

Inside you will find information to help you make good choices for your next steps towards your future.

# S5/6

## Pathways Booklet 2024/25

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### What is in this booklet?

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

As well as the more traditional courses, we offer a number of options that promote and develop employability skills in our students. The courses are available at many levels and some will be delivered in collaboration with local partners.

The contents page is bookmarked so if you are reading this online you should be able to click on a heading and go straight to that topic.

Complete the paper course choice form **before** you meet your Pupil Support Leader in the **week commencing 5<sup>th</sup> February for current S4 pupils or week commencing 26<sup>th</sup> February for current S5 pupils**.

You need to bring your form, **signed** by curriculum leaders and your parent or carer, to your meeting where you will discuss your course choices and finalise your decisions.

### How to choose your courses

### Careers Advice and Support

Our Careers Advisers 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>

Students can:

- Request an interview to discuss their ideas and plans in detail
- Attend the careers drop in for careers information and job vacancy details

## Deadlines

### Deadlines

Complete the paper course choice form **before** you meet your Pupil Support Leader. This will provide a helpful start for your discussion with them.

Your Pupil Support Leader will pass your completed course choice sheet to a member of the admin team for entry into the computer system. All course choices must be entered into the system by **Friday 1<sup>st</sup> March**.

## Introduction

### What is S5/6 about?

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.

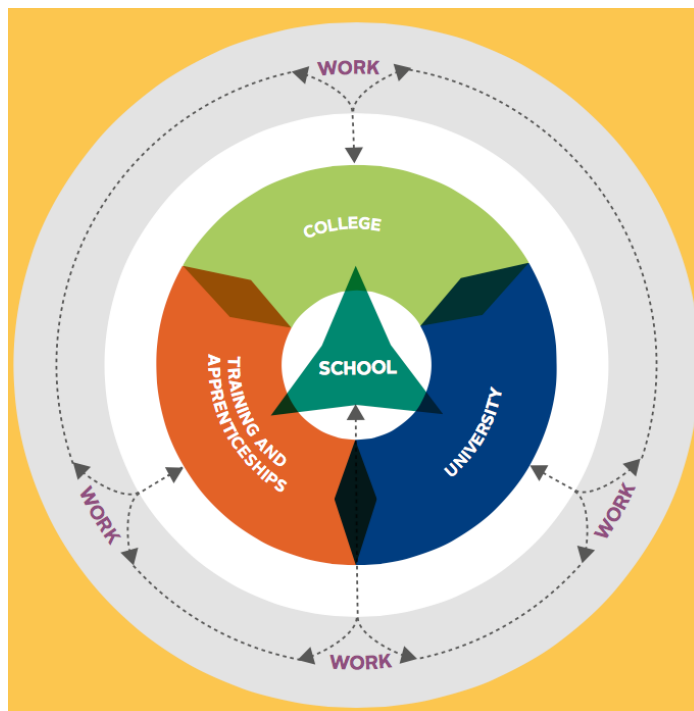
There are many ways to enter the workplace, get a good job and have a successful career. School gets you to the starting line, you now get to choose the best route for **you**. Just now, you have a range of pathways open to you.

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

This blended approach to learning suits some young people really well and they thrive on the chance to work in a different context.

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.



This diagram has been reproduced from the *National Parent Forum Scotland* (NPFS) publication called *Career Education: A World of Possibilities* (click [here](#) for the link to the document or scan the QR code).

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

### Pathways



SCAN ME

### Skills

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



## Introduction

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, careers adviser etc. It is important you make informed decisions.

Sometimes the information you get from one person will conflict with someone else's comments. That is ok; just look into things a little more to help make your mind up about the best path for you.

Got a Plan?

## 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.



Read the entry requirements for each course carefully, if you do not meet the entry requirements you will not be allowed to remain in the course. To gain successful entry to a course some straightforward advice is:

- Make sure you are choosing realistic levels of study for next session
- Work hard to make sure you get the grades you are aiming for

If a course specifies A or B at National 5 to progress to Higher, this will be because your chances of passing are massively decreased if you get a C at Nat 5. If you really need a subject at Higher and have a Nat 5 C, you might want to consider taking the Higher over 2 years. You should discuss this with the Curriculum Leader for the subject. Pupils can work towards Higher units as they develop their skills.

Entry Requirements



**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!**

Progression  
Map



Edinburgh College  
Prospectus



Graduate  
Apprenticeships





## Introduction

### 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.

St Andrew's  
University  
Medicine



Edinburgh  
University  
Medicine



Glasgow  
University  
Medicine



Edinburgh  
University  
Vet School



Glasgow  
University  
Vet School



## Introduction

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

**Taking an apprenticeship will limit my opportunities**

### 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

### 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.



### Why am I returning to School?

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?

### S6 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. We would ask that you look into this when making your choices.

We also have YASS courses that are offered at SCQF Level 7 which is equivalent to Advanced High (or first year at University). Some of the courses on offer are very relevant to future study and are sometimes more specialised than the school courses. YASS courses can be a very attractive alternative to an AH course.

Taking a YASS course requires significant self-discipline and a strong motivation to study. Whilst there are no formal entry requirements, it would be sensible to apply for these only if you have passed Higher English and have performed well in subjects linked to the course you are interested in.

# Making your Choices

## S5

- S5 students must choose **five options** (which can include a combination of Higher and National 5/4 courses). We will ask you to choose **two reserve** courses.
- Foundation Apprenticeships, work experience or a college course can be option choices.
- If you choose a college course and don't get allocated a place, you will be asked to choose an alternative course at a later date. There is a chance you will have restricted options.

## S6

- S6 Students must select a minimum of **four options** which should be followed for the duration of the session. We will ask you to choose **two reserve** courses.
- Foundation Apprenticeships, work experience or a college course can be option choices.
- If you choose a college course and don't get allocated a place, you will be asked to choose an alternative course at a later date. There is a chance you will have restricted options.

## Expectations

### Meeting Deadlines

Getting everyone into their courses is a complex job and we need the information on time to be able to get started. If you are late you may reduce your chances of getting the courses you want to study

### Pupil Commitment

We plan our courses on offer based on pupil choices. A **firm commitment** to the chosen subjects for the **entire session** is expected from all pupils, it is often not possible to make changes later in the session. We expect our pupils to study all of their subjects for the full year.

### Realistic Aspirations

It is important that pupils pick courses that are at a level that allows sensible and sustainable levels of study. It is in your interests to make sure you meet entry requirements and listen to the advice of your teachers.

## Limitations

Despite the wide range of subjects available at Portobello High School, it is inevitable that there will be a few combinations of subjects that cannot be timetabled together.

Classes may not run if numbers are too low. It is almost impossible for us to add classes later, so it is important pupils make firm decisions and not change their mind later. This can be an issue if pupils hand their form in late as we are unable to accurately calculate the number of classes we need to run.

In these cases, we will use reserve subjects and talk with those affected to explain the problem and offer alternatives.

## College Courses

There are a fantastic range of pathways through college and the courses below can help get you started on your next steps after school. Check out [the Progression Map](#) from the college.



These courses can be taken in place of a course and they take place on a Tuesday and Thursday afternoon. In taking a collage course, you may miss a period of one other subject, but you are given two 'catch up' study periods to compensate for this.

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.

**College- These are the courses previously offered. Details of this year's offer will be emailed out once available.**

	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

## Introduction

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

## Amazing Opportunity

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 at Higher level in some subject to apply for an FA*

## Outline

## How it works

1. Choose the apprenticeship as part of your subject choices in S4 or 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

*\*In S5 a FA takes the place of 2 courses and is subject to sufficient demand*

## Courses Available

Course (Last Year's offer)	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

## Timings

- Year 1: College for eight hours per week (Tues and Thurs afternoons) completing the National Progression Award
- Work placements will take place, details to be advised. These may take place during holidays
- Work visits, visiting lecturers, employer challenge projects etc. taking place in both years

# School Based Academic Qualifications

Full description of these courses provided in the booklet.

Subject	Level			
	L4	L5	L6	L7
	N4	N5	H	AH
Achieve (by agreement only)	✓			
Accounting		✓	✓	
Administration and IT	✓	✓	✓	
Applications of Mathematics		✓	✓	
Applied Mathematics: Mechanics				✓
Art and Design		✓	✓	✓
Biology		✓	✓	✓
Business Management	✓	✓	✓	
Cake Craft and Bakery	✓	✓		
Cake Craft		✓		
Bakery	✓			
Barista Skills		✓		
Business with Information Technology		✓		
Chemistry		✓	✓	✓
Classical Studies	✓	✓		
Computer Games Development	✓	✓		
Computing Science		✓	✓	✓
Creative Thinking		✓	✓	
Dance		✓	✓	
Design and Manufacture		✓	✓	✓
Digital Media Editing	✓	✓		
Drama			✓	✓
Early Education & Childcare	✓	✓		
Engineering Science		✓	✓	
English	✓	✓	✓	✓
ESOL	✓	✓		
Environmental Science	✓	✓		
Fashion and Textile Technology	✓	✓	✓	
French		✓	✓	✓
Achieving Excellent in Sport: Football			✓	
Geography			✓	✓
Graphic Communication		✓	✓	✓
Health & Food Tech		✓	✓	
History			✓	✓
Human Biology			✓	
Italian		✓	✓	✓
Journalism			✓	
Laboratory Skills		✓		
Mathematics	✓	✓	✓	✓
Media		✓	✓	
Modern Languages: Leadership		✓	✓	
Modern Studies			✓	✓
Music		✓	✓	✓
Music Performance			✓	
Photography		✓	✓	
Physical Education		✓	✓	✓
PE: Sports Leaders		✓		
Physics		✓	✓	✓
Politics			✓	
Practical Cookery		✓		
Practical Woodworking		✓		
Psychology			✓	
RMPS			✓	✓
Science Baccalaureate (S6)				✓
Science and Technology	✓		✓	
Social Subjects Award	✓	✓		
Spanish		✓	✓	✓
Travel and Tourism		✓		



# Consortia Based Academic Qualifications

These courses are being offered through local schools.

Subject	Level			
	L4	L5	L6	L7
	N4	N5	H	AH
Legal Studies			✓	
Screen Education		✓	✓	
Musical Theatre			✓	
Exercise and Fitness			✓	
Criminology		✓		
Jewellery Design and Manufacturing		✓		
Philosophy		✓	✓	
Music Technology		✓		
Creative Industries		✓		
Practical Metalworking		✓		

# YASS (Open University courses)

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

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

A YASS course would count as one of your choices

## Outline

## Courses & Commitment

There are a wide range of subject choices, [in areas](#) including Science, Engineering, Business Studies, IT and Computing, Arts, Mathematics, Health and Social Care, Sport and Exercise, and Languages.

Each course offered through YASS is Scottish Credit and Qualifications Framework (SCQF) Level 7, equivalent to first year university level.

Courses can last from five to nine months and are clearly structured with timetables and deadlines.

The downloadable [2021/22 YASS Guide](#) includes a list of courses that can be studied.

Studying with The OU gives you the flexibility to decide when and where you study each week.

Shorter courses normally require up to eight hours of study a week, while a longer one can require up to 14 hours a week.

# LEAPS S6 Transition Course

## Aims

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.

## What?

## Assessment

There will be ongoing formative assessment, in other words, feedback opportunities on your progress and the chance to 'try out things' before more formal assessments.

You will also be given feedback to feed-forward into your university studies – ideas and strategies to take with you to your 1st year studies.

This course will be at SCQF Level 7 – i.e. 1st year university level. We are currently working to have the course formally accredited and will keep you updated as this process progresses.

The course will be taught at least partly online – although we plan to do some teaching at Edinburgh-based universities where possible. Frequency of travel is to be confirmed.

The course will begin in September 2022 and finish by Easter 2023.

We aim to run two sessions per week on Tues and Thurs afternoons.

We envisage that if on the university campus, the sessions will run from 14.00-16.30, and when in the school, it will last the final two periods of the school day.

## Where & When

## Who?

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).

# Pupil Comments

At the start I was a little bit scared to sign up for YASS because I didn't really know much about it and I didn't know how it would compare to my other subjects but once I got started I realised it was much the same workload as any of my other subjects.

I liked the structure of the work. It was very organised and never deviated. I also liked the fact that you could see exactly what you would be doing for each block

I would definitely recommend this course as I have found it extremely enriching and fun and I have been able to meet some new people and also gain another qualification. It also gave me a taste of what uni will be like. I have thoroughly enjoyed it and I think it is an opportunity that more people should consider because it is really beneficial.

## Computing YASS

It's universally accessible and you're never left feeling unsure. At the start, balancing my work was quite difficult since it's so different to the school system however I got the hang of it quite quickly. The assessments all differentiate in terms of difficulty. It really depends what you're good at.

The OU frequently send out help guides and offer support throughout the entirety of the course and are always there to answer any questions. The materials are very extensive and there is a vast amount of different types that you can use.

I was looking forward to signing up because I missed having math in my timetable. Using the OU materials was confusing at first but speaking to my tutor helped clarify things.

The quality of the materials is a highlight of the course. Soon after enlisting for the course, I received multiple high-quality course books with questions, examples, and explanations.

I also dislike the statistics data program as I find it hard to use. I would recommend the course to anyone with better time management skills than me!

## Statistics YASS

There are two main kinds of assessments in the course, computer marked tests, and tutor marked tests. I have found the tutor's feedback on the tutor marked tests to be very helpful and insightful, they allow me to perform better next time.

I would definitely recommend this course as I have found it extremely enriching and fun and I have been able to meet some new people and also gain another qualification. It also gave me a taste of what Uni will be like. I have thoroughly enjoyed it and I think it is an opportunity that more people should consider because it is really beneficial.

I particularly enjoy that you can see everything you are meant to complete is listed in order on the course homepage in a to-do list format. This helps me understand what I'm meant to be doing. Unfortunately, I am currently struggling to manage the work because I have a lot of tasks to do at the moment relating to university applications, and other schoolwork.

## Introduction

### Media: Foundation Apprenticeship

Applying for a Foundation Apprenticeship in Creative and Digital media, the range of equipment is what captured my attention. The college facilities are more sophisticated than that in the school.

Overall, I found the assignments very easy, being pass or fail if you were trying to do well you tend to get a good mark.

Since joining, Edinburgh College has offered lots of different opportunities, such as inclusion in different filming events (Lego Live, a short film for the National Galleries) meaning I was able to get a more authentic view into the media sector. We practice pitches and live streams and are allowed to be very creative in some of our ideas.

The travel to the Sighthill Campus was always a hassle, since I often had to go to work after which was in another part of Edinburgh, however the taxi rides with people travelling to the campus were one of the best parts! I became close with other people in the year that I hadn't spoken to and we always had a giggle. Overall

I recommend FAs if you are looking for a more hands on way of learning and a change of learning style than that of school.

Making friends and connections was really daunting and I still felt like I stuck out like a sore thumb sometimes, but I would say I have learnt more about myself by branching out. Making new friends should not be what puts you off from joining college as everyone is going through the same thing.

I would recommend this course to students who want to pursue a career in the Finance field as the Foundation Apprenticeship allowed me to work towards a SCQF level 6 (higher) qualification in college through a mixture of studying and work placement.

This has given me a head start as it widened my knowledge through work-based learning opportunities such as Zen Accounting and has given me a real insight on how the Accountancy world really operates and what I will need to.

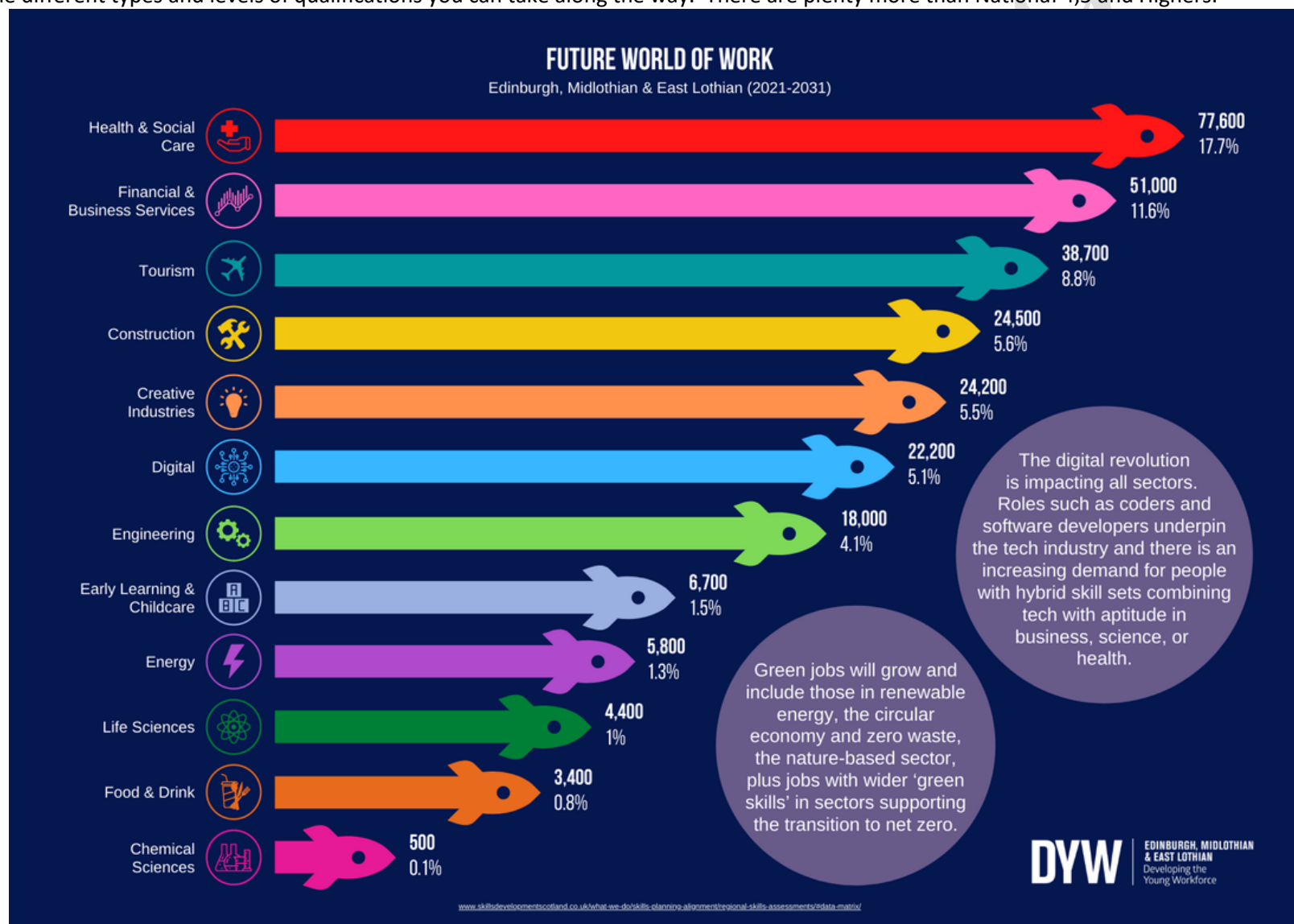
### Finance: Foundation Apprenticeship

Studying in college has also prepared me for university as I have learned to take responsibilities and set priorities. The college and lecturers were very welcoming and extremely supportive with when I needed help in class and offered remediations for students who failed their assessments first go.

## Job Market and Career Information

### Job Market and Career Information

This section contains information about how many jobs are likely to be available over the next few years along with some ideas for the types of jobs available. You can also see the different types and levels of qualifications you can take along the way. There are plenty more than National 4,5 and Highers.



## Employment by Qualification

Edinburgh, Midlothian & East Lothian

### SCQF 11-12

Masters Degree, Postgraduate Diploma, Doctorate, Professional Development Award 11-12, Professional Apprenticeship

11%

11%

### SCQF 7-10

Adv Higher, HNC, HND, Honours and Ordinary Degree, Professional Development Award 7-10, Graduate Apprenticeship, Modern Apprenticeship Level 3

56%

56%

### SCQF 6

Higher, National Certificate Level 6, Modern Apprenticeship Level 3, Foundation Apprenticeship, Skills For Work Higher, National Progression Award Level 6

10%

10%

### SCQF 5

National 5, National Certificate Level 5, Modern Apprenticeship Level 2, National Progression Award Level 5

16%

17%

### SCQF 1-4

National 1, Access 1 National 2, Access 2, National 3, National 4, National Certificate Level 4, National Progression Award (NPA) Level 3, NPA Level 4

2%

2%

(2022-2025)

(2025-2032)

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[www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning-alignment/regional-skills-assessments/#data-matrix/](https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning-alignment/regional-skills-assessments/#data-matrix/)



# Employment by Qualification Scotland 2014 – 2024

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

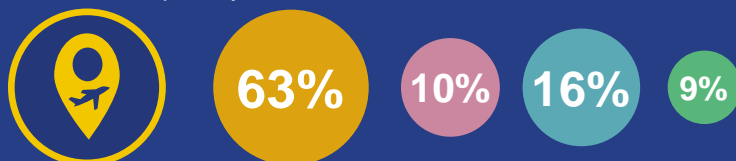
**SCQF 7-10**  
Advanced Highers, Higher National  
Certificates and Diplomas, Honours and  
Ordinary Degrees, Professional  
Development Award Level 7 - 10,  
Graduate Apprenticeship,  
Modern Apprenticeship Level 3.

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

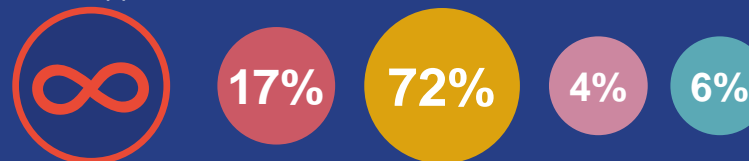
**SCQF 5**  
National 5, National Certificates level 5,  
Modern Apprenticeship level 2,  
National Progression Awards Level 5

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

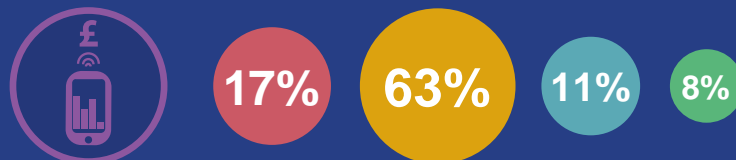
## Tourism, Hospitality, Distribution and Retail



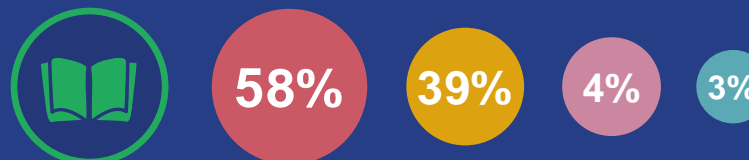
## Other Opportunities



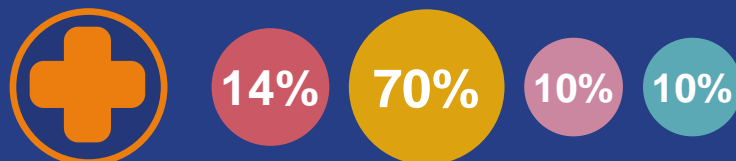
## Business, Finance and Admin Services



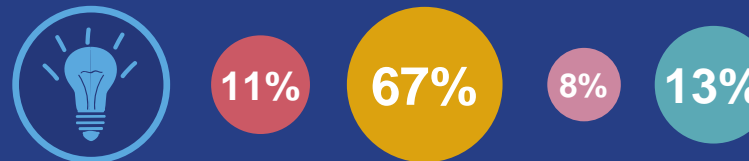
## Education



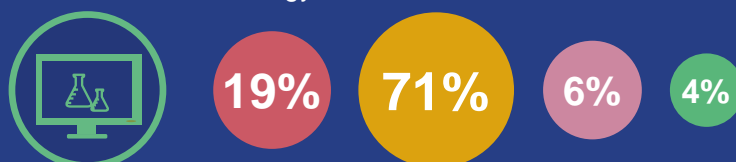
## Health and Social Care



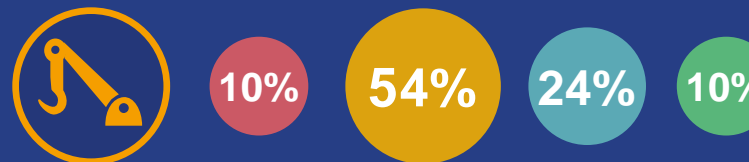
## Creative Industries



## Science and Technology



## Construction





## CHEMICAL SCIENCES

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.

Honours Degree  
Chemistry  
SCQF 10

Higher  
SCQF 6

### Biotechnologist

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

Honours Degree  
Biotechnology  
SCQF 10

HND  
Biotechnology  
SCQF 8

### Forensic Scientist

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

Honours Degree  
Forensic Science  
SCQF 10

Foundation  
Apprenticeship  
Scientific  
Technologies  
(Laboratory Skills)  
SCQF 6



Modern  
Apprenticeship  
Life Science and  
Related Science  
Industries  
SCQF 6/7

Technical  
Apprenticeship  
Life Science and  
Related Science  
Industries  
SCQF 8/9

### Chemical Plant Process Operator

Checking and running the machines that make products like paints, plastics, cosmetics and toiletries.

