The course content includes:

#### Physical

- Atmosphere
- Lithosphere
- Hydrosphere
- Biosphere

#### Human

- Population
- Rural
- Urban

#### Global Issues

- Climate Change
- Development and Health

#### Assignment:

Assignment 30 marks (27% of total grade)

#### Assessment:

External Assessment: Two exam papers in total 160 marks

**Advanced Higher****Course Content**

The AH course gives learners an in-depth understanding of complex ideas about how the world works. It also gives them the chance to carry out their own research, with an emphasis on fieldwork.

**Geographical Skills**

- Map interpretation
- Gathering and processing techniques
- Data handling,

**Assessment**

External Assessment:

- Question Paper is worth 50 marks.
- The folio which is 100 marks and includes:
  - Geographical study is worth 60 marks (externally assessed) and is a Data based project.
  - Geographical issue is worth 40 marks (externally assessed) and is a critical essay.

**Career Paths**

- Planning/Development Surveyor
- Geographical Information Systems Officer
- International Aid Worker
- Teacher
- Town Planner
- Landscape Architect
- Commercial Surveyor
- Environmental Consultant

## History

- ✓ National 5
- ✓ Higher
- ✓ Advanced Higher

Curriculum Leader: Nicola Carruthers

### Entry Requirements

#### Nat 5

- Subject teachers and PSLs can advise on the most appropriate pathway

#### Higher

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

#### Adv Higher

- A or B at National 5, or a grade C based on individual circumstance and only in agreement with subject CL

## History National 5

### Course Content\*

#### Unit 1: Scottish Unit

Migration and Empire 1830-1939 **OR** Scottish Wars of Independence 1286-1328

#### Unit 2: British Unit

The Making of Modern Britain 1850-1951 **OR** The Atlantic Slave Trade

#### Unit 3: European and World

Lenin and the Russian Revolution 1894-1921 **OR** The Cold War 1945-1989 **OR** Free at Last: Civil Rights in the USA 1918-1968

*\* Courses will depend on teacher and class setting*

### Assessment

Externally Assessed exam (2 hours 20 minutes) worth 80 marks

Externally Assessed Assignment (Extended Response) worth 20 marks

**History Higher****Course Content**

History at senior level offers excellent opportunities for pupils to learn the skills they will need at university and in the world of work: researching, discussing and debating, analysis, written and verbal communication of reasoned argument.

**Britain Unit (Essay): Britain (1850-1950)**

- Why women won the vote
- Reasons for the Liberal Reforms 1906-1914
- Assessment of the success of the Liberal Reforms 1906-1914
- Assessment of the success of the Labour Government 1945-51

**European and World Unit (Essay): The Cold War, 1945 – 1989**

- Reasons for the start of the Cold War
- Causes of the Cuban Missile Crisis
- Reasons why the Americans lost the Vietnam War
- Reasons why the Cold War ended

**Scottish Unit (Sources): Migration and Empire (1830-1939)**

- Reasons for Migration of Scots
- Experience of Immigrants to Scotland
- Impact of Scots on the Empire
- Impact of Migration and Empire on Scotland

**Assignment**

Extended response (long essay)

Externally assessed and worth 30 marks (27% of overall grade)

**Assessment**

Externally assessed Exam (80 marks), split into two papers:

Paper 1: Essays (1 hour and 30 mins, worth a total of 44 marks)

Paper 2: Sources (1 hour and 30 mins, worth 36 marks)



### History: Advanced Higher

#### Course Content

A study of race and class conflict in an industrialising society and of international pressures on that society, focusing on the themes of ideology, authority, rights and resistance. Pupils will be taught how to study on their own, developing research skills. The emphasis is on the different interpretations of events offered by a range of historians, so candidates need to read extensively and be able to discuss the validity of sources.

#### Summary

- Formation of South Africa from 1902 to the Constitutional Settlement of 1910, including: the impact of the Boer War and Treaty of Vereeniging; the economy of South Africa; domestic policies before union; South African relations with Britain; the roots of Afrikaner Nationalism
- Political developments from 1910 to the 1948 election, including: differing approaches of Hertzog and Smuts and political developments among white society; the emergence of the United Party and the Nationalists; non-white communities and their politics; the founding of the African National Congress (ANC)
- Nationalist rule up to and including the 1984 constitution, including: the theoretical basis of apartheid; the Broederbond and the advance of Afrikanerdom; apartheid policies and their effects; Bantustans and independent homelands; opposition from within white society; non-white resistance, especially the ANC; splits in the ANC and the forming of the Pan Africanist Congress (PAC); responses to opposition, the Treason Trial, the Sharpeville Massacre, the formation of Umkhonto we Sizwe and violence, the Rivonia Trial and the imprisonment of Nelson Mandela; Soweto 1976
- International pressures, including: South Africa's position in the British Empire and Commonwealth, 1910–61; the ending of Commonwealth membership; United Nations pressures; the 'front-line' states and South African foreign policy, the question of sporting links

#### Assessment

Externally assessed Exam (3 hours) worth 90 marks  
Externally assesses Dissertation worth 50 marks

#### Career Paths

- |                      |                   |                       |
|----------------------|-------------------|-----------------------|
| • Academic Librarian | • Civil Service   | • Archivist           |
| • Research Officer   | • Records Manager | • Information Officer |
| • Journalist         | • Barrister       | • Teacher             |
| • Heritage Manager   |                   |                       |

## Travel and Tourism

✓ **National 5**

**Curriculum Leader: Nicola Carruthers**

The general aims of this course are to:

- provide learners with a broad introduction to the travel and tourism industry
- allow learners to experience a range of work-related activities in relation to travel and tourism industry
- encourage learners to develop skills for learning and life as well as work
- build learners' confidence
- encourage learners to take greater responsibility for their own learning and development
- prepare learners for progression to further education, training or employment

### Course Content

#### Employability

- Different functions of travel and tourism organisations and employment opportunities across the industry.
- Gain an understanding of the skills and qualities identified by employers as being the most important in the travel and tourism industry.
- Ability to investigate different careers from across the travel and tourism industry. They will also be able to demonstrate employability skills and plan for employment in a particular travel and tourism job.

#### Customer Service

- How to meet the needs of customers.
- Develop communication skills and learn about promoting products and services and how to deal with customer issues.
- Establish and respond to customer needs and promote a range of products and/or services from the travel and tourism industry.
- Deal with a customer issue in a travel and tourism environment.

#### Scotland (National 5)

- Develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers.
- Investigation of travel and tourism in Scotland and meet customer holiday needs.

#### UK and Worldwide

- Develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers.

Investigation of travel and tourism in UK and rest of the world to meet the customer holiday needs.

### Progression Pathways:

National 5 Travel and Tourism is a skills for work course and could lead to further related courses at college.

### Assessment:

Pupils will be required to complete Unit assessments across the different sections of the course. There is no exam for National 5 Travel and Tourism

### Career Pathways:

Air cabin crew	Travel agency manager	Hotel manager
Holiday representative	Theme Park manager	Conference centre manager
Tourism officer	Tourist information centre manager	Outdoor activities manager
Customer service manager	Event manager	Human resources officer