National 5  
SCQF 5

National 4  
SCQF 4

### Chemical Engineer

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

Honours Degree  
Chemical  
Engineering  
SCQF 10

Higher  
SCQF 6

National 5  
SCQF 5

### Laboratory Technician

Doing tests, research and investigations and supporting scientists and their research.

NC  
Applied Sciences  
SCQF 6

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# CONSTRUCTION

There will be an estimated **24,500** job openings in the Construction Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

## Bricklayer

Building and repairing walls, chimneys, tunnel linings and archways to make people's homes and other buildings safe, and protected from the weather.

Modern Apprenticeship Construction: Building SCQF 6/7

NPA Construction SCQF 5

## Stonemason

Using your manual skills to carve blocks of stone, or lay and fit stonework into place on building projects.

Modern Apprenticeship Construction: Building SCQF 6/7

National 5 SCQF 5

## Architect

Designing new buildings so that people have practical, attractive, energy efficient and safe places in which to live and work and restoring old buildings so they can be used for a new purpose.

Postgraduate Degree Architecture SCQF 11

Honours Degree Architecture SCQF 10

NC Built Environment SCQF 6

Modern Apprenticeship Construction: Technical SCQF 6/7

Technical Apprenticeship Construction: Technical SCQF 8/9

HND Construction Management SCQF 8

Honours Degree Construction Management SCQF 10

## Construction Manager

Supervising and directing operations on a construction project to make sure the building or structure is completed safely, on time and within the budget.

## Joiner

Installing and repairing the wood inside homes, shops and bars. Or you could be building sets for film and TV.

Modern Apprenticeship Construction: Building SCQF 6/7

NPA Construction SCQF 5

## Civil Engineer

Planning, designing and managing construction for infrastructure projects like transport, water, flood alleviation, building structures, etc.

Professional Apprenticeship Construction SCQF 11

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## CREATIVE INDUSTRIES

There will be an estimated **24,200** job openings in the Creative Industries Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Video Editor

Bringing together pictures and sound to produce a finished piece for film, TV or the internet.

### Marketing Manager

Using your creativity to promote the goods and services offered by your business or organisation to potential customers.

### Actor

Entertaining people by performing as a character in a story, on stage before a live theatre audience or on film, television or radio.

### Choreographer

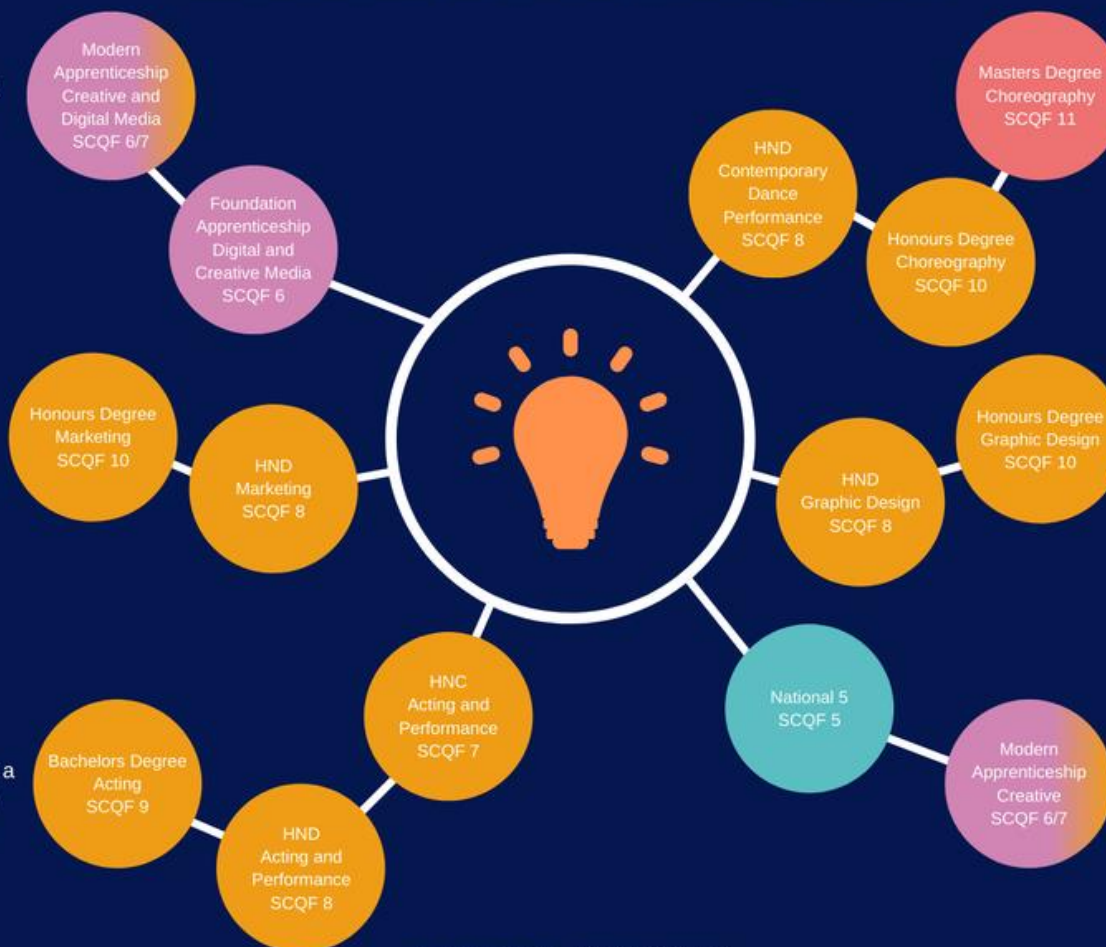
Creating dance routines to entertain people at live shows, events or for TV and films.

### Graphic Designer

Using your creative skills to design the look of websites, packaging, adverts and more.

### Photographer

Using your artistic and technical skills to take still photographs at special events or to be used in magazines, books or adverts.



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## DIGITAL

There will be an estimated **22,200** job openings in the Digital Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Web Developer

Designing, building and looking after websites and web applications for clients.

Honours Degree  
Web Development  
SCQF 10

HND  
Multimedia  
Computing: Web  
Development  
SCQF 8

### Software Developer

Designing and building computer programs for organisations, including; databases, robotic systems, mobile applications and more.

HND  
Computing:  
Software  
Development  
SCQF 8

Foundation  
Apprenticeship  
Software  
Development  
SCQF 6

### Ethical Hacker

Protecting networks and computers from attacks from unethical hackers, who illegally access computers with the intention of accessing confidential information.

Masters Degree  
Ethical hacking  
and Cyber  
Security  
SCQF 11

Honours Degree  
Ethical Hacking  
SCQF 10



HNC  
Cyber Security  
SCQF 7

NC  
Computer-Aided  
Design and  
Technology  
SCQF 6

HNC  
Computer Aided  
Draughting and  
Design  
SCQF 7

HND  
Computer Aided  
Draughting and  
Design  
SCQF 8

### Database Administrator

Planning and building computer systems to hold vital information for organisations. Making sure the systems are secure and work properly.

Technical  
Apprenticeship  
Data Analytics  
SCQF 8/9

Modern  
Apprenticeship  
IT and  
Telecommunications  
SCQF 6/7

### Games Tester

Playing console or online games many times to spot any bugs and mistakes that need to be fixed before the game goes on sale to the public.

National 5  
SCQF 5

National 4  
SCQF 4

### CAD Technician

Drawing plans and creating 3D designs for buildings and machinery so that engineers and technicians can understand their construction.

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## EARLY LEARNING & CHILDCARE

There will be an estimated **6,700** job openings in the Early Learning & Childcare Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Early Years Teacher

Doing fun activities with babies and children to help them learn and develop.

Honours Degree  
Primary Education  
SCQF 10

HNC  
Early Education  
and Childcare  
SCQF 7

### Nursery Manager

Leading a team of people who provide daycare and learning for babies and young children from birth to five years.

Bachelors Degree  
Childhood Practice  
SCQF 9

HNC  
Early Education  
and Childcare  
SCQF 7

### Learning Support Assistant

Helping children and young people who need special support to make the most of education by working with them in the classroom.

HND  
Additional Support  
Needs: Supporting  
the Individual  
SCQF 8

HNC  
Additional Support  
Needs: Supporting  
the Individual  
SCQF 7



NC  
Education Support  
Assistant  
SCQF 6

National 4  
SCQF 4

### Teacher Primary School

Teaching primary school children and helping them enjoy learning. Encouraging them to take pride in their achievements outside school and be confident in their abilities.

Honours Degree  
Primary Education  
SCQF 10

HNC  
Childhood Practice  
SCQF 7

### Training Officer

Organising training to help staff improve their skills and get more out of their jobs.

Modern  
Apprenticeship  
Management  
SCQF 6/7

Foundation  
Apprenticeship  
Business Skills  
SCQF 6

### Classroom Assistant

Encouraging children and young people with learning activities in the classroom. Working closely with teachers to ensure the pupils learn in a safe and caring environment.

Foundation  
Apprenticeship  
Social Services -  
Children and Young  
People  
SCQF 6

## ENERGY

There will be an estimated **5,800** job openings in the Energy Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Electrical Engineer**  
Designing, building and maintaining the electrical systems and equipment that are vital to industry, the railways and manufacturing.

HND  
Electrical  
Engineering  
SCQF 8

Modern  
Apprenticeship  
Electrical  
Installation  
SCQF 6/7

**Water Treatment Technician**  
Using the equipment in a water treatment plant to make water clean and safe for people to drink.

Modern  
Apprenticeship  
Water Industries  
SCQF 5

National 5  
SCQF 5

**Building Surveyor**  
Advising people who own or want to buy a building whether it meets building regulations or needs any serious repairs.

Honours Degree  
Building  
Engineering  
SCQF 10

HND  
Building Surveying  
SCQF 8

HNC  
Building Surveying  
SCQF 7

HND  
Engineering  
Systems  
SCQF 8

Honours Degree  
Energy Engineering  
SCQF 10

**Energy Engineer**  
Designing and constructing sites to generate energy from the wind, sun and water. You could also drill for and extract gas and oil.

**Drilling Engineer**  
Planning the construction of wells to extract oil and gas which are effective, safe for people to operate and do not pollute the environment.

HND  
Mechanical  
Engineering  
SCQF 8

Honours  
Degree  
Mechanical and  
Offshore  
Engineering  
SCQF 10

**Gas Service Technician**  
Safely installing and repairing gas heating and hot water systems. Maintaining and repairing the pipes, appliances and meters.

Modern  
Apprenticeship  
Gas Industry  
SCQF 6/7

National 5  
SCQF 5

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# ENGINEERING

There will be an estimated **18,000** job openings in the Engineering Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

## Marine Engineer

Designing, building and repairing ships, boats and offshore oil and gas platforms. Making sure their systems and machinery work effectively and safely.

Honours Degree  
Naval Architecture  
and Marine  
Engineering  
SCQF 10

HND  
Marine  
Engineering  
SCQF 8

## Mechanical Engineer

Designing and testing components and machines like wind turbines, pumps for clean water and medical prosthetics to help people who have mobility difficulties.

Honours Degree  
Mechanical  
Engineering  
SCQF 10

HND  
Mechanical  
Engineering  
SCQF 8

## Aerospace Engineer

Designing and building aeroplanes, helicopters, spacecraft, satellites, missiles and rockets.

Honours Degree  
Aerospace  
Engineering  
SCQF 10

HND  
Aircraft Engineering  
SCQF 8



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## Electrician

Making sure that electrical systems in people's homes and businesses work safely, fixing faults and installing new systems.

Modern  
Apprenticeship  
Electrical  
Installation  
SCQF 6/7

National 5  
SCQF 5

## Engineering Operative

Putting together different parts to make products such as cars, household appliances, gadgets and furniture.

Modern  
Apprenticeship  
Engineering  
SCQF 6/7

HND  
Electrical  
Engineering  
SCQF 8

## Smart Meter Installer

Fitting and repairing gas and electricity meters in homes and businesses.

Modern  
Apprenticeship  
Smart Meter  
Installation  
SCQF 6/7

National 5  
SCQF 5

## 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.

### Personal Assistant

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

### 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.

### Bank Manager

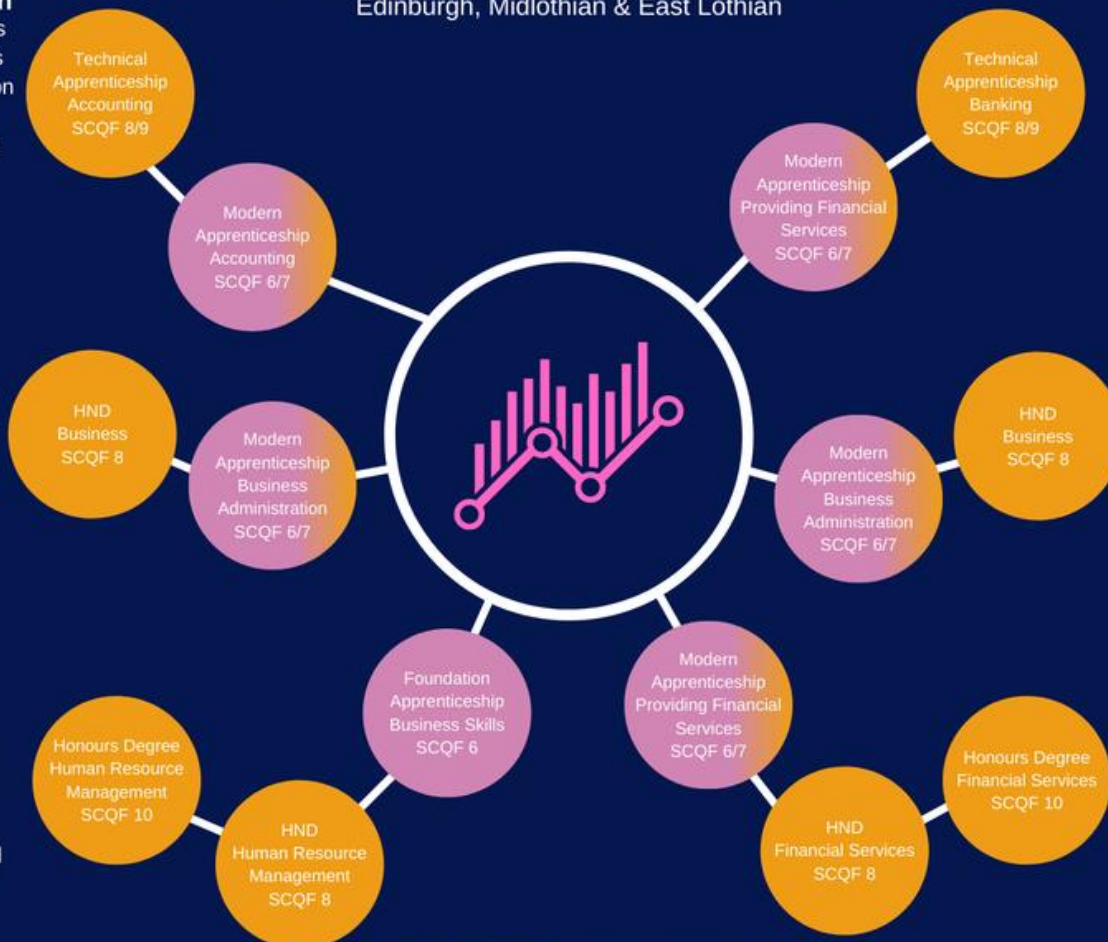
Running a branch of a bank or building society and leading the team of customer advisers.

### Secretary

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

### 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.





## FOOD & DRINK

There will be an estimated **3,400** job openings in the Food & Drink Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Food Scientist/Technologist

Testing food for safety and quality and finding ways to keep food fresh for longer. Or you would invent new processes and products, such as fat-free food.

Honours Degree  
Food Bioscience  
SCQF 10

HND  
Food Science and  
Technology  
SCQF 8

### Chef

Making delicious food for people to enjoy in a restaurant, café or bar. Cooking the food to order and presenting it for the waiting staff to serve to the customers.

NPA  
Professional  
Cookery  
SCQF 4

NPA  
Professional  
Cookery  
SCQF 3

### Quality Control Technician

Checking that products meet quality standards and are safe for customers to buy.

Honours Degree  
Food and  
Consumer  
Science  
SCQF 10

HND  
Food Science and  
Technology  
SCQF 8

HNC  
Food Science and  
Technology  
SCQF 7

National 4  
SCQF 4

National 5  
SCQF 5

### Baker

Making baked goods for customers in shops and supermarkets. Or baking and selling your hand-made products in a small craft bakery or delicatessen.

### Brewery Worker

Making beer for people to enjoy in pubs and restaurants or buy in shops.

Higher  
SCQF 6

National 5  
SCQF 5

National 4  
SCQF 4

National 5  
SCQF 5

### Food Packaging Operative

Helping to prepare food and drink for sale in the shops by keeping production lines running smoothly.

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## HEALTH & SOCIAL CARE

There will be an estimated **77,600** job openings in the Health & Social Care Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Doctor GP

Providing medical care for people in the local community and being the first point of contact for patients, in your surgery or at their home.

Honours Degree  
Medicine  
SCQF 10

HNC  
Pathways to  
Medicine  
SCQF 7

### Pharmacist

Helping people get the right medicines and drugs and guiding them to use them safely to treat illnesses and diseases.

Integrated Masters  
Pharmacy  
SCQF 11

Honours Degree  
Pharmacology  
SCQF 10

### Midwife

Caring for and supporting pregnant women and their babies. Each woman will trust you to do your best to keep their baby healthy and safe.

Bachelors Degree  
Midwifery  
SCQF 9

HND  
Biological Sciences  
SCQF 8

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Modern  
Apprenticeship  
Healthcare Support  
SCQF 6/7

HNC  
Care and  
Administrative  
Practice  
SCQF 7

### Care Support Worker

Supporting people who have difficulties with daily activities e.g. children, people with physical/learning disabilities, older people or families.

National 5  
SCQF 5

National 4  
SCQF 4

### Ambulance Technician

Caring for sick and injured people. Using advanced driving skills to respond rapidly and safely to medical emergencies.

Higher  
SCQF 6

Honours Degree  
Dentistry  
SCQF 10

### Dentist

Helping people take care of their teeth and gums keeping them healthy and strong. Checking their mouths and treating any problems.

## LIFE SCIENCES

There will be an estimated **4,400** job openings in the Life Sciences Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

### Biology Teacher

Inspiring and motivating young people to learn about life and how organisms survive, thrive and change.

Honours Degree  
Professional Education  
(Secondary) and  
Biology  
SCQF 10

HND  
Biological Sciences  
SCQF 8

### Geneticist

Doing scientific research to understand and treat diseases in people, animals and plants.

Honours Degree  
Genetics  
SCQF 10

HNC  
Applied Sciences  
SCQF 7

### Zoologist

Studying animals, their habits and the places they live.

Honours Degree  
Zoology  
SCQF 10

Technical  
Apprenticeship  
Life Science and  
Related Science  
Industries  
SCQF 8/9



Modern  
Apprenticeship  
Life Science and  
Related Science  
Industries  
SCQF 6/7

NC  
Applied Sciences  
SCQF 6

Honours Degree  
Biochemistry  
SCQF 10

### Biochemist

Researching the chemistry of living cells to learn more about diseases or develop new drugs, medicines and crops.

### Botanist

Studying plants so we can use them to make food, drugs and different materials.

Honours Degree  
Plant Science  
SCQF 10

HNC  
Applied Sciences  
SCQF 7

### Pharmacologist

Researching to discover and develop new drugs and medicines, and to make sure they are used safely.

Honours Degree  
Pharmacology  
SCQF 10

HND  
Applied Sciences  
SCQF 8

**DYW**

EDINBURGH, MIDLOTHIAN  
& EAST LOTHIAN  
Developing the  
Young Workforce



## TOURISM

There will be an estimated **38,700** job openings in the Tourism Sector between 2021-2031 in Edinburgh, Midlothian & East Lothian

**Air Cabin Crew**  
Looking after airline passengers and being responsible for their comfort and safety during their flight.

NC  
Travel and Tourism  
SCQF 6

National 5  
SCQF 5

**Tour Manager**  
Making sure tours for groups of holiday makers run smoothly and that they enjoy themselves.

Modern  
Apprenticeship  
Travel Services  
SCQF 6/7

National 5  
SCQF 5

**Travel Agent**  
Booking trips, selling holiday packages and giving advice to help make travel easier for people.

HND  
Travel and Tourism  
SCQF 8

HNC  
Travel and Tourism  
SCQF 7



**Airport Information Assistant**  
Giving passengers in the airport accurate information about flights and schedules..

NC  
Travel and Tourism  
SCQF 6

National 5  
SCQF 5

**Hotel Manager**  
Overseeing all aspects of running a hotel so guests can enjoy their stay and the hotel makes a profit.

Technical  
Apprenticeship  
Hospitality  
Management Skills  
SCQF 8/9

Modern  
Apprenticeship  
Hospitality  
SCQF 6

**Resort Representative**  
Arranging trips, answering enquiries and sorting out problems for people on holiday in a resort so they have a good time.

HNC  
Travel and Tourism  
SCQF 7

NC  
Travel and Tourism  
SCQF 6

**DYW**


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& EAST LOTHIAN  
Developing the  
Young Workforce


## Career Choice



## Business and Finance

Credit manager, management accountant, investment analyst, management consultant, accounting Technician, insurance underwriter, economist, bank manager, financial advisor, company secretary, tax inspector, risk surveyor, stockbroker...

S4	English	Maths or LS Maths	French / Spanish	Computing	Business	Admin & IT	JET Business Placement
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N5 / NPA Level 5	NPA Level 6/ N4 / N5	Employability & Enterprise NPA Level 5

S5	English	(LS) Maths	French / Spanish /	Business	Computing / Admin	Foundation Apprenticeship: <ul style="list-style-type: none"> <li>Accountancy</li> <li>Business Skills</li> <li>Financial Services</li> </ul> 
	N5 / Higher	N5 / Higher /	N5 / Higher	N5 / Higher	N5 / Higher	

S6	English	Maths	French / Spanish	Computing / Admin	Business	Foundation Apprenticeship: <ul style="list-style-type: none"> <li>Financial Services</li> </ul> 
	Higher / AH	Higher / AH	Higher / AH		Higher / AH	

Skills and Qualities	Employment Route
<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 <div>  Apprenticeships              Edinburgh Guarantee           </div>

## College Courses

### NC (one year)

- Legal Services
- Accounting
- Access to Accounting



### HNC / HND / Degree

Accountancy HNC/D / Degree  
 Business and Finance HNC/D / Degree  
 Legal Services HND  
 Various Law Degrees



## University Courses


BSc Business Management  
 MA 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...

S4	English	Maths	Art	HFT /Hospitality	Science	Jet Child care placement
	N4 / N5	N4 / N5	N4 / N5	N5 / NPA Level 5	N4 / N5	Employability & Enterprise NPA Level 5 

S5	English	Maths	Art / Science	HFT/Childcare	<b>Foundation Apprenticeship:</b> Childcare <b>School College Partnership:</b> Health and Social Care Various other Courses
	N5 / Higher	N5 / Higher /	N5 / Higher	N5 / Higher	

S6	English	Maths	Art / Science	HFT/Childcare	<b>Foundation Apprenticeship:</b> Childcare <b>School College Partnership:</b> Health and Social Care Psychology
	Higher / AH	Higher / AH	N5 / Higher	N5 / Higher	

## 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
- Primary Teaching
- Social Work

## Skills and Qualities

Listening to people  
Working as part of a team  
Caring for people  
Helping people to learn  
Being creative

## S4 Employment Route

Apprenticeships in:

- Nursery Nurse
- Play worker
- Classroom support worker

Apprenticeships



Education



Social Work





Edinburgh  
Guarantee

Childhood Practice



## Career Choice

**Computing:** IT Support, Software Development, Web Design, Games Development, Cyber Security, Forensic Analyst, Network Manager, Big Data Analyst, App Development, Database Administrator, AV Technician, Electronics Engineer, Animator,

S4	English	Maths or LS Maths	Physics	Computing Science	Graph Comm	
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4/5	
S5	English	Maths	Physics / Graph Comm	Computing Science	<b>Foundation Apprenticeship</b> IT Software Development Creative Digital Media 	
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher		
S6	English	Maths	Games Dev	Cyber Security	<b>Foundation Apprenticeship</b> IT Software Development Creative Digital Media 	
	Higher / AH	Higher / AH	NPA 5/6	NPA 5/6		

Skills and Qualities	Employment Route S4
Logical Problem solving Working with others and alone Time management Explaining things Enjoys working under pressure Keen to continuously up skill	Apprenticeships in: IT Technician Web & Software Developer Computer programming Database Development Systems and Networking Cyber security Digital and Technology Digital Marketing    Apprenticeships

## College Courses

### NC (one year)

Computing with digital media  
 Intro to software and computer games development  
 Computing technical support  
 Computer games development



### HNC /HND (two /three years)

Computer Networking  
 Software development  
 Computing Science  
 Computing  
 Web Development  
 Digital design and development  
 Computer games development  
 Forensics and Cyber Security



## University Courses

- Computing Science
- Computer Networking
- Business Studies
- Information Systems





## Career Choice



## Construction

Architect, Surveyor, Plant Mechanic, Demolition, Dry Liner, Clerk of Works, Builders' Merchant, Plant operator, carpenter/joiner, electrician, Carpet/floor fitter, Shop fitter, Civil engineer, plant mechanic, Architect/Civil Engineering Technician, Quantity Surveyor, Scaffolder, Planning

S4	English	Maths or LS Maths	Pract Woodwork	Design & Manufacture	Science	Graph Comm
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4/N5

S5	English	Maths	Science	Technology Subject	<b>Foundation Apprenticeship</b> Civil Engineering Scientific Technologies	
	N5 / Higher	N5 / Higher /	N5 / Higher	N5/Higher		

S6	Maths	Science		Technology Subject		<b>Foundation Apprenticeship</b> Civil Engineering Scientific Technologies	
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	Higher / AH		

Skills and Qualities	Employment Route
<ul style="list-style-type: none"> <li>Problem solving</li> <li>IT Skills</li> <li>Communication</li> <li>Practical Skills</li> <li>Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Modern Apprenticeship</li> <li>Graduate Apprenticeship</li> <li>Graduate Training Scheme</li> </ul> <div>   </div> <div>           Apprenticeships                       Edinburgh Guarantee         </div>

## College Courses

### NPA/NC (one year)

- NPA Carpentry and joinery
- NPA Electrical Installation
- NPA Painting and Decorating
- Built environment NC



### HNC /HND (two /three years)

- Built environment HNC
- Architectural Technology HND
- Civil Engineering HND
- Construction Management



## University Courses

- Construction
- Built Environment
- Engineering
- Architecture
- Building Surveying
- Civil Engineering





## 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

S4	English	Maths	Media	Music/ Photography/ Fashion and Textiles/ Graphic Communication	Dance	Art/Drama
	N4 / N5	N4 / N5	N4/N5	N4/5/NPA	NPA 5	N5

S5	English	Maths	Media / Dance	Music/ Art/ Photography/ Drama/ Fashion and Textiles/ Graphic Communication	<b>Foundation Apprenticeship:</b> Creative and Digital Media  <b>School College Partnership:</b> Creative Industries Courses
	N5 / Higher	N5 / Higher /	N5 / Higher / NPA 6	N5 / Higher / NPA 6	

S6	English	Maths	Media / Dance/Drama	Music/ Art/ Photography/ Drama/ Fashion and Textiles/ Graphic Communication	<b>Foundation Apprenticeship:</b> Creative and Digital Media  <b>School College Partnership:</b> Creative Industries Courses
	Higher / AH	Higher / AH	Higher / AH	NPA/ Higher / AH	

Skills and Qualities	S4 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
	   
	Apprenticeships      Edinburgh Guarantee      Creative Scotland      app.hiive

## College Courses



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.






## Career Choice

**Engineering:** Mechanical, Civil, Chemical, Electronic, Automotive, Design, Aerospace, Nuclear, Drilling, Tunnelling, Energy, Electrical, Forces Engineer Officer, Instrumentation, Maintenance Engineer, Telecommunication, Broadcast, Sound, Refrigeration

S4	English	Maths or LS Maths	Woodwork/ Graph Comm	Design and Manufacture	Engineering Science	Physics/Science
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4 / N5

S5	English	Maths	Physics/Eng Science	Design & Manufacture/ Graph Comm	Foundation Apprenticeship Engineering or Civil Engineering 
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	

S6	English	Maths	Physics/Eng Science	Design and Manufacture/ Graph Comm	Foundation Apprenticeship Engineering or Civil Engineering 
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	

Skills and Qualities	Employment Route S4	Employment Route S5/6
Communication Explaining things Designing Planning and organisation Problem Solving Team work	Modern apprenticeship's 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.
	Apprenticeships 	Edinburgh Guarantee 

## College Courses



### NC (one year)

Pre apprentice Electrical installation  
Engineering systems with skills for work  
Measurement and control engineering  
Engineering SWAP course  
Electrical Engineering  
Welding Processes  
Engineering N5

### 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





## Career Choice




## Health and Care:

Health Visitor, Environmental Health, Fitness Instructor, Dental Nurse/Hygienist, Health Manager, Midwife, Dietician, Nurse, Nanny, Podiatrist, Physio, Paramedic, Social Work, Drama/Art Therapist, Optometrist, Carer, Audiologist

S4	English	Maths or LS Maths	Two from Three Sciences (check entry requirements)		Free choice
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4/N5

S5	English	Maths	One or two sciences (check entry requirements)	<b>Foundation Apprenticeship</b> Social Services and Health Care 
	N5 / Higher	N5 / Higher /	N5 / Higher	

S6	Maths	One or two sciences (check entry requirements)			<b>Foundation Apprenticeship</b> Social Services and Health Care 
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	

Skills and Qualities	Employment Route		
<ul style="list-style-type: none"> <li>Research skills</li> <li>Problem Solving</li> <li>Critical Thinking</li> <li>Logical approach</li> </ul>	<ul style="list-style-type: none"> <li>Modern Apprenticeship</li> <li>Graduate Apprenticeship</li> <li>HNC/HND/Degree based jobs</li> </ul>	 NHS Careers	 My World of Work
		 Apprenticeships	

## College Courses

### NC (one year)

- Dental Nursing
- Pharmacy Services
- Route to Health Professions
- Social Services (SCQF L6)



### HNC /HND (two /three years)

- Care & Administration Practice HNC
- Dental Nursing SVQ L3
- Social Services HNC







## University Courses

- Health Studies
- Social Care
- Nursing
- Mental Health



## Career Choice

**Sciences:** Data Scientist, Forensic, Biomedical, Food Scientist, lab Technician, Pharmacy, Sport & Exercise Scientist, Quality Assurance Technician, Geneticist, Textile Technologist,

S4	English	Maths or LS Maths	Two from Three Sciences (check entry requirements) Physics for Engineering Bio/Chem for life Sciences		Free choice
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	N4/N5
S5	English	Maths	Two from three Sciences (check entry requirements) Physics & Maths for Engineering Bio/Chem for life Sciences		<div>College Courses</div> 
	N5 / Higher	N5 / Higher /	N5 / Higher		<div>Foundation Apprenticeship</div>  <div>Scientific Technology</div>
S6	Maths	Two from three Sciences (check entry requirements) Physics & Maths for Engineering Bio/Chem for life Sciences		<div>College Courses</div> 	<div>Foundation Apprenticeship</div>  <div>Scientific Technology</div>
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	

## College Courses

### NC (one year)

- Applied Sciences NC L5
- Applied Science NC L6
- Wide range of Engineering courses



### HNC /HND (two /three years)

- Applied Science HNC
- Applied Science HND
- Wide range of Engineering courses



## University Courses

- Biology
- Biological Sciences
- Physiology & Anatomy
- Genetics
- Microbiology



## Skills and Qualities

- Logical Approach
- Problem Solving
- Laboratory Skills
- Research Skills

## Employment Route

- Modern Apprenticeship
- Graduate Apprenticeship
- HNC/HND/Degree based jobs



My World of Work



NHS Careers



Apprenticeships

## 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 , Leisure Centre Management, Sports Scientist, Fitness Instructor, Outdoor Education

S4	English	Maths or LS Maths	Biology / HFT	PE	HFT	Free Choice
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	NPA Level 5	

S5	English	(LS) Maths /	Science / HFT	PE	Sports Leader
	N5 / Higher	N5 / Higher	N5 / Higher	N5 / Higher	

S6	English	Maths	Science / HFT	PE	Free Choice
	Higher / AH	Higher / AH	Higher / AH	Higher / AH	

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

## 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  
Sports Science  
Physical Activity, Health and Wellbeing  
PE Teaching  
Physiotherapy  
Podiatry










## 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, brewing, tour guide, Housekeeping, baker, cake decorator

S4	English	Maths or LS Maths	French / Spanish	HFT/ Practical Cookery/ Practical Cake craft/ Bakery	School College Partnership: • Professional Cookery	Travel and Tourism
	N4 / N5	N4 / N5	N4 / N5	N5 / NPA Level 5		Skills for Work National 5
S5	English	(LS) Maths	French / Spanish	HFT/ Practical Cookery/ Practical Cake craft/ Bakery	<b>Foundation Apprenticeship:</b> • Food and Drink Technology School College Partnership Course  	
	N5 / Higher	N5 / Higher /	N5 / Higher	N5 / Higher		
S6	English	Maths	French / Spanish	HFT/ Practical Cookery/ Practical Cake craft/ Bakery	<b>Foundation Apprenticeship:</b> • Food and Drink Technology School College Partnership Course  	
	Higher / AH	Higher / AH	Higher / AH	Higher / AH		

## 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

### HNC /HND/Degree

Travel and Tourism NC/HNC/HND  
 International Hospitality and Tourism  
 Management BA (Hons)

## Skills and Qualities

Communicating with people  
 Taking the lead  
 Coming up with new ideas  
 Budgeting  
 Planning and organising  
 Making decisions

## Employment Route

Pre-apprenticeships  
 Modern Apprenticeships

Apprenticeships

Edinburgh  
 Guarantee


## University Courses


Varied range  
 Of degree courses






## Career Choice

**Trades:** Electrician, Joiner, Mechanic, Painter & Decorator, Plasterer, Plumber, Roofer, Stone Mason, Tiler, Scaffolder, Cabinet Maker, Bricklayer

S4	English	Maths or LS Maths	Physics	Practical Woodwork	Design & Manufacture	Jet
	N4 / N5	N4 / N5	N4 / N5	N4 / N5	NPA Level 5	Employability & Enterprise NPA Level 5 

S5	English	Maths	Physics/Science	Design and Manufacture	<b>Foundation Apprenticeship</b> Engineering or Civil Engineering 
	N5 / Higher	N5 / Higher	N5 / 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> <div>  CITB            Edinburgh Guarantee            Apprenticeships            Go Think Big! Skipping Uni         </div>

## 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



## My Choice!

Type of Job I'm thinking about:

### My Skills and Qualities

### Possible Employment Routes

S3

English

Maths

Language

Science

Social  
Subject

Technologies

Expressive  
Arts

Free Choice  
1

Free Choice  
2

Free Choice  
3

S4

English

Maths

S5

S6

### College Courses

NC (one year)

HNC /HND/Degree

### University Courses

## My Choice!

Type of Job I'm thinking about:

My Skills and Qualities	Possible Employment Routes

S3	English	Maths	Language	Science	Social Subject	Technologies	Expressive Arts	Free Choice 1	Free Choice 2	Free Choice 3

S4	English	Maths								

S5					

S6					

## College Courses

NC (one year)

HNC /HND/Degree

## University Courses

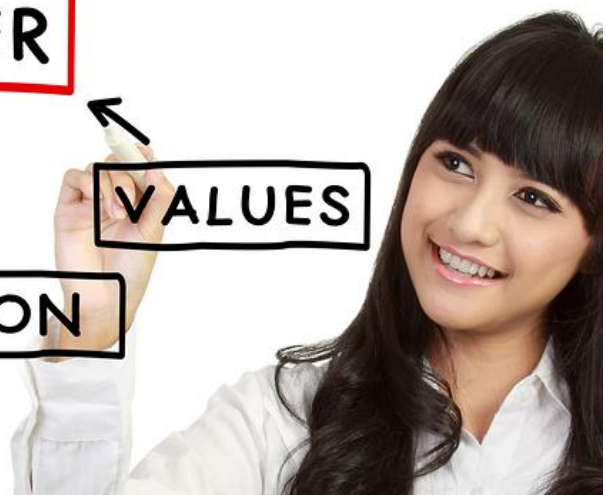
## Employability and Vocational opportunities

Your formal education is only part of what will make you an attractive candidate to an employer either now or in the future.

The opportunities in this section will give you the chance to develop all the factors that will help shape your future.

There are some great opportunities out there, why not grab one and see where it takes you?

Some of these opportunities will be of relevance whatever you decide to do at the end of next year.





### Young Applicants in Schools Scheme (YASS) (S6 only)

✓ Equivalent to Adv Higher in difficulty (SCQF level 7)

#### Description

[YASS](#) offers an opportunity to get an early taste of university study through The Open University. It is designed to bridge the gap between school and full-time university and help able and motivated students stand out from the crowd. It also helps them develop an impressive academic portfolio which will differentiate them from other students when it comes to applying to other universities at a time of increased competition, especially for competitive courses such as Law. Students can gain experience of a more independent style of learning which will stand them in good stead when they continue their degree level studies.

#### Broadening horizons

Open University modules provide an opportunity for students to deepen their existing knowledge or try a completely different subject. Students taking arts subjects at Advanced Higher or Higher level might like to study Maths or Science to broaden their skills for example. Alternatively, they might opt for an Open University module which relates closely to their subjects – improving their knowledge and helping them to approach topics in a different way.

All of the modules are at SCQF level 7 (equivalent in difficulty to an Advanced Higher).

Students are able to choose a 10-credit module in place of a traditional subject on their timetable. One credit point is equivalent to roughly 10 hours of study.

There is also the option of choosing a 30-credit module, but this will be **hard work!** A 30-credit module would require approximately **4.5 hours of additional study per week** on top of the time allocated in school for the entire school year.

#### Module Choices

The following list contains a selection of the [10 and 30 credit modules](#) currently available:

##### 10 credit modules

- |                                                          |                               |
|----------------------------------------------------------|-------------------------------|
| • Volcanoes, Earthquakes and Tsunamis                    | • Galaxies, Stars and Planets |
| • Molecules, Medicines and Drugs: A Chemical Story       | • Lawmaking in Scotland       |
| • Living without Oil: Chemistry for a Sustainable Future | • Maths for Science           |
| • Contemporary topics in Science                         | • The Frozen Planet           |

##### 30 Credit Modules

- |                                                        |                                 |
|--------------------------------------------------------|---------------------------------|
| • English for academic purposes                        | • Beginners' French             |
| • Communication skills for business & management       | • Beginners' German             |
| • Fundamentals of accounting                           | • Beginners' Spanish            |
| • Engineering: origins, methods, context               | • French Studies 1              |
| • Introduction to computing and information technology | • German Studies 1              |
| • Technologies in practice                             | • Spanish Studies 1             |
| • Discovering Maths                                    | • Intermediate Italian          |
| • Introducing statistics                               | • Exploring Languages & culture |
| • Essential Maths 1                                    |                                 |
| • Physics & Space                                      |                                 |

#### To find out more about the scheme

Further details of the YASS scheme and how to apply can be obtained from Mr Oldham (Science) or from the [YASS website](#).



## LEAPS Transitions Course

Get the academic edge for university

### LEAPS Transitions Course 2024-2025 – Course Choice Information

Keen to prepare for university study?

If you are a [LEAPS-eligible student](#), the LEAPS Transitions Course could be an S6 timetable option for you!

*"Since I was the first in my family to attend university, I was nervous and didn't know what to expect. The support from LEAPS to help me understand university courses and the level of work that would be expected was great. Even down to how to write an academic essay with citations was so helpful. I have used these skills more than once in my course at university now, and can even help my friends who may be struggling."*

- Hannah, former LEAPS Transitions Course student

Find out more about the course below, and visit [www.leapsonline.org/transitions-course](http://www.leapsonline.org/transitions-course) for further details.

#### Course Description

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.

#### What will I learn?

The focus will be on developing successful academic practice – in other words, how to be successful at university – and you will have the chance to work with students and academics/lecturers from a broad range of subject areas. You will not study one subject. Instead, you will study lots of subjects, focusing on developing key academic skills.

- **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)

## How will I learn?

- Lectures (presentations to everyone on the course) and Tutorials (smaller group discussions led by a tutor)
- Workshops, Project Work, Library Research, Independent study
- Coursework (weekly preparation for tutorials)

## How will I be assessed?

Assessments (two formal graded assessments and additional informal formative assessments)

- Individual Written Assessment on Academic Skills – 60% (Formal)
- Academic Poster Presentations (group work) – 40% (Formal)
- Reflective zine ‘notes for my future self’, drawing on all of the themes of the course (Informal)

## Course Level

- The course has been credit-rated by the Centre for Open Learning at the University of Edinburgh.
- It is offered as a 20 credit SCQF Level 7 course. (Same level as Advanced Higher/first-year university.)

## Course Structure

- The course forms one option on your S6 timetable.
- It will run from September 2024 to March 2025.
- Sessions take place on a Tues and a Thurs afternoon. (All students must attend both sessions each week.)
- 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.

## Teaching

- Semester one will focus on **academic skills** and a **writing assessment**; semester two will have a **lecture series** and a **group poster assessment**.
- Led by the LEAPS Transitions Course lecture team.
- Visiting academics from Edinburgh, Edinburgh Napier, Queen Margaret and Heriot-Watt Universities.
- Every student has a dedicated class Tutor (a current PhD student).

## Location of Course

- The course will be a mix of online sessions and in-person sessions on university campuses in Edinburgh.
- Travel arrangements and costs will be supported by LEAPS.

## Typical Timetable

- Tuesdays 14.15-15.30 online lecture
- Thursdays 14.00-15.00 online tutorial, or 14.00-17.00 on-campus tutorial (this will alternate each week)
- Students with longer journeys into Edinburgh will have fewer on campus sessions and more online sessions. Find a sample timetable at <http://www.leapsonline.org/transitions-course> to see what your classes could look like.

## University Admissions

- 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.
- Find details in our LEAPS Transitions Course & University Entry Requirements guide at <http://www.leapsonline.org/leaps-transitions-course-university-entry-requirements>
- By taking this course you are demonstrating to universities that you are committed to preparing for university-level study – a great thing to mention in your UCAS Personal Statement!

## Entry Requirements

To register for the LEAPS Transitions Course, you should;

- Be [LEAPS-eligible](#).
- 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).

## Interested in taking the course?

If you are a [LEAPS-eligible](#) student interested in taking this course in S6 as part of your school timetable, please;

1. Let your Ms McGhee know you would like to take the course in S6.
2. Chose the LEAPS course on the coursing sheet.
3. Complete the online registration form when it opens – check back in March 2024 for details. (Place will be allocated on a first-come, first-served basis.)

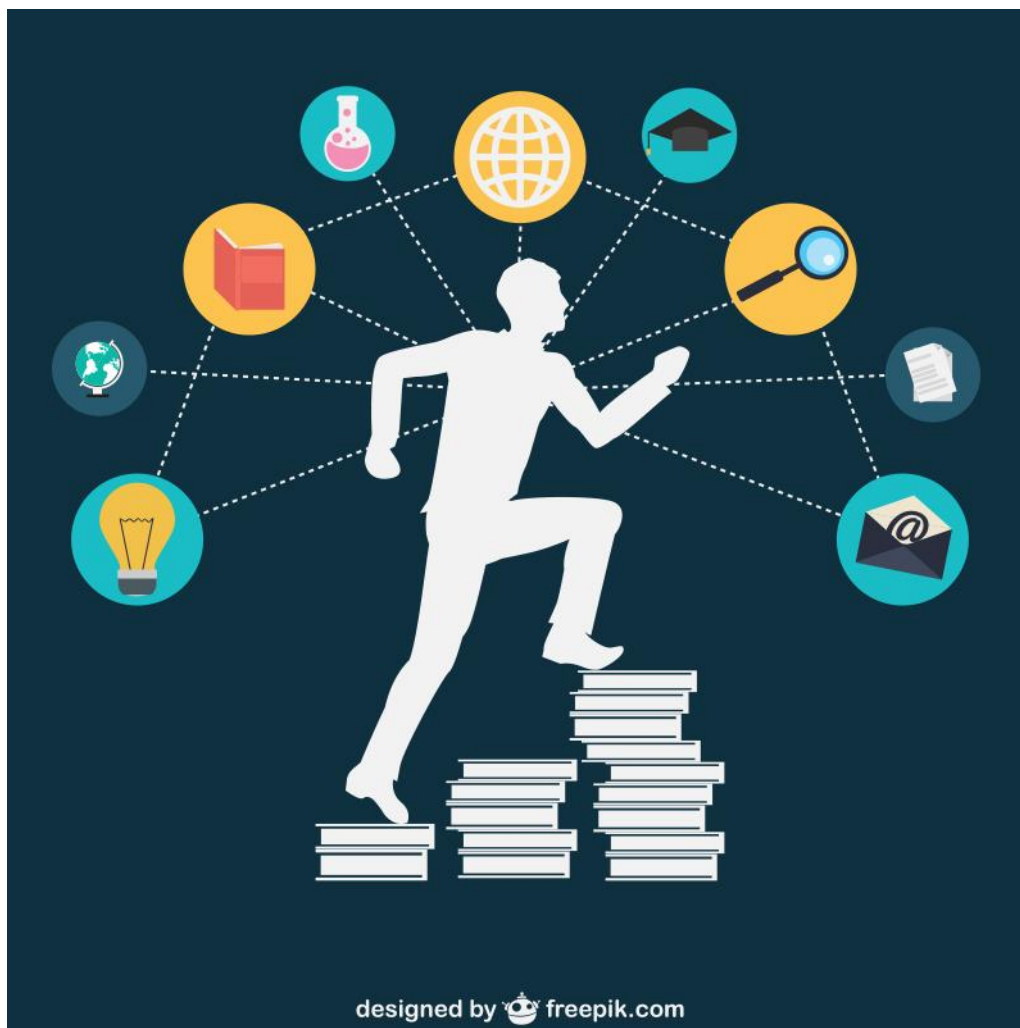
## Questions?

If you have any questions, please contact Ms McGhee in the guidance base or email [leapstransitions@ed.ac.uk](mailto:leapstransitions@ed.ac.uk).

*To find out if you are LEAPS eligible scan the following QR code:*



# School Based Courses



This section contains details of all the courses offered in Portobello High School or other local High Schools.

The actual courses we run will be dependent on the number of pupils picking a given course and our staffing levels. These courses are being offered on the basis of previous uptake and current staffing.

Pupils are advised to discuss the courses with their teachers before signing up for a course as changes at a later date are often not possible.



## Achieve

- ✓ Level 3
- ✓ Level 4

Curriculum Leader: Ms Stafford

### The Princes Trust Achieve Award

Achieve can help you to boost your confidence and learn new skills. You'll have the chance to try lots of new things such as:

- Delivering a community project and making a real difference in your local area
- Learning all sorts of new skills to help with meeting new people and building your confidence
- Taking on a business challenge to put your entrepreneurial skills to the test
- Improving your knowledge and ability to look after yourself and live a healthy life
- Top tips to help you write the perfect CV and get ahead in your career

The structure of this qualification allows a wide range of learners the opportunity to get the qualifications they need, in a way that suits them. **The Princes Trust Achieve Award** was designed with the help of employers so you can be assured that you are gaining skills that employers are looking for.

This is a supported course that is designed for pupils who benefit from a smaller class size and a nurturing environment. There is no external assessment (exam) for this course. Assessment is by means of a portfolio of evidence which is internally and externally verified. You may want to evidence your learning through creative outcomes, videos, audio recordings or by someone watching you perform an activity.

*Pupils will be invited to select this option through a discussion with Support for Learning or their PSL.*

## Accounting

- ✓ National 5
- ✓ Higher

Curriculum Leader: Mr Ferrier

### Entry Requirements

#### National 5

Grades A or B at National 5 Mathematics

#### Higher

Grades A, B or C at National 5 Accounting or Grades A, B or C at Higher Mathematics

*The department welcomes students who have no prior experience of the subject but would like to attempt the Higher course in one year. Please contact the Curriculum Leader of Technologies to discuss further.*

## Accounting: National 5 & Higher

### Course Content

Both the Higher and National 5 course have the same mandatory units:

#### Unit 1: Financial Accounting

In this unit you will develop skills, knowledge and understanding to prepare, interpret and analyse financial accounting information by using the relevant accounting concepts and techniques.

#### Unit 2: Management Accounting

In this unit you will develop skills, knowledge and understanding of internal accounting information and are able to prepare this using a range of basic accounting techniques. This information will be used by management when making a decision about future planning.

### Course Assessment

Pupils will be assessed through a combination of an Accounting paper (exam) and a Accountancy related assignment (project).

The question paper will require demonstration of a depth of knowledge, understanding and skills accumulated from across the course. This is worth 67% of the final mark.

The accountancy-related assignment involves selecting appropriate data to prepare accounting statements and comparing, analysing and making decisions using a range of complex accounting information. This is worth 33% of the final mark.

### Career Pathways

What can you do with a qualification in Accounting?

- |                    |                     |                       |            |
|--------------------|---------------------|-----------------------|------------|
| • Accountancy      | • Financial Advisor | • Insurance           | • Banking  |
| • Business Analyst | • Human Resources   | • Forensic Accounting | • Taxation |
| • Actuary          | • Economics         | • Auditing            | • Teaching |

## Administration and IT

- ✓ National 5
- ✓ Higher

Curriculum Leader: Mr Ferrier

### Entry Requirements

#### National 5

A Pass at National 4 Administration and IT would be advantageous, but **not** essential.

#### Higher

Grades A or B at National 5 Administration and IT **and** a pass at National 5 Maths

*The department welcomes students who have no prior experience of the subject but would like to attempt the course in one year. For entry at **Higher level**, Candidates should possess **at least one Higher** eg in Business Management, Computing, English or Maths **plus** they **MUST** have **at least a C pass at National 5 Maths**. Please contact the Curriculum Leader of Technologies to discuss further.*

### Course Content

This highly vocational course equips pupils with first class IT skills which are much sought after by employers. Pupils will develop advanced software skills using eg. Word Processing, Spreadsheets, Databases, PowerPoint and Desktop Publishing. Pupils will learn to produce a range of business documents using this software, developing their communication and presentation skills.

Both the Higher and National 5 course have the same mandatory units:

#### 1. Administrative Theory and Practice

The purpose of this unit is to enable learners to develop an in-depth knowledge and understanding of administration in, and the impact of IT on, the workplace.

#### 2. IT Solutions for Administrators

Learners will develop the ability to use a range of business software, to an advanced level, covering word processing, spreadsheets, databases and other presentation software.

#### 3. Communication in Administration

The purpose of this unit is to enable learners to develop a range of IT skills, some of them advanced, for research and communicating complex information to others

### Course Assessment

**Higher** - a written question paper (30%) and an administration and IT computer-based assignment, completed in class (70%)

**National 5** – a 3-hour computer-based assessment, completed in class (70%), plus a 2 hour final, computer-based exam (30%).

### Career Pathways

What can you do with a qualification in Administration & IT?

- Any administration job, eg. Civil Service, Banking, Insurance.
- Database Management
- A variety of IT work - Word Processing, Spreadsheet, Database, PowerPoint
-

## Applications of Mathematics

- ✓ National 5
- ✓ Higher

Curriculum Leader: Ms Livingston

### Applications of Mathematics: National 5

#### Entry Requirements

Pass at National 4 Mathematics or National 4 Applications of Mathematics.

#### Description of Course

National 5 Applications of Mathematics aims to build upon and extend students' mathematical skills in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject in a real-life context. The course is designed to build on a students' prior numeracy skills and develop confidence and independence in making informed decisions using mathematical reasoning skills and applying this to contexts relevant for learning, life and work.

#### Course Content

The following topics are covered during the course:

##### Numerical Skills

Percentages, Fractions, Ratio & Proportion, Time Management, Precedence Tables, Container Packing

##### Geometric Skills

Pythagoras' Theorem, Gradient, Perimeter, Area, Scale Drawing

##### Statistical Skills

Probability, Graphs, Charts & Tables, Standard Deviation, Interquartile Range, Boxplots

##### Financial Skills

Foreign Currency, Best Deal, Wages, Loans, Budgeting

#### Assessment

The course is assessed entirely on the final course exam.

#### External Exams

Paper 1 (Non-Calculator) – 1 hour 5 minutes

Paper 2 (Calculator) - 2 hours

Each paper will consist of short and extended response questions.

#### Progression

This course is not a suitable pathway to Higher Mathematics.

Success at National 5 Applications of Mathematics can lead to Higher Applications of Mathematics.

## Applications of Mathematics: Higher

### Entry Requirements

Grades A, B or C in National 5 Applications of Maths or National 5 Maths.

### Description of Course

The Higher Applications of Mathematics Course focuses on developing the mathematical and analytical skills required in society and for the future workforce. The Course develops candidates' mathematical literacy, problem solving skills and reasoning skills as they apply mathematics in real-life contexts. The skills, knowledge and understanding in the Course supports learning and further study and builds confidence in a wide range of curricular areas, such as humanities, social sciences, healthcare, and business.

The course enhances candidates' critical and logical thinking so that they can interpret, analyse, and critically appraise statistical and mathematical information; simplify and solve problems; assess risk; and make informed decisions.

### Course Content

#### Mathematical modelling

- Understanding and applying the process of mathematical modelling to evaluate, analyse and interpret mathematical models
- Using software effectively in calculations

#### Statistics and probability

##### Applying statistical skills to:

- Basic probability
- Correlation and linear regression
- Data analysis, interpretation and communication
- Applying statistical literacy skills to data

#### Finance

- Calculating present and future values of monetary payments
- Solving problems related to personal financial products and transactions and analysing the results
- Applying personal financial planning skills

#### Planning and decision making

- Understanding and applying project planning and decision making

### Assessment

Candidates to complete a project giving them the opportunity to demonstrate the following statistical skills, knowledge and understanding:

- applying statistical skills to data
- analysing data, interpreting and communicating findings using statistical skills

The project has 30 marks out of a total of 110 marks for the course assessment (27% of final grade).

### External Exams

80 marks – 2 hours 30 minutes (73% of final grade)



## Applied Mathematics: Mechanics

✓ Advanced Higher

Curriculum Leader: Miss Livingston

### Entry Requirements

- Grade A, B at Higher Mathematics
- Desirable to have a grade A or B in Higher Physics.

### Description of Course

Mechanics is the branch of mathematics concerned with the study of how bodies move, by looking at the forces that act on them any resultant motion that they experience. We consider relative motion, projectiles, momentum, motion in a straight line, energy and power, circular motion, simple harmonic motion and elasticity.

Mechanics is directly relevant to further study or employment in the areas of mathematics, physical sciences and engineering.

It should be taken in addition to Advanced Higher Mathematics, as there is a crossover in the content in the Mathematical Techniques for Mechanics.

### Course Content

#### ***Forces, energy and momentum***

- The effects of forces and how to use mathematical techniques to solve real life problems.
- Newton's Laws of Motion to understand equilibrium.
- Momentum and Impulse

#### ***Straight line, periodic and parabolic motion***

- Using the equations of motion with calculus and graphically
- Using vectors to study both resultant and relative motion
- Using Newton's 2nd law of motion
- Exploring Hooke's Law and simple harmonic motion.

#### ***Mathematical Techniques for Mechanics***

- Partial Fractions
- Differentiation
- Implicit and Parametric Differentiation
- Integration
- Differential equations

### Assessment

The course is assessed entirely on the final course exam which will consist of short and extended response questions.

## Art & Design

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Ms Beynon

### Entry Requirements

#### National 5

- National 4 pass
- Students without National 4 would be considered on attitude and merit.

#### Higher

- A, B or C at National 5.

#### Advanced Higher

- A or B in Higher Art & Design

## Art & Design: National 5

### Course Content

Three main areas of National 5 are:

- Design Activity in which students will research, investigate and produce solutions to Design problems.
- Expressive Activity in which students will investigate, explore and record thoughts, feelings and observations using a variety of media.
- Art and Design Studies, in which students are given the opportunity to study the work of other artists and designers.

### Assessment

#### Practical folios

Design 100 marks

Expressive 100 marks

#### Art & Design Studies

Written exam 50 marks (Total 250)

## Art & Design: Higher

### Course Content

Three main areas of Higher are:

- Design Activity in which students will research, investigate and produce solutions to design problems.
- Expressive Activity in which students will investigate, explore and record thoughts, feelings and observations using a variety of media.
- Art and Design Studies, in which students are given the opportunity to study the work of other artists, architects and designers.

### Assessment

#### Practical folios

Design 100 marks

Expressive 100 marks

#### Art & Design Studies

Written exam 60 marks (Total 260)

### Description of Course

Advanced Higher is a one-year course focussing on a thematic approach in **either** expressive art **or** design. It involves working on a large scale and within sketchbooks. Critical studies and contextual thinking geared towards Art College and further education is an integral part and is realised through in-depth study about Artists or Designers and their practise relating to a written visual arts study.

### Course Content

#### Expressive/Design Studies unit

In this Unit, evidence is required to show that the learner can investigate, analyse and evaluate the work and practice of artists/designers working within their selected expressive art or design area. They will express substantiated personal opinions on the artists' work and practice producing a report of up to 1000 words.

#### Expressive/Design Enquiry unit

In this Unit, evidence is required to show that the learner can plan, research and develop ideas for a personally challenging expressive or design enquiry. They will produce a design brief or identify suitable expressive stimuli, demonstrate visual coherence and continuity throughout the development process, work with a range of expressive or design media, techniques and technology and evaluate their practical work in depth.

### Assessment

#### Practical folio

8-15 A1 presentation sheets and supporting sketchbook material to SQA	64 marks
300-word folio evaluation	6 marks

#### Art & Design Studies

2000 word (max) study in depth	30 marks (Total 100)
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## Barista Academy

✓ Level 5

Curriculum Leaders: Mr Ferrier and Mrs Bradley

### Course Design:

- Level 5 Barista NPA
- Level 5 Princes Trust Achieve Award
- Level 4 Events Management NPA

Barista Academy may be chosen as a course in S5/6. Pupils who wish to select the Barista Academy should have a strong interest in the hospitality sector and customer service.

This course aims to help candidates develop the knowledge, understanding and technical skills required for the role of a barista. This qualification is also paired with the Level 5 Princes Trust Achieve award and the Level 4 Events Management NPA.

### Barista Skills Unit:

- Pupils will demonstrate knowledge of coffee and other beverages served by a barista.
- Pupils will prepare and serve a range of coffees and other hot beverages using specialist equipment.
- Pupils will prepare and serve a range of cold beverages using specialist equipment.

### Princes Trust Achieve Units

Pupils will cover a range of units which will help prepare them to work collaboratively to deliver a drinks service in school. Units include Customer Experience, Teamwork Skill, Managing Money and Digital Skills.

### Events Management

Pupils will develop an understanding of the processes involved in planning and delivering events, from birthday parties to weddings and conferences. Communication, planning and customer service skills are developed.

### Progression Pathways

This is a one-year course and pupils may wish to take the following courses in the future which are linked to the hospitality sector.

- Bakery
- Cake Craft
- Practical Cookery

**Achievement in the Barista Skills award is nationally recognised and would suit pupils who are keen to seek employment within the Hospitality industry.**

## Biology

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Mrs Fey

### 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, B or C at National 5 Biology
- Grades A, B or C at Higher Chemistry and /or Physics
- *All of the above must be accompanied with a minimum of a pass at National 4 Mathematics.*

#### Adv Higher

- Grades A, B or C at Higher Biology or Higher Human Biology

## Biology: National 5

### Course Content

#### Unit 1: Cell Biology

- Cell structure
- Transport across cell membranes
- Producing new cells
- DNA and the production of proteins
- Proteins and enzymes
- Genetic engineering
- Photosynthesis
- Respiration

#### Unit 3: Life on Earth

- Energy in ecosystems
- Sampling techniques and measurement of the biotic and abiotic factors
- Biodiversity and the distribution of life
- Human impact on the environment
- Adaption, natural selection and the evolution of species

#### Unit 2: Multicellular Biology

- Reproduction
- Cells, tissues and organs
- Stem cells and meristems
- Control and communication
- Variation and inheritance
- The need for transport
- The effect of life style choice on animal transport and exchange systems

### Assessment

- Written internal assessment in each unit
- External exam



### Course Content

Analytical thinking and problem-solving skills will be developed contextually throughout the topics.

#### *DNA and the Genome*

In this unit, students will develop knowledge through study of DNA and the genome. The unit covers the key areas of: structure of DNA; replication of DNA; control of gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing.

This unit explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression. An understanding of gene expression, at the cellular level, leads to the study of differentiation in organisms. In addition, the unit covers the evolution and structure of the genome and genomics, including personal genomics.

#### *Metabolism and Survival*

In this unit, students will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival.

The unit covers the key areas of metabolic pathways and their control; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism; ethical considerations in use of microorganisms, hazards and control of risks. In whole organisms, it considers adaptations for the maintenance of metabolism for survival. In addition, it examines the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations.

#### *Sustainability and Interdependence*

In this unit, students will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. The unit covers the key areas of food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; mass extinction and biodiversity. The importance of plant productivity and the manipulation of genetic diversity to maintain food security are emphasised. The unit also covers interrelationships and dependence, through symbiosis and social behaviour. By studying biodiversity, the unit attempts to measure, catalogue, understand and address the human impact, including mass extinction.

### Assignment

Students will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in biology and communicate findings.

### Assessment

- Internal written assessments at the end of each unit.
- Internal assessment of practical skills within each unit.
- A practical/research assignment.
- External examination at the end of the course.

## Biology: Advanced Higher

### Course Content

Check out the *Maths for Science and Introducing Statistics* YASS Course

#### *Cells and Proteins*

This unit builds on understanding of the genome from Higher Biology and Higher Human Biology. Students will learn about proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity and includes important laboratory techniques for biologists.

This skills-based sequence covers health and safety considerations, through the use of liquids and solutions, to a selection of relevant separation and antibody techniques. In addition, much work on cell biology is based on the use of cell lines, so it includes techniques related to cell culture and microscopy.

#### *Organisms and Evolution*

This builds on understanding of selection in the context of evolution and immune response from Higher Biology and Higher Human Biology. Students will learn about evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this topic.

This unit covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced. Evolution is considered from the impact of drift and selection on variation. The study of sexual behaviour provides opportunities to use the techniques of ethology. There are opportunities to explore the systems approach required for the understanding of parasite biology. In addition, there are many opportunities to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances.

#### *Investigative Biology*

This unit builds on understanding of the scientific method from Higher Biology and Higher Human Biology. Students will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The unit covers scientific principles and processes, experimentation and critical evaluation of biological research and can be delivered as part of the other topics.

Students will do this through the key aspects of the scientific method, literature and communication and ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions. The collection of experimental data will provide an opportunity to develop planning and organising skills.

#### *Project*

Learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in biology and communicate findings.

### Assessment

- Internal written assessments at the end of each unit.
- Internal assessment of practical skills within each unit.
- A practical/research a project.
- External examination at the end of the course.

### Career Paths

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/biology>

All these jobs require some level of Biology knowledge:

- |                       |                               |                              |
|-----------------------|-------------------------------|------------------------------|
| • Biochemistry        | • Microbiology                | • energy and power provision |
| • Biological Sciences | • Pharmacology                | • environmental consultancy  |
| Immunology            | • Biology Teacher             | • research and development   |
| • Biomedical Sciences | • Speech & Language Pathology | • scientific publishing      |

## Business Management

- ✓ National 5
- ✓ Higher

Curriculum Leader: Mr Ferrier

### Entry Requirements

#### National 5

Pass at National 4 Business Management would be advantageous, but not mandatory.

#### Higher

Grades A, B or C at National 5 Business Management

*The department welcomes students who have no prior experience of the subject but would like to attempt the course in one year. Candidates should possess/be working towards at least one Higher for entry at Higher level. Please contact the Curriculum Leader of Technologies to discuss further.*

## Business Management: National 5 & Higher

### Course Content

Both the Higher and National 5 course have the same mandatory units:

#### 1. Understanding Business

Pupils will learn about sectors of industry, sectors of the economy, objectives, customer service, growth, internal groupings and structures, decision-making, internal and external factors, stakeholders and corporate culture.

#### 2. Marketing and Operations

Pupils will learn about the role of the Marketing department, market research, marketing mix (7ps), public relations, role of the Operations department, stock, methods of production, quality and ethical and environmental.

#### 3. Finance and Human Resources

Pupils will learn about the role of the Finance department, sources of finance, break-even, cash flow and budgeting, final accounts, ratio analysis, role of the Human Resources department, recruitment and selection, training and development, motivation and leadership, employee relations and employment legislation.

### Course Assessment

Pupils will be assessed through a combination of a Business Management question paper (exam) and a business-related assignment (project).

The question paper will require demonstration of a depth of knowledge, understanding and skills accumulated from across the course. For Higher, this is worth 70% of the final mark and National 5 this is worth 75%.

The business-related assignment involves looking at a business and analysing a particular area of the business. For Higher, this is worth 30% of the final mark and National 5 this is worth 25%.

### Career Pathways

What can you do with a qualification in Business Management?

- |               |                   |             |             |
|---------------|-------------------|-------------|-------------|
| • Accountancy | • Management      | • Insurance | • Banking   |
| • Stockbroker | • Human Resources | • Sales     | • Marketing |
| • Logistics   | • Economics       | • Tax       | • Teaching  |

## **Business with Information Technology**

- ✓ **National Progression Award**
- ✓ **Level 5**

**Curriculum Leader: Mr Ferrier**

### **Entry Requirements**

Students electing to study this course should be able to display a clear interest in developing their knowledge of the business world and their IT skills.

A pass at National 4 Business Management and/or Admin & IT would be beneficial, but not essential.

### **Course Content**

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

The principal aims of the Group Award:

To develop candidates' knowledge and understanding of the role of business in society.

To develop candidates' knowledge, application and usage of a variety of software packages

To provide candidates with the relevant Core Skills for business, administration and technology for employment and further study.

### **Course Details**

This course covers four units:

#### **Understanding Business**

Pupils will learn about sectors of industry, sectors of the economy, objectives, customer service, growth, internal groupings and structures, decision-making, internal and external factors, stakeholders and corporate culture.

#### **Marketing and Operations**

Pupils will learn about the role of the Marketing department, market research, marketing mix (7ps), public relations, role of the Operations department, stock, methods of production, quality and ethical and environmental.

#### **Web Apps: Word Processing**

Learners will gain practical experience in word processing application features to format and present documents to a given brief. They will also be able to store, share and collaborate on a routine document online.

#### **Web Apps: Presentations**

Pupils will cover the creation of presentations, including creating, editing, saving, sharing and collaborating on, presentation documents. Learners will develop knowledge and skills in the use of routine application features and in how to make use of media elements in presentations.

### **Assessment**

As this is a vocational qualification there is no final exam for the award. Learners will sit an assessment for each of the four units in the course.

### **Career Pathways**

What can you do with a qualification in Business with Information Technology?

Any administration job, eg. Civil Service, Banking, Insurance, Tax, Reception or PA.

A variety of IT work - Word Processing, Spreadsheet, Database, PowerPoint

Sales and Marketing

Management

Stockbroker

Logistics

This course also provides a pathway into Foundation Apprenticeships or courses at Business and/or IT courses at college.

## **Cake Craft and Bakery**

- ✓ **Cake Craft - National 5**
- ✓ **Bakery - NPA Level 4**

Curriculum Leader: Mrs Bradley

### **Pupils can select either**

- **National 5 Cake Craft**
- **L4 NPA in Bakery**
- **Combined Course that covers both Cake Craft and Bakery**

Please note that sufficient uptake would be required for all three courses to run.

### **Entry Requirements**

No specific entry requirements but a pass in National 4 Art and Design or National 4/5 Hospitality would be an advantage. A keen interest in Art would be ideal. This course can add breadth after National 5 Hospitality.

### **Description of course**

This is a mainly practical course which is relevant to the world of work in particular in the Hospitality Industry within catering or cake design. This course can allow pupils with an interest in Art to display their talent through a different medium.

There is a theoretical element to the course which is assessed with an external written exam, as well as a design booklet, completed in class and externally marked.

It enables learners to develop a range of practical baking skills and also many cake decorating techniques and apply these through practical activities. These include cake baking, designing cake themes, and cake decorating and finishing skills. The projects the students work on sometimes take several weeks to plan, design and make. Students would be expected to contribute towards the cost of their cakes produced throughout the session. This can be paid in smaller installments. Costs for next year are not fixed as yet.

### **Course Content**

#### **Cake Baking**

Developing technical skills in cake baking, preparing and baking a range of cakes and other baked goods. These will include the baking of many types of cake including Victoria Sandwich, Swiss Roll, Madeira Cake and Rich Fruit Cake.

#### **Cake Finishing**

Prepare and finish cakes and other baked goods to a high standard by applying a range of finishing techniques. Finishing techniques include the use of butter cream, marzipan, sugar paste and chocolate. These fillings and coatings will be used to coat and cover cakes of various types. Sugar paste will be used to produce model figures and edible decorations for cakes, usually following a theme.

### **Assessment**

The final assessment is in 3 parts.

- An assignment booklet completed in class based on a design brief and externally marked.
- A practical assessment meeting the requirements of a design brief. The students will design and make a celebration cake using the skills and techniques they have developed over the course.
- A short exam paper assessing baking and finishing techniques which covers the whole course and is externally marked.

**Links to further study:** Ayrshire College [Bakery NC](#)



## Chemistry

- ✓ **National 5**
- ✓ **Higher**
- ✓ **Advanced Higher**

Curriculum Leader: Mrs Fey

### Entry Requirements

#### **National 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)

*All of the above must be accompanied with a minimum of a pass at National 4 Mathematics*

#### **Higher**

Grades A, B or C at National 5 Chemistry

Grades A, B or C at Higher Biology and /or Physics

*All of the above must be accompanied with a minimum of grade C at National 5 Mathematics*

#### **Adv Higher**

Grades A, B or C at Higher Chemistry

## Chemistry: National 5

### Course Content

#### Unit 1: Chemical Changes and Structure

- Rates of reaction
- Atomic Structure
- Bonding related to properties of materials
- Formulae and reaction quantities
- Acids & Bases

#### Unit 2: Nature's Chemistry

- Homologous series
- Everyday consumer products
- Energy from fuels

#### Unit 3: Chemistry & Society

- Metals
- Properties of plastics
- Fertilisers
- Nuclear chemistry
- Chemical Analysis

### Assessment

- Written internal assessment in each unit
- External Exam
- Written assignment

### Course Content

#### Chemical Changes and Structure

This unit covers the knowledge and understanding of controlling reaction rates and periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will investigate collision theory and the use of catalysts in reactions. They will explore the concept of electronegativity and intramolecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated.

#### Researching Chemistry

This unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue.

#### Nature's Chemistry

This unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered.

#### Chemistry in Society

This unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes. Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations. Learners will use analytical chemistry to determine the purity of reagents and products.

#### Assignment

Learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in chemistry and communicate findings.

#### Assessment

- Internal examinations at the end of each unit.
- Internal assessment of practical skills within each unit.
- A practical/research assignment.
- External examination at the end of the course.

**Check out the YASS courses:**

*Molecules, Medicines and Drugs, Living without Oil; a chemical story, Maths for Science*

**Course Content****Inorganic and Physical Chemistry**

This unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table. An understanding of the physical and chemical properties of transition metals and their compounds will be developed, as well as the quantitative component of chemical equilibria. Learners will develop their understanding of the factors which influence the feasibility of chemical reactions and will progress their understanding of reaction kinetics by exploring the order and mechanisms of chemical reaction.

**Organic Chemistry and Instrumental Analysis**

This unit develops a knowledge and understanding of organic chemistry. Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.

**Researching Chemistry**

In this unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry. Learners will develop the key skills associated with a variety of different practical techniques, including the related calculations. Equipped with the knowledge of chemistry apparatus, techniques and an understanding of concepts, learners will identify, research, plan and safely carry out a chemistry practical investigation of their choice. The unit will equip learners with the scientific background and skills necessary to analyse scientific articles and use them in order to make informed choices and decisions.

**Project**

Learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in chemistry and communicate findings.

**Assessment**

- Internal examinations at the end of each unit.
- Internal assessment of practical skills within each unit.
- A practical/research a project.
- External examination at the end of the course.

**Career Paths**

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/chemistry>

All these jobs require some level of Chemistry knowledge:

Vet	brewer/distiller	Hairdresser
Doctor	food scientist	Beautician
Dentist	analytical chemist	Dietitian
Nurse	Agriculture Environmental	Pharmacist
chemical engineer, science	science	science teacher
journalist	Oil and gas production	lab technician

## Classical Studies

- ✓ National 4
- ✓ National 5

Curriculum Leader: Mr McCreath

### Entry Requirements

#### National 4

Pass at National 3 in a Social Subject or equivalent

Pass at National 4 in a Social Subject or equivalent

#### National 5

Pass at National 4 History

Grade A, B or C in National 5 Geography, History, Modern Studies or RMPS

### Classical Studies: National 4 and National 5

In the Classical Studies course, you learn about classical societies and how the issues of the classical world are relevant to an understanding of modern society. You'll begin to develop your sense of identity and place in the modern world by building a framework of religious, political, social, moral or cultural knowledge and understanding.

The course emphasises the development and application of skills. Through the focus on using sources, candidates develop knowledge of classical societies, contributing to citizenship. You develop transferable skills through the emphasis on investigative and critical-thinking activities, and throughout the course you progressively develop literacy skills and contribute to group work.

Employers, Universities and Colleges are often looking for the skills you will develop through studying Classical Studies: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; a sense of responsibility and global citizenship. Classical Studies can link to careers in journalism and the media, law, politics and the civil service, scientific research, the entertainment industry, leisure, heritage and tourist industries, teaching and many others.

The National 4 and 5 History course consists of three units, with one topic studied in each

1. Life in classical Greece. This includes factual and theoretical knowledge and understanding of life in 5th-century BC such as religion, citizenship, democracy, slavery, daily life, education, work, and leisure including food and dinner parties.
2. Classical literature: This includes factual and textual knowledge and understanding of some universal ideas, themes or values in a classical text you have read, which link the classical and modern worlds.
3. Life in the Roman world. This includes factual and theoretical knowledge and understanding of life in the Roman world in relation to either Pompeii or Hadrian & Antonine's Walls, which identifies similarities and differences between the aspects of the classical world studied and the modern world.

There is no requirement to study the Greek or Latin languages.

### Assessment

The overall grade for National 5 History is based on a final exam, worth 80 marks, and an Assignment on a topic of choice, worth 20 marks. National 4 History is assessed by unit assessments and an Added Value Unit.

## Computer Games Development

### National Progression Award

- ✓ Level 4
- ✓ Level 5

Curriculum Leader: Mr Ferrier

### Entry Requirements

Students electing to study this course should be able to display a clear interest in developing creative skills in Game Development. No previous experience is necessary. However, some experience of Computing based courses would be useful.

The NPA in Computer Games Development at SCQF levels 4 & 5 introduce learners to the genres, trends and emerging technologies of the computer games industry. This suite of awards provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing — while also developing employability skills and core skills through enterprise activities.

This qualification covers core areas such as design, media assets and development. Computer programming is also an important part of this qualification.

The award will improve learners' computational thinking skills — an area that is gaining recognition as a vital 21st century competence — and stimulate interest in Computing Science among young learners.

### Course Details

*Computer Games Development: Design* – The aim of this Unit is for candidates to gain an understanding of underlying concepts and fundamental principles involved in computer game planning and design. Candidates will learn how to recognise and compare differences between gaming platforms, environments and genres. Candidates will be introduced to the role of the games designer, and to fundamental methods used in the planning and design stages of a computer game. Candidates will plan and design a computer game.

*Computer Games Development: Media Assets* – The aim of this Unit is for candidates to gain an understanding of the different types of media assets required for developing a computer game. Candidates will identify and describe legal methods of acquiring media assets and learn how to plan and produce media assets for use in a game development environment.

*Computer Games Development: Development* – The aim of this Unit is for candidates to gain an understanding of processes involved in the final stages of computer game development. Candidates will learn how to use their chosen game development environment to assemble all the elements and produce a working game. Candidates will acquire an understanding of the evaluation process and then plan and deliver activities to promote a computer game.

### Assessment

As this is a vocational qualification there is no final exam for the award. Students are required to keep an electronic portfolio of work covering the outcomes in each unit.

### National Progression Award (NPA)

Students successfully completing the three units will be awarded the National Progression Award in Computer Games Development. The level of award will depend upon the quality of the portfolio submitted, the depth of learning demonstrated and how closely the student's work relates to the assessment criteria at each level.

## Computing Science

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Mr Ferrier

### Entry level

#### National 5

A pass at National 4 Computing would be advantageous, but not mandatory.

#### Higher

Grades A, B or C at National 5 Computing.

*Entry may also be possible for those without the minimum grades by arrangement with Curriculum Leader of Technologies.*

## Computing Science: National 5 and Higher

### Course Content

#### 1. Software Design and Development

Pupils will learn to code using a variety of programming languages. They will develop skills in computational thinking and modelling by solving problems across a range of contemporary contexts, such as games and app development.

#### 2. Web Design and Development

Pupils will learn about analysing and designing websites, thinking about effective website structure, navigation, layout and user interface. Pupils will learn to build their own websites using HTML, CSS and Javascript.

#### 3. Database Design and Development

Pupils will learn how to analyse, design, implement, test and evaluate practical database solutions, using a range of development tools such as SQL.

#### 4. Computer Systems

Pupils will study the low-level architecture of a computer. Pupils will learn how data is stored inside a computer system and how code is executed by the processor.

### Assessment

The course is assessed with a formal examination (70%) and a coursework assignment (30%). The assignment is a project-based task that covers a broad range of skills developed in the mandatory units.

### Career Pathways

A Computing Science qualification can lead to exciting careers such as:

- Systems analyst
- Software developer
- IT consultant
- Web developer
- Information systems manager
- Network engineer
- Multimedia programmer
- Social media manager
- Database administrator
- Games developer
- Cyber security consultant
- Web content manager



### Course Content

#### 1. Software Design and Development

The purpose of this unit is to develop skills in programming and computational thinking through designing, implementing, testing and evaluating practical tasks. Pupils also develop an understanding of computer architecture and the concepts that underpin how programs work. Through investigative work, pupils will gain an awareness of the impact of contemporary computing technologies.

#### 2. Information Systems Design and Development

Pupils will apply their computational thinking skills to implement practical solutions using a range of development tools. These include Web Design with HTML/CSS and associated scripting languages and relational databases. Pupils also develop an understanding the technical, legal, environmental, economic and social issues related to one or more information systems.

### Assessment

Each of the units are internally assessed throughout the course. The assessments are mainly practical based activities and some written responses. All pupils must achieve the standards set out for each unit at Higher level.

The course is assessed with a formal examination (60%) and a coursework assignment (40%). The assignment is a project-based task that covers a broad range of skills developed in the mandatory units.

### Career Pathways

A Computing Science qualification can lead to exciting careers such as:

- Systems analyst
- Software developer
- IT consultant
- Web developer
- Information systems manager
- Network engineer
- Multimedia programmer
- Social media manager
- Database administrator
- Games developer
- Cyber security consultant
- Web content manager

## **Creative Industries (Consortia)**

✓ **National 5 Skills for Work**

### **Course Overview**

Creative Industries is an introductory qualification which develops the knowledge and skills required for employment or further study in the creative industries.

The Course covers:

- an Introduction to the Creative Industries
- Creative Industries Skills Development
- the Creative Process
- a Creative Project.

As they work through the Course, learners will gain an awareness of the opportunities and jobs in the different sectors — and they will develop transferable employability skills, including:

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

### **Course Units**

**Creative Industries: An Introduction-** The unit introduces learners to different sectors of the creative industries and the career paths, job roles and responsibilities of those working within the industry..

**Creative Industries: Skills Development-** The focus of this unit is primarily on practical activity. It is designed to allow learners the opportunity to practise and develop their craft and improve practical skills associated with a chosen job role in the creative industries.

**Creative Industries: The Creative Process-** The focus of this unit is creative thinking and collaborative working. The unit will provide learners with an awareness of the key stages of a creative process. Learners will be given a brief to interpret and they will contribute their own creative ideas to an overall team response.

**Creative Industries: Creative Project-** The focus of this unit is primarily on practical activity carried out in a creative context. Learners will work as part of a team throughout the planning and implementation of a creative project to a given brief.

### **Assessment**

Assessment for this course is through a combination of performance, written and oral assessment. There is no final exam.

## Creative Thinking Award

- ✓ Level 5
- ✓ Level 6

Course Leader: Mrs Davis

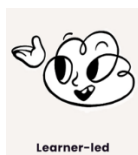
Curricular Leader: Ms Beynon

### Creative Thinking Award (L5)

“Creative thinking is at the heart of the innovative process and is an essential skill for everyone in this fourth industrial revolution.”



### Description of Course



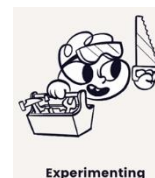
Critical and creative thinking has been identified by employers, industry sectors and further education providers as an essential and desirable skill in the next generation of workforce. Portobello is excited to be working collaboration with Daydream Believers to deliver the Creative Thinking course in the next academic year. The qualification has 24 SCQF credits at level 5 & 6. The level 6, which would be an available option in S5 or S6, has also got UCAS tariff points. Level 5 English is a pre-requisite in order to benefit fully from the experiences that this course offers.

The qualification has 5 broad learning outcomes, which are clearly mapped and emphasise process rather than the final outcome, highlighting the importance of the learners journey and encouraging them to reflect on the strategies they have used to think creatively.



Ellen Mac Arthur Foundation, Studio LR, Acrylicize and Edinburgh Napier University have developed a Playlist of resources to support the qualification. Learners are encouraged to think differently, break the rules, fail, collaborate and come up with different and innovative solutions and ideas. This is creative thinking across the curriculum, and we are excited about all the possibilities!

Creative Thinking will feel quite different to other level 5 and 6 qualifications within a school setting as it aims to bridge the gap between school and life after. It is well suited to people wishing to enter into further education or industry sectors that require strong problem-solving skills, such a design or science but it is beneficial to everyone to prepare for our modern and ever changing world.



There is an emphasis on learner autonomy and accountability. Learners undertaking this qualification need to be inquisitive, innovative, research authentically and be prepared to push constantly out of their comfort zone. There is no answer book, so curiosity and creative bravery is essential. They need to be energetic, resilient and be able to embrace and action critical feedback. This is a course the puts real world, project-based learning at the heart of its ethos, it's aim is to help our young people recognise opportunities for growth and change and how to be an active participant in the world for a positive and sustainable future.

Projects might include, designing a fully circular clothing brand, reimagining a theme-park to work in harmony with nature or creating a game that promotes an active life.

For more information on the course specification visit the following two sites:



<https://daydreambelievers.co.uk/qualification>

[Becoming A Daydream Believer \(padlet.com\)](#)



## **Criminology (Consortia)**

✓ **Level 5 NPA**

### **Course Entry Requirements**

National 4 or National 5 in any Social Subject.

### **Course Information**

The NPA introduces learners to criminology, including its history, the role of the media and crime prevention.

The aims of the NPA are:

- To enhance knowledge and understanding of learners and to enable them to make use of this knowledge and understanding to describe aspects of criminology
- To develop a basic understanding of the criminal justice system
- To develop and understanding of the contribution of the study of crime to the modern world and human behaviour
- To develop an open-minded and critical approach to study
- To gain knowledge and understanding of the importance of evidence-based research, including investigation and research skills
- To gain knowledge of competing views, perspectives, theories, and evidence relating to the causes of crime
- To gain insight into the way crime and criminal justice operates.

### **Assessment**

There is no final exam for this course. Instead, assessment is through both open and closed book assessments throughout the year.

### **Career Pathways**

- Criminology
- Law
- Sociology
- Politics
- International Relations
- Law Enforcement
- Social Work

## Dance

- ✓ National 5
- ✓ Higher

Curriculum Leader: Mrs Inkster

The Higher Dance Course is a physically demanding course where there is a significant emphasis on practical work. Dancers will learn technical skills and performance qualities. The course allows pupils to become successful, independent, and creative in their use of dance. Pupils will learn about the origins and history of contemporary, jazz, and hip-hop dance styles whilst also developing their technique. Pupils will also deepen their knowledge of each style and develop their evaluative skills in order to critique their own performance.

### **The course assessment has three components.**

Component 1 is a question paper with a two-hour exam paper which assesses:

- Evaluation of technical and performance skills in relation to self, peer, and model performers
- Comparison of technical skills, characteristics, and appreciation of performance styles of two contrasting dance styles
- Principles of safe dance practice
- Technical requirements of two contrasting dance styles
- Impact of performance on two contrasting dance styles and methods used to enhance performance.
- Origins and historical development of dance style
- Evaluation of a professional live or recorded choreography for three or more people
- Understand how a variety of choreography aspects impact on the audience.

Component 2 includes the practical activity which has two sections: choreography and a choreography review. Choreography assesses:

- Understanding a range of choreographic skills and principles to create a group dance (2-3 minutes)
- Working imaginatively and demonstrating creativity
- Using: motif to convey theme, complex structure, three complex devices, spatial elements, music, or sound and two theatre arts.

Choreography review assesses:

- The relationship and reasons behind your chosen research, theme, movement, choreographic principles, spatial elements, music, and theatre arts
- The evaluation of a choreographic skill and the impact this has on the finished dance.

Component 3 is a solo performance where the dancer learns a teacher lead dance and performs it for an external examiner. The performance assesses:

- Development of a range of technical dance and performance skills in Jazz and Contemporary
- Stamina, strength, and flexibility
- Spatial awareness
- Timing and musicality
- Quality and dynamics
- Self-expression and sense of performance

## **Career Pathways**

- Choreographer
- Dance instructor
- Costume designer
- Physiotherapist
- Dancer
- Pilates instructor
- Stage Manager
- Community dance worker
- Dancewear designer
- Theatre Manager
- Dance in musical theatre
- Marketer for dance company



## Design and Manufacture

- ✓ National 5
- ✓ Higher
- ✓ Advanced Higher

Curriculum Leader: Mrs Bradley

### Entry Requirements

#### National 5

Pass at National 4 Design and Manufacture

*Entry may also be possible for those without the minimum grades by arrangement with the Curriculum Leader*

#### Higher

Grades A, B or C at National 5 Design and Manufacture Course

Grades A, B or C at National 5 Art and Design Course

Grades A, B or C at National 5 Graphic Communication Course

Grades A, B or C at National 5 Practical Woodworking Course

### Course Content

#### *Design*

- Identify factors that influence design and apply these to produce a detailed design proposal
- Develop, communicate and evaluate design concepts for a design task and arrive at a resolved proposal
- Evaluate an existing commercial product

#### *Materials and Manufacturing*

- Select and justify materials that would apply to a design proposal in an industrial/commercial context
- Select and justify manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context
- Manufacture a range of types of models or prototypes to inform and refine design proposals

### Assessment

#### *Internal*

Unit assessments

#### *External*

Examination worth 70 marks

Approximately 55% of the marks will be awarded for questions related to Design.

Approximately 45% of the marks will be awarded for questions related to Materials and Manufacturing.

The assignment – 70 marks.

Marks will be awarded for:

- Design skills — this will include innovative ideas, skilled and informed development, effective and clear communication, and evaluation.
- Practical skills — this will include precision in measuring and marking out, complex cutting, shaping and forming, accurate assembly of components, and high-quality and appropriate finishing. Evidence should include a design folio and a model or prototype.

**S6 pupils:** check out the YASS Module on *Engineering: origins, methods and context*

## Digital Media Editing

### National Progression Award:

✓ Level 4

✓ Level 5

Curriculum Leader: Mr Ferrier

### Entry Requirements

Students electing to study this course should be able to display a clear interest in developing creative skills in image editing, sound design and video editing. No previous experience is necessary. However, some experience of creative IT courses would be useful.

Use of digital media has grown tremendously over the last few years to the extent that most households have access to it and nearly all businesses make use of it. There are many career pathways in the digital media industry – animation, interactive media, web-based media to name but a few.

The overall aim of the course is for students to develop their knowledge and skills in the acquisition and editing of digital media in a safe and legitimate manner within the context of a specified brief. They gain knowledge of the design process and acquire practical skills in a range of software applications and tools. Students will also cultivate their soft skills such as interviewing and responding to feedback. Employability skills like communication and collaboration will be encouraged as they problem solve and reflect on their practice while progressing towards the production of aesthetically pleasing creations.

### Course Details

*Digital Media: Still Images Editing* – Students will identify the image requirements of the brief, plan a strategy for the acquisition of the images, report on and justify reasons for their purposed strategy, present the images in a format appropriate to the requirements of the specified brief and evaluate the finished product and their own performance.

*Digital Media: Audio Editing* – Students will explore the principles that underpin the editing and manipulation of digital sound files, become aware of the various file formats in which digital audio is stored, the sampling rates that determine the quality of recorded sound and compression standards in common use before creating sound in a digital format for use in a specified IT application and evaluating their product and performance.

*Digital Media: Video Editing* – Students will describe the hardware and software requirements of digital video acquisition, devise a script or storyboard to meet the requirements of a specified brief, plan a strategy for obtaining the digital video material, present the edited narrative in a format appropriate to the specification and evaluate the finished product and their own performance.

### Assessment

As this is a vocational qualification there is no final exam for the award. Students are required to keep an electronic portfolio of work covering the outcomes in each unit. There will also be access to SQA Academy Learning materials.

### National Progression Award (NPA)

Students successfully completing the three units will be awarded the National Progression Award in Digital Media Editing. The level of award will depend upon the quality of the portfolio submitted, the depth of learning demonstrated and how closely the student's work relates to the assessment criteria at each level. Please note that all of these units can count towards a National Certificate (NC) in Computing with Digital Media.

## Drama

- ✓ Higher
- ✓ Advanced Higher

Curriculum Leader: Ms Beynon

### Entry Requirements

**Higher:** Grades A, B or C at National 5 Drama

**Advanced Higher:** Grades A or B at Higher Drama

Both courses are designed to allow a considerable degree of flexibility in themes/topics which can be studied, allowing a high degree of personalisation and choice for all learners.

## Drama: Higher

### Higher

Areas of study at Higher:

There is a Two Unit Structure: Drama Skills and Drama: Production Skills.

Learners will:

- Respond to stimuli
- Explore acting skills
- Explore form and structure
- Explore and analyse a set text

### Course Assessment

*Textual Analysis* – the analysis of a selected text. Students will be required to demonstrate knowledge of a text they have studied in terms of social, historical and theatrical context, and to show an understanding of how the text could be communicated to an audience through performance.

*Production skills in performance* – short questions related to the set text explaining how theatre art could be used in a live performance.

*Performance Analysis* – an analysis of a live or professionally recorded performance that the student has seen focusing on the following areas; the director's intentions and effectiveness, the designer concepts and effectiveness the acting and developments of characters and the choice and use of performance space.

*Performance* – students will use a selected a text(s) to explore in depth the scripts(s) from the perspective of an actor, director or designer.

- **Actors must:** prepare for performance two contrasting roles from two different texts – interacting with at least one other actor.
- **Directors must:** conduct a rehearsal with actors using an extract from a chosen text lasting 30 minutes.
- **Designers must:** design a set for their chosen text and choose one other relevant production role (lighting, sound, costume etc.)

Learners will explore production skills, selecting from design, lighting, sound, props, costume, make-up and set design.

Learners will take responsibility for a directorial section of a presentation.

### Career Pathways

What can you do with qualification in drama?

- Actor
- Stage manager
- Producer
- Lighting designer
- Sound designer/engineer
- Set designer
- Costume designer
- Script writer/editor
- Camera Operator
- Grip
- Best Boy
- [Creative Scotland Opportunities tool](#)
- Arts administrator
- Drama teacher
- Drama therapist
- Voice coach
- Television production assistant
- Hair and makeup designer
- Radio presenter
- Theatre director
- Researcher
- Youth worker
- [www.prospects.ac.uk/theatre\\_director.htm](http://www.prospects.ac.uk/theatre_director.htm)
- [Careers | National Theatre](#)

**Note: A commitment to all rehearsals, including those held after school, as well as the regular upkeep of a personalised log book is essential for this course.**

## Drama: Advanced Higher

There are two mandatory units which make up the course:

- Drama Skills
- Production Skills

Plus

- Course Assessment

Advanced Higher Drama allows learners to explore both the practical and analytical aspects of the subject – to develop skills through practical aspects of theatre, the creative explorations of the art of theatre and its forms and practices.

The aims of the course are to enable learners to:

- Develop autonomy and independent thinking skills
- Develop skills in performing within their chosen area of acting, directing or design
- Develop individual creativity when applying skills in problem solving, analysis and evaluation
- Analyse current theatre performance
- Develop analytical skills in the interpretation of texts
- Develop knowledge and understanding of theatre practice and key practitioners
- Develop knowledge and understanding of the social and cultural influences on drama.

**Course Assessment** - the course assessment has three sections:

*Component 1 – Performance (Actor, Director, Designer) 50 marks out of a total of 100.*

The performance will take place in front of a visiting assessor.

**Actors:** must prepare two contrasting roles from two different texts. One extract must involve **interaction** with other characters, and the second must be a **monologue**.

- The monologue should be approximately **3 minutes** and is worth **20 marks**.
- The interactive piece must last at least **20 minutes** and is worth **30 marks**.

**Directors:** will prepare a substantial extract from their chosen text e.g. an act from a play that is structured into or acts of the equivalent. They will conduct a live rehearsal with actors from a section of their chosen act – approximately **three pages** – these pages will be chosen by the Visiting Assessor on the day of their visit. The rehearsal should last **approximately 40 minutes**.

**Designers:** will design a set for your chosen text and choose two other related design roles from – lighting, sound, media, props, costume, make-up and hair. You will demonstrate your design concepts for the chosen play using plans, drawings, designs, plot sheets, mood boards etc., and produce a scale set model and designs/drawings/cue sheets for the two additional roles. You will present your work to the Visiting Assessor, and this presentation should last approximately **20 minutes**.

*Component 2 – Project – Dissertation 30 marks out of a total of 100.*

- identify a performance issue
- carry out appropriate research
- communicate your findings in the form of a dissertation
- ensure your presented work is word processed
- ensure your presented work is 2,700 – 3,000 words in length

*Component 3 – Assignment - 20 marks out of a total of 100.*

The assignment has two stages:

- Research
- Production of evidence

You will analyse a professional theatrical production and the work of at least one theatre practitioner (actor, director, and/or designer) involved in the production, in an extended response.

**There is no written exam for this course but all elements, the Practical exam, the Assignment and the Dissertation are externally examined.**

## Early Education and Childcare

- ✓ National 4
- ✓ National 5

Curriculum Leader: Mrs Bradley

### Entry Requirements

No formal entry requirements. Students should be aware that this is a National 5 course with written assessments in each of 4 units.

### Description of course

This course offers an experiential route into childcare. It looks at broad links between the care, learning and development of children age 0-12 years. It provides an insight into working in early education and childcare. The course is especially useful for those interested in nursing, nursery nursing or working with children. During the course the students will have the opportunity to care for a 'virtual' baby within their own home. The students will be expected to give in class presentations to their peers as part of the general course work and assessments. This is a skill worth developing well prior to college or university.

### Course Content

#### Working in Early Education and Childcare

This unit involves teambuilding, investigations, research skills, discussions and presentation skills. It looks at different types of childcare and how the sector supports children and families. A placement is part of this unit carried out in a local primary school.

#### Child Development

Introduces students to the key milestones of child development. Students will work as part of a group and investigate one aspect of child development in detail. Findings will be presented to the group and in a folio.

#### Play in Early Education and Childcare

This unit looks at a variety of types of play and how play contributes to the development of a child. The students will have opportunities for practical play experiences.

#### Parenting

Students will learn about the responsibilities involved in parenting and the issues at each stage of development e.g. baby, toddler, pre-school, school age and adolescence.

#### Assessment

Unit assessments and practical task. Some units require students to observe children in learning environments that will take place at local nurseries or primaries. Assessments are presentations in class supported by a folio of work and also written closed book assessments.

**Links to further study:** *Edinburgh College Childcare courses.*

<http://www.edinburghcollege.ac.uk/Courses/Childhood Practice>



## Engineering Science

- ✓ National 5
- ✓ Higher

Curriculum Leader: Mrs Bradley

### Entry Requirements

#### **National 5**

Pass at National 4 Engineering Science

#### **Higher**

Grades A, B or C at National 5 Engineering Science

### Course Content

The course is made up of 3 mandatory units

#### *Engineering Contexts and Challenges*

- Technological skills in a range of contexts and challenges
- Understanding of the impact of engineering on society and the environment

#### *Electronics and Control (Higher)*

- Skills in developing analogue electronic control systems
- Skills in developing digital electronic control systems

#### *Mechanisms and Structures (Higher)*

- Understanding of mechanisms and structures
- Skills in developing mechanical and structural solutions

### Assessment

#### *Assignment*

The assignment will contribute 40% to the overall mark.

#### *Question paper*

The question paper will contribute 60% to the overall mark.

## English

- ✓ National 4
- ✓ National 5
- ✓ Higher
- ✓ Advanced Higher

Curriculum Leader: Ms Allen

### Entry Requirements

#### **National 5**

National 4 English (including National 4 Literacy and Added Value)

#### **Higher**

National 5 English grade A, B or C

#### **Adv Higher**

Grades A, B or C in Higher English

## English: National 5 and Higher

### Description of Course

English courses invite young people to explore identities, relationships, ideas, feelings and motivations through a range of diverse and exciting texts (including Scottish literature). Pupils are encouraged to engage with these ideas, both in their own writing and through analysing language.

### Assessment

The course award is determined by performance in three elements:

*Portfolio*: Coursework submitted to the SQA for assessment in second term (30%)

*Question Paper 1*: Reading for Understanding, Analysis and Evaluation (30%)

*Question Paper 2*: Critical Reading of a Scottish Text, and another text studied in class (40%)

**Check out the YASS Course on *English for Academic Purposes***

**Description of Course**

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.

**Course 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 will have 30 marks.

*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

*Question paper (40%)*

There is one question paper for the Advanced Higher English Course, with two Sections.

*Section 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.

*Section 2: Textual analysis*

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). Candidates will select one question.

## English for Speakers of Other Languages (ESOL)

- ✓ National 4
- ✓ National 5

Curriculum Leader: Mrs Allen

### What will I learn?

The ESOL course helps learners for whom English is not their first language to become more confident in all forms of communication in English. The course teaches learners to develop and apply skills in reading, writing, speaking and listening across many different practical situations.

The main focus of ESOL is to help learners to speak and use English for everyday reasons, learning about context, purpose and audience, as well as encouraging individual expression in the language and learning about various topics which broaden learners' cultural experiences. The course also encourages learners' developing confidence to engage in more challenging tasks across more varied situations.

The ESOL course also helps learners to use English with more independence, as learners undertake tasks which require research, select and organise their own research materials, and use them to construct original English language texts of their own.

### Structure of the National 4 course

#### ESOL for Everyday Life (National 5/4)

The purpose of this unit is to develop the language skills needed for everyday life in familiar personal, social and transactional contexts. This unit provides learners with the opportunity to develop the skills of reading, writing, listening, and speaking, using straightforward English language.

#### ESOL in Context (National 5/4)

The purpose of this unit is to develop the language skills needed for familiar work and study-related contexts. This unit provides learners with the opportunity to develop the skills of reading, writing, listening, and speaking, using straightforward English language. In this unit, the contexts of either work or study will be personalised to meet the needs of learners.

#### Added Value unit ESOL Assignment (National 4)

The purpose of this Added Value unit is to provide learners with the opportunity to apply their English language skills to investigate and report on a chosen topic. This assignment will allow the learner to demonstrate challenge and application.

#### Course Assessment

Learners must pass all units. National 4 courses are not graded.

### Structure of the National 5 course

#### Course Assessment

Learners must pass graded assessments in listening, reading, writing, speaking and listening.

### Progression

Candidates can be presented at either ESOL National 4 or National 5 level in S4. This can be followed by ESOL National 5 and ESOL Higher upon completion of the course.

### Employability

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.

## Environmental Science

✓ National 5

Curriculum Leader: Mrs Fey

### Entry Requirements

#### **National 5**

- Pass at National 4 Science, any single science, or Geography (with teacher recommendation)
- Any pass grade at National 5 in Biology, Chemistry, Geography or Physics

## Environmental Science: National 5

### Course Content

Environmental Science introduces the knowledge and techniques required to tackle important modern issues such as global climate change, pollution, use of land and water resources, and changes in wildlife habitats.

The course supports development of creative and analytical skills to make reasoned evaluations of real-world issues. Increased understanding of scientific principles, environmental issues, economic influences and political action is directly linked to consideration of possible solutions to problems.

The course is interdisciplinary between science and social subjects; therefore, additional benefit can be gained from studying environmental science along with other science subjects and/or geography.

### Course Specification

#### **1. Living Environment**

- Investigating ecosystems and biodiversity
- Interdependence
- Human influences on biodiversity

#### **2. Earth's Resources**

- Overview of Earth systems and their interactions
- Geosphere
- Hydrosphere
- Biosphere
- Atmosphere

#### **3. Sustainability**

- Introduction to sustainability
- Food
- Water
- Energy
- Waste management

### Assessment

- Written internal assessment in each unit
- External exam

## Exercise and Fitness (Consortia)

✓ Level 6 NPA

### Entry Requirements

Entry for the NPA will be through departmental recommendation. Students should have an interest in the sport and fitness industry. **Students should have a C pass at National 5 PE or a Pass in Sport and Recreation. Due to the high level of anatomy and physiology on the course a N5 Biology award would be advantageous.**

### Course Description

The course is a step up from the Skills for Work Sport and Recreation course and is designed to allow students the opportunity to develop knowledge and understanding of how the body works during exercise.

A significant aspect of the course will be developing the candidate's ability to lead sessions in a variety of fitness locations and situations.

The course consists of three mandatory units.

#### The units are:

- Exercise and Fitness – Cardiovascular Fitness (Higher)
- Exercise and Fitness – Fixed Weight Training (Higher)
- Exercise and Fitness – Free Weight Training (Higher)

### Assessment Details

All assessment is internally marked and achieved through a variety of means. Examples of the methods of assessment are closed book assessments, open book assessments, written essays, observations, etc.

### Possible Career Pathways

The NPA is a 'stepping stone' to allow students to progress to a higher level of qualification required in the Exercise and Fitness industry.

Possible employment routes are: Fitness Instructor – Gym, Personal Trainer, Sports Coaching, Sports Development Facilitator, Sports Facility Operator.



## Fashion and Textile Technology

- ✓ National 4
- ✓ National 5
- ✓ Higher

Curriculum Leader: Mrs Bradley

### Entry Requirements

There is no entry level but students must have an interest in Fashion and Textiles. National 4 or 5 Fashion and Textiles would be a definite advantage. This course is ideal in combination with Art based courses

### Description of Course

This course is based around investigative techniques and practical fabric skills. There is no set written paper and assessments are completed in project form with supporting fabric item manufacture.

### Course Content

- **Fashion and Textile Technologies**  
This is the first unit to be completed and consists of learning practical skills and techniques such as using the sewing machine, constructing items from fabric and developing basic skills. We also cover the properties of textiles and how this affects their uses e.g. Why do we use cotton for summer clothing? The final outcome is to make a textile item.
- **Fashion and Textile Choices**  
This unit allows the learner to examine what affects different people's choices of clothing and why different occupations have different uniforms from different textiles e.g. what properties does a firefighters uniform have to have OR what textiles are best for fast fashion items that are only meant to last a short time. Also covered is factors that affect the fashion industry and the consumer from Organic fabrics to Celebrity Endorsement.
- **Fashion and Textile Development**  
This unit concentrates on examining fashion trends and the history of fashion. Learners will be expected to investigate a choice of fashion trend and discover how it originated. The effects of trends in fashion on the fashion and textiles manufacturer will be highlighted. The final outcome is to manufacture an item to fit with a chosen trend.

### Assessment

- Unit assessments as detailed above and two practical tasks.
- **Course Assignment**  
The final assessment takes the form of an assignment in order to investigate a given brief which is worth 60% of the final mark and the manufacture of a textile item to meet the brief which is worth 40%.

There is flexibility in the course allowing students to choose different items to design and construct. The choices include clothing, children's clothing and toys, household items and bags.

### Links to further study

[Costume Design and Construction](#) at Queen Margaret University  
[Fashion Business.](#)  
[Courses in textiles at Heriot Watt University.](#)

## French

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Mr McCulloch

### Entry Requirements

#### Higher

Grades A, B or C at National 5 French **OR** Higher pass with grades A, B or C in Higher Spanish

#### Adv Higher

Grades A or B at Higher French

## French: National 5 and Higher

### Description of Course

The Higher and National 5 courses will allow pupils to continue to develop their skills in understanding and using French. Pupils will study across a range of different topics building on their previous knowledge of French. Topic will include family relationships; healthy living; societal issues; new technologies; film and music; sport and leisure; school life; employability; and future plans.

The ability to speak another language is a real advantage in the world of work. Studies have shown that those who study languages are considered by employers to have excellent communication skills.

Speaking a foreign language also increases your opportunities of finding work both in the UK and abroad and those who speak a foreign language can often attract a better salary than those who speak only English.

The aim of the course is to equip students with the language skills which will enable them to:

- Understand detailed spoken and written French
- Communicate well and confidently in French
- Gain an appreciation for French culture
- Develop self-confidence and social skills

### Course Content

At Higher and National 5 level, students study work across four contexts:

- Society
- Learning
- Employability
- Culture

### Assessment

In order to achieve the course award in either N5 or Higher, candidates must successfully complete pass the final course examination.

### External

Higher: External final course exam in the skills of Reading (25%), Listening (25%), Writing (25%) and Talking (25%).

N5: External final course exam in the skills of Reading (25%), Listening (25%), Writing (25%) and Talking (25%).

## French: Advanced Higher

**Check out the YASS courses on:** *French Studies* and *Exploring Languages & Culture*

### Description of Course

The Advanced Higher course will allow pupils to continue to develop further their skills in understanding and using complex and detailed French. Pupils will study across a range of different topics building on their previous knowledge of French. Topics will include family structures; gender equality; technology; environmental issues; political issues; the press; film and music; and employability.

Time in class will be spent allowing students to improve their confidence in handling complex language. We will continue to develop pupils' skills in the skills of Reading, Listening, Writing and Talking. Writing at AH level moves to being more discursive in style; Reading and Listening activities tend to focus more on societal issues.

The aim of the course is to equip students with the language skills which will enable them to:

- Understand complex spoken and written French
- Communicate confidently and fluently in French
- Analyse a piece of French literature
- Develop self-confidence and social skills

The course is aimed at those students who wish to continue studying French beyond Higher Level either for interest and enjoyment or for preparation for a university or college language course. Pupils who enjoy speaking French and who wish to gain greater fluency in their spoken French would particularly enjoy this course.

### Course Content

At Advanced Higher level, students study work across four contexts:

- Society
- Learning
- Employability
- Culture

Students will also be required to complete the Specialist Study and Portfolio, which is a study of a piece of French literature with an essay in English critically examining the work.

### Assessment

In order to achieve the course award, candidates must successfully complete all internal assessments and pass the final course examination.

### Final Course Examination

External final course exam in the skills of:

- |                             |                   |                   |
|-----------------------------|-------------------|-------------------|
| • Reading/Translation (25%) | • Listening (15%) | • Portfolio (15%) |
| • Writing (20%)             | • Talking (25%)   |                   |

### Career Pathways

- |                      |                                    |                                |
|----------------------|------------------------------------|--------------------------------|
| • travel and tourism | • teaching (primary and secondary) | • cooking                      |
| • translating        | • computing and ICT-related jobs   | • retail and customer services |
| • journalism         | • hospitality / hotel work         | • travel and tourism           |
| • interpreting       | • international aid work           | • events management            |
| • performing arts    | • administration                   | • marketing                    |
|                      | • speech and language therapy      | • business management          |

## Excellence in Sport: Football (Consortia)

✓ NPA Level 6

### What will I learn?

The NPA in Achieving Excellence in Sport will allow candidates to focus on their own performance to learn about the process of setting targets (short and long term), planning their own work (with support) and to evaluate what actually is 'excellence' and then to articulate in the future with other HN awards. The will aim to:

- Develop the candidate's personal ambitions for their own performance enhancement
  - ◆ Develop the candidate's knowledge and skills in the process of the achievement of excellence.
  - ◆ Develop knowledge and skills in Target setting, personal career management planning, implementing and evaluating the process over a period of time.
  - ◆ Enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills
  - ◆ Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow candidates to progress to another level of education, if so desired.
  - ◆ Further develop study skills and skills in investigating aspects of the industry which are specific to their interests, personal abilities and needs.
  - ◆ Offer opportunities to develop core skills in a setting relevant to the industry.
  - ◆ Allow candidates to acquire some of the basic skills and knowledge required by the industry.

<b>Geography</b> ✓ <b>Higher</b> ✓ <b>Advanced Higher</b>		Curriculum Leader: Mr McCreath
<b>Entry Requirements</b>		
<p><b>Higher</b>  Grades A, B or C at National 5 Geography  Grades A, B or C at Higher in History, Modern Studies or RMPS  Grades A, B or C at National 5 in another Social Subject (in consultation with CL)</p> <p><b>Advanced Higher</b>  Grades A, B or C at Higher Geography</p>		
<b>Geography: Higher</b>		
<p><b>Course Content</b>  Higher Geography is divided into three main units each of which is made up of several sub-topics:</p> <p><i>Physical Environments</i>  This unit focuses on the natural systems and processes that shape the Earth's landscapes. In the <b>Atmosphere</b> topic learners look at the global heat budget, how global winds and ocean currents distribute energy, and the effect this has on the climate of West Africa. In the <b>Hydrosphere</b> topic learners study the global water cycle, the factors that affect river flow, and the formation of features in river landscapes. In the <b>Lithosphere</b> topic learners investigate coastal and glaciated landscapes and the processes that create distinctive features in these areas. In the <b>Biosphere</b> topic learners study the importance, properties and formation of different types of soil.</p> <p><i>Human Environments</i>  This unit focuses on how people shape places around the planet. In the <b>Population</b> topic learners look at how population information is collected, the impact of population change on different countries, and the causes and consequences of international migration. In the <b>Rural</b> topic learners study two very different parts of the world – the Cairngorms in Scotland and the Sahel region of North Africa – to investigate the problems people are creating there and how they can be managed. In the <b>Urban</b> topic learners look at issues related to housing and traffic in two cities and how they can be managed sustainably.</p> <p><i>Global Issues</i>  This unit focuses on some of the most important issues facing the planet's people and environment. In <b>Development and Health</b> learners study the causes of differences in the standard of living between countries, strategies for improving health in developing countries, and global efforts to fight malaria. In <b>Global Climate Change</b> learners investigate the evidence that shows the world's climate is changing, the factors that could be driving this change, the impact that climate change will have on a range of people and places, and the strategies being adopted to adapt to and limit the effects of climate change.</p> <p><b>Skills</b>  The Higher course provides learners with excellent opportunities to develop a range of important geographic skills which are also transferable to other subjects and areas. Practice in map reading is integrated into the course along with opportunities to interpret a range of graphical and numerical data. Learners will develop their ability to use these skills holistically in order to make decisions and draw conclusions about a variety of geographic issues.</p> <p>The development of research skills forms an important part of the course and is assessed in the Assignment (see below). Learners will develop their confidence in using multiple techniques to</p>		

gather, present, interpret and analyse geographic information including the use of fieldwork and digital methods.

### **Assessment**

The course assessment consists of an exam at the end of the course in May made up of two papers which makes up 73% of the course award. Learners will also complete a research assignment on a geographic topic or issue of their choice. This assignment is written up in a 90-minute exam and makes up the other 27% of the course award. Throughout the year, in-class progress checks will be used to assess learners' understanding and skills development.

## **Geography: Advanced Higher**

The Advanced Higher Geography course is an excellent skills-based course designed to give learners the opportunity to develop a wide range of transferable skills that are relevant to researching geographic phenomena and understanding and evaluating geographic issues.

The course requires learners to undertake a significant amount of independent work. As a result, it is excellent preparation for study at Further or Higher education level and gives learners a significant amount of freedom to investigate issues or topics that they find personally interesting or relevant.

### **Course Content**

#### *Geographic Skills*

In this unit, learners will develop their knowledge and understanding of a wide variety of geographic methods and techniques and apply these in order to plan and carry out a significant piece of geographic research. As part of this learners will develop advanced map interpretation skills using both Ordnance Survey maps and Geographic Information Software. They will also gain experience using and evaluating a range of gathering and processing techniques in the context of research and fieldwork into different geographic topics. Finally, learners will develop their skills in handling complex geographic data including the interpretation and analysis of a variety of data sets.

#### *Geographic Issues*

In this unit, learners will develop their critical thinking skills in order to explore and evaluate sources and perspectives on current complex geographic issues. Learners will apply these skills by researching and critically evaluating an issue of their own choice.

### **Assessment**

Throughout the Advanced Higher course, learners will work on an independent project folio which accounts for 67% of their final award. The portfolio consists of two significant pieces of work. The first is the geographical study in which learners are required to plan and undertake detailed research into a geographic issue of their choice and present and analyse their findings. The second is the geographical issue in which learners are required to critically evaluate a complex geographic issue by identifying viewpoints from a wide range of sources and evaluating these viewpoints in order to draw conclusions.

The remaining 33% of the course award is assessed in a final exam. This contains questions on map interpretation, gathering and processing techniques, and geographic data handling.



## Graphic Communication

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Mrs Bradley

### Entry Requirements

#### **National 5**

Pass at National 4 Graphic Communications

#### **Higher**

Grades A, B or C at National 5 Graphic Communication

Grades A, B or C at National 5 Design and Manufacture

Grades A, B or C at National 5 Art and Design

#### **Adv Higher**

Grades A, B or C at Higher level.

## Graphic Communication: National 5 and Higher

### Course Content

#### *2D Graphic Communication*

- Produce and interpret 2D orthographic sketches and drawings
- Produce 2D computer-aided designed/draughted production drawings
- Produce preliminary 2D designs and illustrations for a multi-page promotional document
- Create a multi-page 2D promotional publication and a project set of promotional publications

#### *3D Graphic Communication*

- Produce and interpret pictorial sketches and drawings
- Produce 3D computer-aided designed/draughted models and associated production drawings
- Produce pictorial and 3D illustrations of geometric forms and everyday objects
- Plan and produce pictorial and/or 3D models for promotional purposes.

### Assessment

#### *Internal*

Unit assessments

#### *External*

Exam paper worth 70 marks

50% allocated to questions relating to 2D Graphic Communication

50% allocated to questions relating to 3D Graphic Communication

*Assignment* 70 marks. Marks will be awarded for:

- Analysis and research
- Preliminary graphics
- Production graphics
- Promotional graphics

Check out the YASS Module on *Engineering: origins, methods and context*

### Course Content

#### *Technical Graphics*

- Knowledge and understanding of the principles, processes, techniques, technologies, and audience requirements as they apply to technical graphics.
- Skills in the evaluation of the use of technical graphics techniques used in satisfying audience requirements
- Skills in the planning and production of technical graphics for intended audiences
- 

#### *Commercial and Visual Media Graphics*

- Knowledge and understanding of the design principles, techniques, purpose and audience requirements as they apply to commercial and visual media graphics
- Skills in the evaluation of the use of commercial and visual media graphic techniques used in satisfying audience requirements
- Skills in the planning and production of commercial and visual media graphics for intended audiences

### Assessment

#### *Project*

The project will contribute 60% to the overall mark.

#### *Question paper*

The question paper will contribute 40% to the overall mark.

## Health and Food Technology

- ✓ National 5
- ✓ Higher

Curriculum Leader: Mrs Bradley

### Entry Requirements

Grades A, B or C in National 5 Health and Food Technology  
Grades A, B or C in National 5 English

### Description of Course

The course focuses on health, the influence of food and its nutritional properties, and the dietary needs of individuals. It also focuses on the application of safe hygienic and informed practices in food preparation.

The course develops understanding of the properties of food in relation to food production, processing and the development of food products. Issues that influence food choice are investigated to allow the consumer to make an informed choice.

To gain the award of the course, students must pass all units as well as the course assessment which comprises of an assignment and a question paper.

Please note that certification in this subject is based on theoretical work and is accepted for entry level to University and further education. This course is useful for those who wish to pursue a career in Nutrition, Dietetics, Sports Science or nursing for example.

### Course Content

- Food for Health – the study of nutrition, special diets and food for health
- Food Product Development – the new product development route, functions of a variety of food ingredients.
- Contemporary Food Issues – examining new issues in food production
- Course assignment

### Assessment

Each unit is separately assessed giving credit to students as each is successfully completed.

The assignment is worth 50% of the total marks and is completed in class with self-led investigations and then marked externally.

The question paper is worth 50% of the total marks. Marked externally.

### Links to further study

[BSc Hons Nutrition](#)  
[BSc Nutrition and Food Science](#)  
[BSc Physical Activity, Health and Wellbeing.](#)  
[BSc Human Nutrition and Dietetics.](#)  
[BSc Applied sports science.](#)

<b>History</b> ✓ <b>Higher</b> ✓ <b>Adv Higher</b>		Curriculum Leader: Mr McCreath
<b>Entry Requirements</b> <b>Higher</b> Grades A, B or C at National 5 History Grades A, B or C at Higher in Geography, Modern Studies or RMPS Grades A, B or C at National 5 in Geography, Modern Studies or RMPS (in consultation with the Curriculum Leader of Social Studies)  <b>Adv Higher</b> Higher History minimum C pass		
History: Higher		
<b>Description of Course</b> <p>Higher History gives learners an understanding of the historical background to modern society and many of the issues we face today. The themes of democracy, dictatorship, conflict and social welfare run through the course.</p> <p>Employers, Universities and Colleges are often looking for the skills you will develop through studying History e.g. the ability to analyse information and think critically, the skills of evaluation, analysis and debate, including the ability to express and sustain logical and coherent arguments on a wide variety of issues.</p> <p>History can link to careers in journalism and the media, law, politics and the civil service, scientific research, the entertainment industry, leisure, heritage and tourist industries, teaching and many others.</p>		
<b>Course Content</b> <p>The Higher History course consists of three units, with one topic studied in each unit:</p> <ol style="list-style-type: none"> <li>1. <i>Scottish History</i> – The Wars of Independence, 1249-1328, including events involving the succession crisis, King John Balliol, William Wallace and Robert Bruce.</li> <li>2. <i>British History</i> – Britain 1851-1951, including government reforms to help the poor and the welfare state, and women's campaign for the vote.</li> <li>3. <i>European and World History</i> – Germany 1815-1939, including the unification of Germany, the rise of the Nazis and the development of the Nazi state, including a study of Nazi social policy.</li> </ol>		
<b>Assessment</b> <p>The overall grade for Higher History is based on a final exam and an Assignment.</p> <ol style="list-style-type: none"> <li>1. The final exam has two papers, lasting 1 hour 30 minutes each. In paper 1, candidates write two essay answers. In paper 2, candidates answer 4 source questions. The exam is worth 80 marks.</li> <li>2. An Assignment, worth 30 marks, on a topic of choice. Learners research and draft a response and then write this up in 1 hour 30 minutes.</li> </ol>		

## History: Advanced Higher

Advanced Higher History provides the opportunity to add depth to your historical studies and to take greater responsibility for your own learning. Advanced Higher History provides a bridge between school and further study. Critical thinking and analytical skills are crucial to the course and are very attractive to universities, colleges and future employers. The ability to analyse information, reach a judgement and form a coherent argument is further developed through independent study and class activities.

### Course Content

The Advanced Higher course looks at one topic in depth.

The options for this course are:

1. *EITHER Northern Britain from the Iron Age to 1034.* This is a study of the nature of Iron Age tribal societies north of Hadrian's Wall, and the relationship between these societies, their changing beliefs and the effects invaders had on them. It covers the nature of Iron Age societies, Roman invasions, changing beliefs and the emergence of the Scottish kingdom.
2. *OR USA: A house divided, 1850-1865.* This is a study of the causes, nature and outcomes of the American Civil War. The course will cover American Society and Slavery before the Civil War; US Territorial Expansion; the 1860 Presidential Election and Outbreak of War; the War at Home and Abroad; Leadership During the Civil War; the Emancipation Proclamation; and Reasons for Northern Victory and Southern Defeat.
3. *OR Russia: From Tsarism to Stalinism, 1914-1945.* This is a study of the Bolshevik rise to power, Lenin's consolidation of power, the making of the Stalinist system and the spread of Stalinist authority.

### Assessment

The overall grade for Advanced Higher is based on a final examination and a dissertation.

1. The dissertation is worth 50 marks. This will be based on a historical topic which is then researched, drafted and developed by candidates.
2. The final examination is worth a total of 90 marks and lasts 3 hours.

## Human Biology

✓ Higher

Curriculum Leader: Mrs Fey

### Entry Requirements

Grades A, B or C at National 5 Biology

Grades A, B or C at Higher Chemistry and /or Physics

*All of the above must be accompanied with a minimum of a pass at National 4 Mathematics.*

### Course Content

#### *Human Cells*

- Differentiation in somatic cells
- Differentiation in germline cells
- Research and therapeutic value of stem cells
- Cancer cells
- Structure and replication of DNA
- Gene expression through proteins in health and disease
- Human genomics
- Metabolic pathways and cellular respiration

#### *Physiology and Health*

- The reproductive organs, gametes and fertilization
- Hormonal control of reproduction
- Ante- and postnatal Screening
- The structure and function of blood vessels
- The structure and function of the heart
- Pathology of cardio vascular disease

#### *Neurobiology and Communication*

- Division of NS and parts of the brain
- Perception and Memory
- Cells of the NS and neural pathways
- Neurotransmitters, moods and behavior
- Infant attachment and the Effect of Communication

#### *Immunology and Public Health*

- Non-specific defences & Specific cellular defences
- The transmission of infectious diseases
- Evasion of specific responses by pathogens

### Assignment

Learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in human biology and communicate findings.

### Assessment

Internal written assessments at the end of each unit.

Internal assessment of practical skills within each unit.

A practical/research assignment.

External examination at the end of the course.

## Italian

- ✓ **National 5**
- ✓ **Higher**
- ✓ **Advanced Higher (Consortia Arrangement)**

Curriculum Leader: Mr. McCulloch

### Entry Requirements

#### **National 5**

N5 pass with grades A, B or C in National 5 French or Spanish

#### **Higher**

Higher pass with grades A, B or C in Higher French or Spanish

## Italian: National 5 and Higher

### Description of Course

This is a course aimed at 'crash' Highers, ie. students who have no or little knowledge of the subject. The course will start with beginners' level activities for the first couple of months to establish a base knowledge of vocabulary and grammatical understanding.

This Italian course would be particularly suitable for students who have previously studied French or Spanish at Higher and who would like to learn a new language.

The Higher and National 5 courses will allow pupils to develop their skills in understanding and using Italian. Pupils will study across a range of different topics to build their knowledge and understanding of Italian. Topic will include family relationships; healthy living; new technologies; film and music; sport and leisure; school life; employability; and future plans.

The ability to speak another language is a real advantage in the world of work. Studies have shown that those who study languages are considered by employers to have excellent communication skills.

Speaking a foreign language also increases your opportunities of finding work both in the UK and abroad and those who speak a foreign language can often attract a better salary than those who speak only English.

The aim of the course is to equip students with the language skills which will enable them to:

- Understand detailed spoken and written Italian
- Communicate well and confidently in Italian
- Gain an appreciation for Italian culture
- Develop self-confidence and social skills

### Course Content

At Higher and National 5 level, students study work across four contexts:

- Society
- Learning
- Employability
- Culture

### Assessment

To achieve the course award in either N5 or Higher, candidates must successfully complete pass the final course examination.

### External

Higher: External final course exam in the skills of Reading (25%), Listening (25%), Writing (25%) and Talking (25%).

N5: External final course exam in the skills of Reading (25%), Listening (25%), Writing (25%) and Talking (25%).



## Italian: Advanced Higher (Consortia)

### Entry Requirements

A pass (A-C) at Higher Italian

### Course Information

The course consists of three units:

- Understanding language
- Using Language
- Portfolio/ Specialist Study: plan and research a specialist study based on literature or language in agreement with the class teacher

Pupils will develop skills they have already acquired whilst increasing their knowledge of the structure of the language and the culture of countries in which Italian is spoken. They will also use and understanding complex and sophisticated language.

### Assessment

To achieve the course award learners will have to pass the portfolio and specialist study along with the external exam which assesses all skill areas.

### Career Pathways

- |                      |                                    |                                |
|----------------------|------------------------------------|--------------------------------|
| • travel and tourism | • teaching (primary and secondary) | • cooking                      |
| • translating        | • computing and ICT-related jobs   | • retail and customer services |
| • journalism         | • hospitality / hotel work         | • travel and tourism           |
| • interpreting       | • international aid work           | • events management            |
| • performing arts    | • administration                   | • marketing                    |
|                      | • speech and language therapy      | • business management          |

<b>Jewellery: Basic Techniques 1 and 2 (Consortia)</b> ✓ National 5
<b>Introduction</b>
<p>This course enables learners to:</p> <ul style="list-style-type: none"> <li>• Use a range of metalworking tools and equipment</li> <li>• Explore general jewellery techniques such as hot metal forming and soldering</li> <li>• Explore cleaning and finishing techniques to produced polished items</li> <li>• Build a portfolio of design work and products for entrance to creative industries</li> </ul>
<b>Course Structure</b>
<p>These courses consist of the following areas of study:</p> <ul style="list-style-type: none"> <li>• Basic Techniques 1 (SCQF level 5)</li> <li>• Basic Techniques 2 (SCQF level 5)</li> </ul>
<b>Assessment</b>
<ul style="list-style-type: none"> <li>• All units are internally assessed</li> <li>• No examination</li> </ul>
<b>Entry Requirements</b>
<ul style="list-style-type: none"> <li>• No entry requirements but S3 Design Technology or Practical Woodwork is advisable</li> </ul>
<b>Progression</b>
<ul style="list-style-type: none"> <li>• Level 5/6 Creative Thinking</li> <li>• N4/5 Practical Woodwork</li> <li>• Foundation Level 1 Design Engineer Construct (DEC)</li> <li>• College</li> <li>• University</li> <li>• Modern Apprenticeships</li> <li>• Employment</li> </ul>
<b>Useful Websites</b>
<a href="https://www.sqa.org.uk/sqa/57979.html">https://www.sqa.org.uk/sqa/57979.html</a>

## **Journalism**

### **National Progression Award:**

✓ **Level 6**

Curriculum Leader: Mrs Allen

#### **Entry Requirements**

Students electing to study this course should be able to display a clear interest in print journalism. The minimum entrance requirement is a pass at National 5 English. The course is likely to be of interest to students who have enjoyed Higher English, but don't want to progress to Advanced Higher.

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.

#### **Course Details**

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 provide a progression route into further study in journalism
- 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:

1. Research and interview skills for journalism
2. Feature writing
3. Photography
4. Basic website development

#### **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

#### **National Progression Award (NPA)**

Students successfully completing four units will be awarded the National Progression Award Journalism. The level of award will depend upon the quality of the portfolio submitted, the depth of learning demonstrated and how closely the student's work relates to the assessment criteria at each level.

#### **Career Pathways**

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

## Laboratory Skills

✓ **National 5**

Curriculum Leader: Mrs Fey

### Entry Requirements

Either:

- Pass at N4 Biology
- Pass at N5 Biology
- Pass at N4 Chemistry
- Pass at N5 Chemistry
- Pass at N4 Physics
- Pass at N5 Physics

### Course Description

Lab Science is a Skills for Work course that is structured to provide students with practical and theoretical knowledge of the skills required to work in a laboratory.

The course places emphasis on developing employability skills used in a laboratory.

There is an onus on students to take responsibility for their own learning, supported by the teaching staff. The course is portfolio-based, meaning students must successfully complete a series of practical and written assignments spread across 4 National 5 level units to achieve the qualification.

Candidates must attend class regularly to ensure that practical tasks can be completed, and coursework deadlines are adhered to.

Students will undertake a range of activities:

- Research
- practical laboratory skills
- self- evaluation
- industrial visits/ visiting speakers.

The four units covered are:

- Careers using Lab Science
- Working in a Lab
- Practical Skills
- Practical Investigation.

## Legal Studies (Consortia)

✓ NPA Level 6

### COURSE ENTRY REQUIREMENTS

- National 5/Higher in English  
AND
- National 5/Higher in any Social Subject  
OR  
National 5/Higher in Business Management

### Course Description

#### Scots Law: An Introduction

Students will study the sources of Scots law and how law is made in Scotland. They will learn the differences between criminal and civil law and about the structure, jurisdiction and appeals of both the civil and criminal courts.

#### Crime in Society

Students will study what constitutes a crime in Scotland and the main principles involved in the persecution of crime and to explore the nature of crime and its effects on the individual and the community. Students are encouraged to reflect on crime and become more aware of its implications.

#### Skills Developed on this Course:

- Develop problem solving skills through problem-based learning, using real life scenarios to demonstrate your learning
- Develop communication and team working skills through collaborative tasks and assessments.
- Thinking, planning, organising and reviewing through research scenarios, role play and feedback sessions.

#### Skills Developed on this Course:

Successful completion of this course will support progression towards:

- Further study in Social Subjects, criminology and English
- College Courses in Law, Sociology and Social Subjects
- University Courses in Law, Politics, Social Subjects and Sociology,
- Careers in Law, Social Work, the Police, Justice, Psychiatry, Counselling and Community Support.

## Mathematics

- ✓ National 4
- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Ms Livingston

### Entry Requirements

#### **National 5**

Pass at National 4 Mathematics

#### **Higher**

Grades A, B or C at National 5 Mathematics

#### **Adv Higher**

Grades A, B at Higher Mathematics.

## Mathematics: National 5

### Description of Course

National 5 is designed to build upon and extend students' mathematical skills in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject. Where appropriate mathematical topics will be developed in context and the use of mathematical techniques will be applied in social and vocational contexts related to future work and study.

This course is also designed to meet the needs of students who wish to progress to Higher Mathematics. Areas of study involve arithmetic, algebra, geometry, trigonometry and statistics. Students will be encouraged throughout the course to make use of their skills in mental calculation as well as being able to make efficient use of calculators.

### Course Content

This is arranged in three units:

- Expressions and Formulae
- Relationships
- Applications

### Assessment

The course is assessed entirely on the final course exam.

### External Exams

Paper 1 (Non-calculator) - 1 hour

Paper 2 (Calculator) - 1 hour 30 minutes

Each paper will consist of short and extended response questions.

## Mathematics: Higher

### Description of Course

Higher Mathematics aims to build upon and extend students' Mathematical skills, knowledge and understanding in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject. Students who complete the course successfully are expected to have a competence in applying mathematical techniques, manipulating symbolic expressions and communicating with mathematical correctness in the solution of problems.

This course also has the particular objective of meeting the needs of students at a stage of their education where career aspirations are important. The course has obvious relevance for students with interests in fields such as commerce, engineering and science as well as being used to gain entry to a Higher Education Institution. All students taking the Higher Mathematics course, whatever their aspirations should acquire an enhanced awareness of the importance of mathematics to technology and to society in general.

### Course Content

Includes the topics of

- Straight line
- Graphics and Functions
- Differentiation
- Recurrence Relations
- Polynomials & Quadratics
- Integration
- Trigonometry
- Circles
- Vectors
- Further Differentiation & Integration
- Logarithmic & Exponential Functions
- Trigonometric Relationships

### Assessment

The course is assessed entirely on the final course exam.

### External Exams

Paper 1 (Non-calculator) - 1 hour 15 minutes

Paper 2 (Calculator) - 1 hour 30 minutes

Each paper will consist of short and extended response questions.



**Check out the YASS Courses on:**

- Essential Maths 1
- Discovering Maths
- Maths for Science
- Introducing Statistics

**Description of Course**

Advanced Higher Mathematics aims to build upon and extend students' mathematical learning in the areas of algebra, geometry and calculus.

**Course Content***Methods in Algebra & Calculus*

- Use of algebraic skills
- Use the rules of differentiation & further differentiation techniques
- Integration using standard results and special cases and further integration techniques
- Solve differential equations

*Applications of Algebra & Calculus*

- Use of binomial theorem
- Understand and use complex numbers
- Understand and use sequences and series
- Use standard methods to prove results in elementary number theory.
- Use of properties of functions

*Geometry, Proof & Systems of Equations*

- Use vectors in three dimensions
- Use of matrix techniques to solve systems of linear equations.
- Use matrix algebra
- Use further number theory and direct methods of proof.

**Assessment**

The course is assessed entirely on the final course exam.

**External Exams**

Paper 1 (Non-calculator) - 1 hour

Paper 2 (Calculator) – 2 hours 30 minutes

Each paper will consist of short and extended response questions.

## Media

- ✓ National 5
- ✓ Higher

Curriculum Leader: Ms Allen

### Entry Requirements

No previous knowledge or experience of the subject is required.

However, Media Studies is a demanding crash course, **which most students find more challenging** than they expected.

Initial presentation levels are not decided until students have had a chance to settle into the course and adjust to the demands of a new subject. The following entry requirements help indicate the level of demand students should expect.

#### National 5

- Grades A, B or C at National 5 English
- Some practical experience of video production

#### Higher

- Grades A or B in National 5 English
- Grades A, B or C at Higher English
- Skills, qualifications or practical experience in Art, Music, Drama, Modern Studies, Digital Media or Computing
- Involvement in the Creative Industries Academies programme

### Description of Course

The aim of Media Studies is to develop critical understanding and appreciation of the media and their products, as well as creative and practical skills in media technologies. The skills of media analysis and creation are inextricably linked, and both depend on the key aspects of media literacy.

### Skills, knowledge and understanding

- Analysing and creating media content, as appropriate to purpose and audience
- Knowledge and understanding of the key aspects of media literacy, as appropriate to content
- A range of evaluation skills
- Knowledge and understanding of the role of media within society
- Planning and researching when creating media content
- Knowledge of contextual factors, constraints and freedoms that affect producers of media content

### Content

#### Analysing Media Content

Students develop knowledge and understanding of the key aspects of media literacy central to the explanation (National 5) and analysis (Higher) of media content.

#### Creating Media Content

Students develop the skills to create media content and evaluate production processes.

### Assessment

To gain the award, the candidate must achieve all component units as well as the external assessment. There are two components to the external assessment.

- An **assignment**, produced over a period of time, which focuses on planning, creating and evaluating media content, and demonstrates an understanding of production processes. (50%)
- A **question paper**, which focuses on analysing familiar media content. (50%)

## Modern Languages: Leadership

✓ SCQF level 5 or 6

Curriculum Leader: Mr. McCulloch

### Entry Requirements

SCQF level 5 or 6

Grades A, B or C at National 5 or Higher (in French or Spanish or Italian)

## Modern Languages: SQA Leadership Award

The Leadership Award in Modern Languages is a new course for 2023-24 aimed at students who have an interest in Modern Languages or primary teaching or both. Through the course, they will develop knowledge of leadership skills and qualities as well as have the opportunity to practise and demonstrate these skills through regular and organised work experience within the Modern Languages department and in our five associated Primary Schools.

The main activities of this course will include:

- Regular opportunities to teach short lessons at our local associated primary schools, leading pupils in games and activities to practise French and/or Spanish
- Providing support in S1-3 Modern Languages classes at Portobello High School
- Undertaking research to understand about leadership styles and qualities

Available at SCQF Levels 5 and 6, the Award also allows individuals to build self-confidence and self-esteem and encourages learners to respect the cultures and beliefs of others working alongside them.

Those undertaking this course will also be a Languages Ambassador for 2023-24.

### COURSE INFORMATION

#### Leadership: An Introduction (20 hours)

In this Unit, candidates carry out research to find out about leadership styles and the skills and qualities found in effective leaders. Candidates are required to produce a report on their findings and evaluate their own potential for leadership.

#### Leadership in Practice (40 hours)

In this Unit, candidates **will take a leading role in activities in ML classes in the BGE and in our local Primary schools**. They will prepare to carry out the activities by considering the factors involved, such as resources, people, time, and potential risks. Candidates will then carry out the activities, monitoring progress and making changes as needed. Following on from this, candidates review their experiences, drawing conclusions about themselves as a leader of learning.

Whether a candidate achieves at SCQF Level 5 or SCQF Level 6 depends on their level of participation and their level of understanding.

### WHO DOES THIS COURSE SUIT?

This award may appeal to a wide range of candidates, including:

- Students who wish to **develop their leadership and language skills**, as well as work collaboratively with others
- Students who have a **passion for languages**
- Students who have an interest in a career in **primary teaching**
- Students who are keen to develop **employability skills**

<b>Modern Studies</b> ✓ <b>Higher</b> ✓ <b>Adv Higher</b> Curriculum Leader: Mr McCreath
<b>Entry Requirements</b> <b>Higher</b> Grades A, B or C at National 5 Modern Studies Grades A, B or C at Higher in Geography, History or RMPS Grades A, B or C at National 5 Geography, History or RMPS (in consultation with the Curriculum Leader of Social Studies). <b>Adv Higher</b> Grades A, B or C at Higher Modern Studies
<b>Modern Studies: Higher</b>
<b>Course Content</b> <i>Unit 1: Democracy in Scotland and the United Kingdom</i> This unit critically examines the political system of Scotland and the UK. Learners will look at topics such as electoral systems, the work of parliamentary representatives and factors that influence voting behaviour in both Scottish and UK contexts. They will also learn about the implication of the UK's exit from the EU and possible alternatives for the governance of Scotland. <i>Unit 2: Social Issues in the United Kingdom: Social Inequalities</i> In Unit 2 learners will study the causes of health and wealth inequalities in the UK, looking at the reasons behind variations in life expectancy and poverty rates across the UK. Learners will also critically look at Government policies designed to tackle social inequalities and will analyse individualist vs collectivist approaches to welfare provision. <i>Unit 3: International Issues: Global Terrorism</i> This unit will focus on the causes, consequences and solutions to the issue of global terrorism. Learners will study the social, economic and political factors that have caused this issue as well as examining the impacts it has on individuals, families and communities across affected by terrorism. The effectiveness of work being undertaken by governments and international organisations to tackle this issue will also be analysed in detail. <b>Assessment</b> The course assessment consists of an examination and a research assignment. Paper 1 of the exam will assess learners' abilities to demonstrate their knowledge and skills of analysis and evaluation through the completion of three essays. Paper 2 will allow learners to apply their skills through the completion of three enquiry skill questions. Overall, the exam accounts for 73% of the final grade for the course. The remaining 27% is assessed through the completion of a research assignment on a topic of their own choice. <b>Skills</b> The topics studied will broaden learners' understanding of political, social and economic issues in Scottish, UK and international contexts. Through the completion of essays, learners will develop their literacy skills and will become proficient at analysing the impact of various factors and policies and evaluating their effectiveness. By completing enquiry skill questions learners will develop their skills of detecting objectivity, reaching conclusions and evaluating the reliability of sources of information.

### Content of Course

The Advanced Higher Modern Studies course is an in-depth critical examination of the study of Crime and Law in both our society, as well as others around the world. The course essentially examines crime and its impact on society, as well as looking at solutions to try to tackle crime, in particular the prison system.

### Course Content

#### *Context B – Understanding Criminal Behaviour*

This unit examines the main theories of crime, looking at biological, psychological and sociological theories of crime, perceptions of crime from both the public and the media, as well as the impact of crime on perpetrators, victims, families, communities and wider society.

#### *Context C – Responses to Crime*

This unit critically examines different societies' response to crime, such as the work of the police and the effectiveness of the prison system.

#### *Context D – Research Methods*

As well as learning the above topics, learners will examine the world of research methods and the use of different approaches in different studies of crime and criminal behaviour, looking at their merits and ethical considerations.

Throughout all topics, learners are expected to take on a considerable volume of self-study and reading, as this level of Modern Studies requires a deep level of understanding and critical analysis of all topics.

### Course assessment consists of two Components:

#### *Component 1 - The Exam*

The question paper is out of 90 marks and is made up of two sections. Learners will tackle two essays, one from each Context, followed by two Research Methods questions. Research Methods questions will require the learners to assess the extent to which they can trust sources, advantages and disadvantages of methods and ethical considerations in relation to specific methods.

The exam will last 3 hours.

#### *Component 2 – The Dissertation*

The dissertation will allow learners to apply decision-making skills as they research a complex contemporary issue. Candidates have an open choice in the issue chosen for study and are expected to carry out their own primary research methods to support a wide range of reading and analysis on their chosen topic. Teachers will support learners through the dissertation process, however this component and individual piece of work and requires a high level of motivation and self-discipline.

The project (dissertation) has 50 marks and is submitted for SQA marking by the Easter break.

### Progression Routes

Modern Studies is an excellent introduction to the learning experience and research methods of undergraduate work in degree courses such as Law, the Arts or Social Sciences e.g. Politics, Sociology, International Relations and Public Administration. Pupils may also progress to employment in journalism, marketing, local government or any social science related work.

<b>Music</b> ✓ <b>National 5</b> ✓ <b>Higher</b> ✓ <b>Adv Higher</b>		Curriculum Leader Ms Beynon	
<b>Entry Requirements</b> <b>National 5</b> Pass at National 4 Music <b>Higher</b> Grades A, B or C at National 5 Music <b>Adv Higher</b> Grades A, B or C at Higher Music			<i>Students who have not taken Music in S3 and S4 but who have good performing skills would be given serious consideration for these courses.</i>
<b>Note: Before completing a Learner Pathway choice form, students <u>must</u> check with the Curriculum Leader of Music to ensure that their practical skills (on both instruments) enable them to take a course at a particular level.</b>			
<b>Description of Course</b> Through the study of National 5/Higher Music learners will experience music as a performer, composer and listener. Performing is at the centre of these courses.			
<b>Course Content and Assessment</b> <ul style="list-style-type: none"><li>• <b>Performing: 50%</b> Performance on two instruments/voice Pupils prepare a programme of eight minutes for National 5 at a minimum of Grade 3 ABRSM/TCL or 12 minutes for Higher at a minimum of Grade 4 ABRSM/TCL. Performances can be given on a variety of band or orchestral instruments as well as piano, voice and traditional instruments. Most pupils will be able to study one instrument with a school instrumental teacher, although due to demand we cannot guarantee that all requests can be met. Pupils are expected to take advantage of the many performing opportunities on offer, both in school and in the wider community.</li><li>• <b>Understanding Music: 35%</b> Pupils listen to a wide variety of music and develop the ability to identify a range of musical and stylistic concepts. Pupils are expected to develop musical literacy, relating music heard to notated scores. A listening question paper is taken in the main diet of SQA exams and is externally assessed.</li><li>• <b>Composing Assignment: 15%</b> Pupils plan, explore and then create one original piece of music, building competence in handling a range of compositional techniques. Pupils develop skills in using music software such as Noteflight, Sibelius, GarageBand and Ableton. An audio file together with a score or performance plan and review is submitted to SQA for marking.</li></ul>			
<b>Career Pathways</b> Music is widely accepted as an entrance qualification for <b>all</b> university courses and is recognised as being a subject that develops critical thinking, self- discipline, confidence, team work as well as independent learning skills. Q. What can you do with a qualification in Music? Many things! This list is just for starters: performer or composer – primary/secondary teacher or visiting specialist – music therapist – sound engineer for music/broadcasting/film/video – radio producer – event manager – arts administrator – community arts worker – music retailer/publisher			

## Music: Advanced Higher

### Description of Course

Through the study of Advanced Higher Music, a candidate will experience music as a performer, composer and listener. There is a wide variety of careers/further education options open to those who have studied Music. Music is also widely accepted as an entrance qualification for all university courses and is recognised as being a subject that develops critical thinking and independent learning skills.

Performance is at the centre of this course.

### Course Content

#### *Performing Skills*

Performance on 1st instrument/voice and performance on 2nd instrument /voice

#### *Composing Skills*

Students produce an audio folio of original work, with an original score or performance plan, building competence in handling a range of compositional techniques. Students have access to and develop skills in using Music software such as Noteflight, Garageband and Ableton.

#### *Understanding Music*

Students listen to a wide variety of music and develop the ability to identify a range of musical and stylistic concepts. Students are expected to develop musical literacy, relating music heard to notated scores. Students also complete an essay comparing and contrasting music of their choice.

### Assessment

#### *Performance*

Perform to a Visiting Examiner a programme on two instruments or instrument and voice lasting a total of eighteen minutes. The performance time on either of the selected instruments/voice must be a minimum of six minutes within the programme. The minimum standard of music played is equivalent to Associated Board or Trinity Rock School Grade 5. The performance is worth **60%** of the overall marks.

Performances can be given on a variety of instruments or voice (see list for Higher above). Many students are able to study one instrument with a school instrumental teacher although, due to demand, we cannot guarantee that all requests can be met. Students are expected to take advantage of the many performing opportunities on offer, both in school and in the wider community.

#### *Composition*

This is sent to the SQA for marking and is worth **15%** of the overall marks.

AND

#### *Question Paper*

A listening exam paper is taken in the main diet of SQA exams and is externally assessed. The paper assesses a student's knowledge and understanding of music concepts, literacy and their ability to identify and analyse concepts. This paper is worth **35%** of the overall marks.



## Music Performance

✓ Level 6 NPA

Curricular Leader: Ms Beynon

### Content

The NPA in Music Performing provides progression from existing NQ Courses in Music to further study at National Certificate level and beyond by equipping the learner with specific knowledge, skills and experience related to and in the context of music performing.

- Performing
- Rehearsing
- Planning
- Evaluating
- Working collaboratively

### Structure

The structure of the NPA in Music Performing comprises a two Unit mandatory and one additional Unit from a choice of four options.

Mandatory Units:

- Performing Music on One Instrument or Voice - This is a mandatory unit that provides a single instrument route for candidates who have a particular aptitude or interest in a specific course of study on one musical instrument/voice or playing as part of a band.
- Music - Live Performance - Candidates will perform their chosen instrument and programme of music in a live setting to a small audience.

Optional Units - Choose one from four:

- Performing on One instrument or Voice
- Creative Project
- Music - Technical Support
- Promotion in the Music Industry

### Aims

The principal aims of the NPA in Music Performing at SCQF level 6 are to:

- Allow candidates opportunities to gain an appropriate learning experience in Music Performing
- Develop a range of appropriate practical skills, knowledge and understanding relevant for music practice
- Encourage candidates to take charge of their own learning and development
- Provide candidates with knowledge and skills which are directly relevant to current and/or future practice in the area of music performance
- Provide opportunities for the individual development of skills and aptitudes which will improve career development within the music sector
- Develop music performing skills on one or more instruments/voice or as part of a band

## **Assessment**

### **Mandatory Units**

*Performing Music on One Instrument or Voice:* Practise, Keep a Log and perform contrasting pieces

*Music - Live Performance:* Prepare a programme of live music to be performed at a live event, evaluate your own performance.

### **Optional Units**

*Creative Project:* Plan and produce a creative project

*Music - Technical Support:* Build, fix and maintain musical instruments and sound equipment. Operate PA system.

*Promotion in the Music Industry:* Investigate the music industry, plan, produce and promote a music product or service

Evidence - Written and oral checklist and performance evidence. All aspects are internally assessed on a pass/fail basis.

### **Possible Progression Routes**

- ★ Advanced Higher Music (consultation with teaching staff/CL required)
- ★ HND at College
- ★ BMus at University

### **Career Opportunities**

- ★ Music teacher
- ★ Music therapist
- ★ Musician
- ★ Sound technician

## Music Technology (Consortia)

✓ National 5

### Overview of Course

Music Technology explores the art and technique of sound recording. The course would meet the needs of learners who have interest in sound recording/production and may already play an instrument. Music technology draws on elements from the N4/5 music course: studying the development of recording techniques through different styles of music while also teaching students a different set of skills.

Students will learn to use recording software such as Ableton and will explore the differences between; Studio Recording, Live Recording and give students the opportunity to add sound effects and music to video games and animations.

Practical production and recording skills are developed as students work independently on 2 projects of their choosing along with building on their understanding of music and music technology. The 3 areas of the course are:

#### 1. *Production Project 1*

Students plan, implement and evaluate creative production using music technology. The creative production may be in appropriate contexts, such as live performance, multi-track recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming. The production is accompanied with a portfolio evidencing the student's work over the planning, implementation and evaluation stages.

#### 2. *Production Project 2*

Students plan, implement and evaluate creative production using music technology. The creative production may be in appropriate contexts, such as live performance, multi-track recording, radio broadcast, composing and sound design for film, audiobooks and computer gaming. The production is accompanied with a portfolio evidencing the student's work over the planning, implementation and evaluation stages.

#### 3. *Understanding Music Technology*

Students, through listening, will develop knowledge and understanding of music and music technology, develop skills in the analysis of music in the context of a range of 20th and 21st century musical styles and genres. They will also develop an understanding of aspects of the music industry including basic intellectual property rights.

### Career Pathways

- DJ
- Lighting Technician
- Radio producer
- Community arts worker
- Radio Broadcaster
- Music Promoter
- Event manager
- Broadcast Engineer
- Broadcasting/film/video
- Stage Manager

## Musical Theatre

✓ Level 6 NPA

Curricular Leader: Ms Beynon

### Overview of Course

New to Portobello this year, the Drama and Music department are excited to be able to offer a Musical Theatre Level 6 NPA! The NPA in Musical Theatre is designed to equip candidates with an introduction to the knowledge, understanding and skills required for progression to further qualifications and/or potential employment within the Performing Arts industry.

Students who participate in this course will have the opportunity to make artistic choices and use their creative imagination as well as honing their ability to take control of their own learning and build the self-discipline and control required in all aspects of performance. Performing on stage requires careful, planned preparation and concentration as well as mental and physical focus, all of which are transferable skills necessary for many jobs and careers. It is a great opportunity for students to express themselves in a unique manner artistically, while working both in a group as well as individually and hopefully realising their potential for success.

The purpose of the course is the development of practical skills and the enhanced understanding of the triple discipline, essential for Musical Theatre, where performers are equally skilled in acting, singing and dance.

The course is made up of three modules:

- Acting through Song
- Preparation for Audition
- Theatre Performers: Solo/Group Singing Skills

The skills developed in the course are as follows:

- Developing and performing a range of skills associated with the triple discipline of Musical Theatre practice.
- Rehearsing appropriate skills in voice, movement and acting.
- Planning and applying specific practical skills in audition format.
- Self-evaluation skills, enabling professional development.
- Develop professional attitudes.

## Philosophy (Consortia)

✓ **National 5**

✓ **Higher**

### Overview of Course

The courses develop reasoning skills by focusing on abstract concepts and philosophical problems. They develop basic knowledge and understanding of philosophy and encourage candidates' ability to engage with abstract thought. They also offer candidates insight into the ideas of others, while developing a range of skills such as analysing arguments, recalling, selecting and using specified knowledge, explaining philosophical ideas and theories, explaining criticisms of philosophical ideas and theories, and presenting ideas in a logical sequence in an extended piece of writing.

The course has three areas of study:

**Arguments in action** develops learners' ability to analyse and evaluate arguments. Learners develop knowledge and understanding of argument structure, philosophical techniques and errors in reasoning.

**Knowledge and doubt** develops learners' ability to explain, analyse and evaluate two theories of knowledge.

**Moral philosophy** develops learners' ability to explain, analyse and evaluate two moral theories.

The skills, knowledge and understanding developed in the course are:

- developing knowledge and understanding of argument structure, philosophical fallacies, philosophical techniques, and other factors relevant to evaluating arguments
- developing knowledge and understanding of key theories of knowledge
- developing knowledge and understanding of key moral philosophical theories
- understanding and explaining the implications and consequences of arguments and theories
- analysing and evaluating arguments, theories of knowledge and moral theories
- expressing reasoned views and a coherent line of argument

### Assessment

The assessment for National 5 consists of a question paper (80%) and an assignment (20%), where learners choose and investigate a philosophical question or claim and produce a report based on that investigation.

For Higher learners sit two question papers.

## Photography

- ✓ NPA Level 5 (N5 equivalent)
- ✓ Higher

Curriculum Leader: Ms Beynon

### Photography: NPA Level 5 (National 5 Equivalent)

#### Description of Course

This is a project-based course designed to develop and extend your photographic skills. You will undertake 2 large projects based on photographing people and photographing places. Through undertaking practical activities and evaluating your work you will gain a sound knowledge of photographic work and practice, what skills are required in order to complete a successful photographic project and how to develop these skills.

You will also learn about photographers and their work in more depth, how to work with digital image files and editing techniques, file management and presentation of photographic work.

#### Course Content

This course is divided into 4 units.

##### *Understanding Photography*

In this part of the course you gain an understanding of key photographic terms and then use this knowledge to understand and discuss photographers work. A strong understanding of these terms will allow you to succeed in the other units of the course.

##### *Photographing Places*

This is one of the large projects you must complete in this course. In this unit, you will undertake 3 photoshoots, where you will explore landscape, cityscape and the built environment. You will plan your photoshoots in class before completing them in your chosen locations using your own time outside of school.

##### *Photographing People*

This is the second large project. Within this unit, you will get opportunities to explore studio lights and DSLR cameras. You will learn how to take a good portrait shot and gain an understanding of various creative approaches to this genre.

##### *Working with Photos*

In this unit, you will learn how to save your images, edit, and present your own photographic work.

#### Assessment

*This course is entirely project work. You need to pass all four units to pass the course.*

#### Progression Diagram



#### Possible Careers

- Photographic Stylist
- Photographer
- Art and Design Teacher
- Fine Artist
- Video Editor
- Further / Higher Education Lecturer
- Medical Illustrator
- Scenes of Crime Officer
- Community Arts Worker
- Private Investigator
- Animator
- Photographic Technician
- TV or Film Operator
- Graphic Designer
- TV or Film Director
- Land Surveyor

## Photography: Higher

### Course Content

The Higher Photography Course uses a series of practical workshops to enable students to develop knowledge and understanding of a range of photography work and practice across different genres and styles, and to develop technical knowledge and skills in using photographic equipment, techniques and processes.

Students will use creative and technical problem-solving skills and will be able to critically reflect on and evaluate their own work and the work of others. The learning experiences in the Course are flexible and adaptable, with opportunities for personalisation and choice. This makes the qualification accessible, as it can be adapted to suit a diverse range of students' needs and aspirations.

Students are also encouraged to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. Through creating a portfolio of personal photographic work, students will broaden and deepen their creative and technical skills base, gaining the skills required to plan, develop, produce and evaluate imaginative photographs. These skills will be valuable for learning, life and work, and will widen their horizons regarding a range of vocations.

The aims of the Course are for students to:

- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills in using photographic media, techniques and processes
- develop knowledge and understanding of a range of photography work and practice
- develop skills in problem solving, critical thinking and reflective practice
- become critically self-reflective and self-motivated learners

The Course provides opportunities for vertical and lateral progression to other National Courses, and to other SQA qualifications in Photography and other related subjects.

### Assessment

PROJECT	QUESTION PAPER
<ul style="list-style-type: none"><li>• 100 marks (77%)</li><li>• Completed over the course of the year.</li><li>• Section 1: Research and Investigation (20 marks)</li><li>• Section 2: Development and Production (70 marks)</li><li>• Section 3: Evaluation (10 marks)</li></ul>	<ul style="list-style-type: none"><li>• 1 hour</li><li>• 30 marks (23%)</li><li>• Section 1: Multiple choice (10 marks)</li><li>• Section 2: Analysis (20 marks)</li></ul>



## Politics

✓ Higher

Curriculum Leader: Mr McCreath

### Entry Requirements

Grades A, B or C at Higher Grade Geography, History, RMPS or Modern Studies

Grades A, B or C at National 5 Modern Studies, Geography, History or RMPS (in consultation with the Curriculum Leader of Social Studies).

### Overview of Course

Higher Politics will develop learners' understanding of society by helping them to develop an understanding of political theory, political systems in the UK and international contexts, and factors affecting the electoral performance of political parties. Learners develop an awareness of the nature of politics and the relationship between political theories, systems and parties.

### Course Content

#### *Unit 1: Political Theory*

This unit critically examines the key political concepts of power, authority and legitimacy, with reference to the work of Steven Lukes and Max Weber and analyses the relevance of these concepts today. Learners study the nature of democracy and the arguments for and against direct and representative democracy. They will also study the key ideas from two political ideologies chosen from: Liberalism, Conservatism, Socialism, Nationalism and Fascism.

#### *Unit 2: Political Systems*

Learners study the constitutional arrangements in different political systems. Focusing on the role of the executive and legislative branches within each system. Learners will compare and contrast the powers of individual branches of government within two political systems: the UK and the USA.

#### *Unit 3: Political Parties and Elections*

Learners will compare the electoral impact of two different dominant ideas from two different political parties chosen from: Conservative Party, Labour Party, Liberal Democrats and Scottish National Party. This is studied alongside the impact of political campaign management strategies and theoretical analysis of voting behaviour.

### Assessment

The course assessment consists of an examination and a research assignment. Paper 1 of the exam will assess learners' abilities to demonstrate their knowledge and skills of analysis and evaluation through the completion of three essays. Paper 2 will allow learners to apply their skills through the completion of two enquiry skill questions. Overall, the exam accounts for 73% of the final grade for the course. The remaining 27% is assessed through the completion of a research assignment on a topic of their own choice.

### Skills

Learners build up a framework of political knowledge and understanding through interpreting, evaluating and commenting on political issues. They develop higher-order thinking skills through research and critical-thinking activities. Through essay writing learners will develop analysis and evaluation skills to help them to interpret and understand political issues. This develops attributes that are important for life and work.

### Progression Routes

Politics is an excellent introduction to the learning experience and research methods of undergraduate work in degree courses such as Law, the Arts or Social Sciences e.g. Politics, Sociology, International Relations and Public Administration. Pupils may also progress to employment in journalism, marketing, local government or any social science related work.

## Psychology

✓ Higher

Curriculum Leader: Mr McCreath

### Entry Requirements

Grade A, B or C in Higher English.

Grade A, B or C in National 5 English **and** National 5 Maths.

### Description of Course

Psychology is the study of the human mind and behaviour. The study of Psychology can help us to develop a better understanding of ourselves and others. Higher Psychology develops important skills of critical thinking, evaluation, interpretation and analysis; as well as the practical research skills which are central to the course. These skills are relevant for almost any further study or career.

An understanding of human behaviour helps everyone in the working world. Psychology related work covers a wide area including sports, health, forensic and educational Psychology.

### Course Content

#### *Individual Behaviour*

Learners will investigate psychological explanations for behaviour, including Sleep and Dreams and Depression, and learn how these topics can be explained, evaluated and analysed using psychological theories and concepts.

Sleep and Dreams examines why we sleep, the purpose of dreams, the stages of sleep and factors affecting sleep.

Depression examines biological causes and treatments for depression and Beck's cognitive theory.

#### *Social Psychology*

Learners will investigate psychological explanations for the topics of Prejudice, and Conformity and Obedience, and will use research evidence to analyse how individuals are influenced by their social environment.

Conformity and Obedience examines types of conformity, factors affecting conformity and factors affecting obedience.

Prejudice examines types of discrimination, explanations of prejudice and ways of reducing prejudice.

#### *The Assignment*

The assignment aims to enable learners to understand the research process and research methods used in Psychology. Learners will carry out their own psychological research and write a report.

### Assessment

The final course assessment which determines the grade consists of:

An assignment which is completed over time and sent to SQA to be marked. This is worth 40/120 marks.

An examination, where candidates will answer questions from each section of the course. This is worth 80/120 marks.

## **Practical Cookery**

✓ **National 5**

Curriculum Leader: Mrs Bradley

### **Entry Requirements**

Pass at National 4 in Hospitality with a strong recommendation  
Pass in National 4 in Health and Food Technology

### **Description of Course**

This is a practical course which covers a range of cookery processes and techniques.

Students who wish to take this course must have a genuine interest in food and cookery as skills must be learned and perfected in a short period of time.

### **Course Content**

- Cookery Techniques and Processes
- Understanding and using Ingredients
- Organisation of Skills
- Practical Course Assessment

### **Assessment**

There is no written exam for this course but students are required to create a three-course meal for four people in 2½ hours. The standard for the cookery expected is very high and attention to detail is a must.

### **Note:**

**Students are expected to contribute £45 towards the cost of the dishes that they prepare throughout the year.**

## Physical Education

- ✓ National 5
- ✓ Higher
- ✓ Advanced Higher

Curriculum Leader: Ms Inkster

### Physical Education: National 5

#### Description of Course

In this course, there will be an emphasis on skills development and learners will be provided with the opportunity to develop and demonstrate movement and performance skills in various physical activities. Learners will also consider the impact of mental, emotional, social and physical (*MESP*) factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate these factors in terms of their own personal performance.

**Course Structure** - To gain the award for the Course, the learner must pass all of the Units in addition to the Course Assessment Units. The candidate will be graded A-D based on the total marks in each Course Assessment Units.

#### Assessment

##### *Performance*

- 50% of overall grade (A-D)
- TWO one-off individual performances.
- Range of activities available to use for performance(s).
- Set performance criteria used to grade performances INTERNALLY.
- 30 marks available for EACH performance.
- 60 marks out of 120

##### *Exam*

##### **Portfolio**

- 50% of overall grade (A-D)
- Factors that impact on performance.
- Challenges that are encountered during performance.
- Planning, developing and implementing approaches.
- Monitoring, recording and evaluating performance.
- Sent to SQA and marked EXTERNALLY.
- 60 marks out of 120

## Physical Education: Higher

### Description of Course

In this course, there will be an emphasis on skills development and the learner's ability to demonstrate a wide range of complex movement and performance skills in challenging contexts. Learners will also consider the impact of mental, emotional, social and physical (MESP) factors on their performance and will develop an understanding of how to plan for, monitor, record and evaluate these factors in terms of their own personal performance. Learners will engage in practical and theory lessons on a weekly basis.

**Course Structure** - To gain the award for the Course, the learner must pass both Assessment Units namely 2 x one-off practical performance and a written exam. The candidate will be graded A-D based on the total marks in each Course Assessment Units.

### Assessment

#### Performance

- 50% of overall grade (A-D)
- TWO one-off individual performances.
- Range of activities available to use for Performance.
- Set performance criteria used to grade Performances INTERNALLY.
- 30 marks available for EACH performance.
- 60 marks out of 110

#### Exam

- 50% of overall grade (A-D)
- 2-hour 30min exam – 50 Marks
- Questions will relate to the MESP factors on performance:

#### Section 1:

Questions based on acquired knowledge of MESP (32 marks)

#### Section 2:

Performance Development Process  
(6 -10 marks)

#### Section 3:

1 Scenario based question on applied knowledge of MESP (8-12 marks)

### Progression

- Advanced Higher Physical Education Course
- SQA Level 5 Leadership Award
- Employment or Training in fitness, health, leisure and recreation industries.
- Higher Education: HNC/HND and Degree courses, Physical Education and Sport related undergraduate degrees

### Career Pathways

Here are some of the career pathways you could follow using your skills developed in PE.

#### *Sports & Fitness*

- Lifeguard
- Athlete
- Personal Trainer
- Sports Journalist

#### *Education*

- PE Teacher
- Sports Coach
- Youth Worker

#### *Science and Health*

- Strength & Conditioning
- Sports Scientist
- Performance Analyst
- Sports Research
- Physiotherapist
- Dietician
- Nutritionist

#### *Sports Management*

- Active Schools

## Physical Education: Advanced Higher

### **Description of Course**

The main purpose of the Course is to research and critically evaluate factors which underpin and impact on performance and use this knowledge to develop their own performance or those of others.

The Course is suitable for learners who have an interest in and enthusiasm for developing performance in physical activity. The Course builds on the knowledge and understanding, and performance skills developed by the learner in the Higher Physical Education Course.

### **The Course has six broad aims which enable the learner to:**

- investigate and critically evaluate how a range of MESP factors impact on performance
- understand and apply methods to develop performance
- develop independent research and investigation skills
- select and apply a range of movement and performance skills by making informed decisions during high level performance
- carry out high – level performance in selected physical activities
- analyse and evaluate the process of performance development

### **Assessment**

#### **Course Assessment - Performance**

- 30% of overall grade (30 marks out 100)
- One-off challenging performance in practical exam conditions

#### **Course Assessment - Detailed Project Report**

- 70% of overall grade (70 marks out 100)

### **Progression**

- Undergraduate degree in Physical Education or Health
- Sport related degree

## Physical Education: SQA Level 5 Qualification in Community Sports Leadership

✓ SCQF Level 5 Award

Curriculum Leader: Mrs Inkster

### Entry Requirements

Regular participation in P.E. throughout S1-4 is essential

Demonstration in school and beyond of an interest in leading through sport, physical activity or in another sector.

### Description of Course

The SCQF Level 5 Qualification in Community Sports Leadership is designed to help learners understand the meaning of leadership by finding out about different leadership styles, skills and qualities. The qualification will prepare learners to be able to lead activities within the community in a safe and inclusive manner. The skills that learners will develop will prepare them for the future and the current circumstances will give them real life experience of becoming a valued member of your community.

### Section 1 - Gaining Employability Skills Through Leadership

An introduction to the skills that learners will need to develop and the behaviours they will need to show to become a Sports Leader, namely Communication, Self-belief, Teamwork, Self-management and Problem solving.

### Section 2 - Evidence Your Learning, Experience and Assessment

Worksheets, planning templates and leadership logs require to be completed throughout the course. Staff will use this to track progress and assess achievements throughout the course, assessment is ongoing throughout the session and there is no Final Exam.

### Section 3 - Making the Most of Your Skills

A final reflection on what skills learners have developed and how learners will use them in the future.

### This course will take learners on a journey to gain employability skills that will:

- Improve learner's ability to communicate with others.
- Improve learner's self-esteem and confidence in their own ability.
- Ability to work with others and as part of a team.
- Skills needed to manage your own work and personal development.
- Ability to identify problems and what to do to problem solve.
- Ability to adapt your skills to meet the needs of the environment.

### Assessment

There is no exam as assessments will run throughout the course of the school year

### Progression

- Leadership and its associated attributes as Skills for Learning, Life and Work
- Higher Physical Education
- Career in Leisure or associated industry
- Further Education courses in Sports Coaching and Development (HNC/HND)
- University courses in PE, Sport, Health and other associated disciplines



## Physics

- ✓ National 5
- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Mrs Fey

### Entry Requirements

#### National 5

Pass at National 4 Physics (with teacher recommendation)

Grades A, B or C at National 5 Biology or Chemistry

Pass at National 4 Science (with teacher recommendation)

*All of the above must be accompanied with a minimum of a pass at National 4 Mathematics.*

#### Higher

Grades A, B or C at National 5 Physics

Grades A, B or C Higher Chemistry and /or Biology

*(All of the above must be accompanied with a minimum grade C at National 5 Mathematics.)*

#### Adv Higher

Grades A, B or C in Higher Physics **and** Grades A, B or C in Higher Mathematics

### Physics: National 5

### Course Content

#### Unit 1: Dynamics and Space

- Velocity and Displacement – Vectors and Scalars
- Velocity-time graphs and acceleration
- Newton's Laws and Projectile motion
- Space Exploration
- Cosmology

#### Unit 2: Electricity and Energy

- Conservation of energy
- Electrical charge carriers and electric fields
- Potential difference (voltage)
- Practical electrical and electronic circuits
- Ohm's Law and Electrical Power
- Specific Heat Capacity
- Gas Laws and the kinetic model

#### Unit 3: Waves and Radiation

- Wave parameters and behaviours
- Electromagnetic spectrum
- Light
- Nuclear radiation

### Assessment

- Written Internal assessment in each unit
- External exam
- Assignment

## Physics: Higher

### Course Content

Throughout the course learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

#### *Our Dynamic Universe*

The general aim of this unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of the key areas of kinematics, dynamics and space time.

#### *Particles and Waves*

The general aim of this unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of the key areas of particles and waves.

#### *Electricity*

The general aim of this unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of the key areas of electricity, and electrical storage and transfer.

#### *Researching Physics*

The general aim of this unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/ the environment.

#### *Assignment*

Learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in physics and communicate findings.

### Assessment

- Internal written assessments at the end of each unit.
- Internal assessment of practical skills within each unit.
- A practical/research assignment.
- External examination at the end of the course.

### Career Paths

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/physics>

- |                                       |                                                  |
|---------------------------------------|--------------------------------------------------|
| • Aeronautical Engineering;           | • Mechanical Engineering;                        |
| • Biomedical Engineering;             | • Naval Architecture, Ocean & Marine Engineering |
| • Chemical Engineering;               | • Product Design Engineering                     |
| • Civil Engineering;                  | • Production Engineering.                        |
| • Electronic & Electrical Engineering | • medical technologies                           |
| • Physics Teacher                     | • patent work                                    |
| • aerospace engineering               | • research and development                       |
| • energy and power provision          | • scientific publishing                          |
| • environmental consultancy           | • telecommunications                             |
| • manufacturing                       | • water and environmental control                |

## Course Content

Check out the *Maths for Science, Physics and Space, galaxies Stars and Planets* YASS Course

### *Rotational Motion and Astrophysics*

This unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

### *Quanta and Waves*

This unit develops knowledge and understanding and skills in physics related to quanta and waves. Non-classical physics and the origin and composition of cosmic radiation is considered. Simple harmonic motion is introduced and understanding of wave theory is developed.

### *Electromagnetism*

This unit develops knowledge and understanding and skills in physics related to electromagnetism and provides opportunities to develop and apply concepts and principles in this area. Knowledge and Understanding of electric and magnetic fields and capacitors/inductors used in d.c. and a.c. circuits is developed.

### *Investigating Physics*

In this unit learners will develop key investigative skills. It offers opportunities for independent learning set within the context of experimental physics and learners will identify, research, plan and carry out a physics investigation of their choice.

### *Project*

Learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in physics and communicate findings.

## Assessment

- Internal written assessments of each unit and internal assessment of practical skills within each unit.
- A practical/research project.
- External examination at the end of the course.

## Practical Woodworking

✓ National 5

Curriculum Leader: Mrs Bradley

### Entry Requirements

No formal entry requirements, but an interest in craft skills is required.

### Description of Course

This course is a broad-based qualification for learners with an interest in crafts. It is suitable for learners with an interest in practical woodworking and those wanting to progress to higher levels of study or a related career in the area.

The course covers the following:

- Unit 1 Practical Woodworking: Flat-frame Construction
- Unit 2 Practical Woodworking: Carcase Construction
- Unit 3 Practical Woodworking: Machining and Finishing
- Unit 4 Practical Woodworking Project (National 4)

### Assessment

This will include an assessment of a practical activity.

The National 5 Practical Metalworking Course enables you to gain skills in metalworking techniques and in measuring and marking out metal sections and sheet materials. You develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical metalworking context. There are topics covered in the course are - Bench Skills, Machine Processes, and Fabrication & Thermal Jointing. The National 5 Practical Metalwork course is assessed in two main areas: External written exam paper – 1 hour, 60 marks (scaled to 30 marks) Internal practical model – 70 marks

## **Practical Metalworking (Consortia)**

✓ **National 5**

### **Entry Requirements**

No formal entry requirements, but an interest in craft skills is required.

### **Description of Course**

The National 5 Practical Metalworking Course enables you to gain skills in metalworking techniques and in measuring and marking out metal sections and sheet materials. You develop safe working practices in workshop environments, practical creativity and problem-solving skills, and an understanding of sustainability issues in a practical metalworking context. There are topics covered in the course are - Bench Skills, Machine Processes, and Fabrication & Thermal Jointing.

### **Assessment**

The National 5 Practical Metalwork course is assessed in two main areas:

- External written exam paper – 1 hour, 60 marks (scaled to 30 marks)
- Internal practical model – 70 marks

## Religious Moral and Philosophical Studies (RMPS)

- ✓ Higher
- ✓ Adv Higher

Curriculum Leader: Mr McCreath

### Entry Requirements

#### **Higher**

Grades A, B or C at National 5 RMPS, Geography, History Modern Studies or English

#### **Adv Higher**

Grades A, B or C at Higher RMPS

## Religious Moral and Philosophical Studies: Higher

### Course Content

#### *World Religion – Buddhism*

Buddhism is an unusual religion in that it is not based around belief in God or on what will happen when we die. It is more a philosophy which offers a practical path in how to achieve happiness and fulfilment in our lives. Students will study beliefs, practices and sources to develop in-depth factual and abstract knowledge of Buddhism.

#### *Morality and Belief – Morality and Justice*

Students will study the moral issue of Religion and Justice in-depth. They will develop the knowledge and skills to understand contemporary moral issues and be able to analyse and evaluate moral viewpoints as expressed by others and give their own view on the issue.

#### *Religious and Philosophical Questions – Origins*

Students develop the knowledge and skills necessary to understand the relationship between religious and non-religious theories about origins. The areas studied include:

- Sources for human understanding
- What is the origin of the universe?
- What is the origin of life?

### Assessment

- Externally marked assignment based on personal research
- Externally marked final exam based on all three units

### Description of Course

Religious, Moral and Philosophical Studies at Advanced Higher deals with the interrelationship of beliefs, ethical issues and philosophical challenges within religion and morality. Students will have the chance to examine traditional arguments and contemporary points of view, both religious and secular. Students will also develop critical thinking skills and be involved in debate, analysis and evaluation, particularly in relation to the weighing up of detailed evidence, developing complex arguments and presenting balanced and coherent conclusions.

Teaching is on a tutorial basis with students largely responsible for their own work, seeking assistance and guidance as necessary. The course is an excellent preparation for further study of various subjects at College or University.

### Course Content

#### *Philosophy of Religion*

This unit involves in depth study of the debate over the existence or non-existence of God and how this affects our understanding of the origin and purpose of the universe.

#### *Religious Experience*

This unit involves thinking about what religious experience is and its importance from religious, psychological and sociological perspectives.

#### *Personal Research*

Pupils will research and complete a dissertation based on a topic which interests them from one of the previous units.

### Assessment

The course assessment has two elements:

- Question Paper - externally assessed
- Dissertation - externally assessed



## Science Baccalaureate

✓ Level 7

Curriculum Leader: Mrs Fey

### Course Description

The course consists of an interdisciplinary project along with other science eligible courses to gain an overall award. The course aims to develop the candidates' skills and abilities as an independent learner. The course is designed to encourage the candidates to draw on many areas of learning from across the curriculum and to make connections between science and the world in which they live, learn and work.

### Mandatory Components of the Science Baccalaureate

The mandatory components of the Science Baccalaureate are:

Interdisciplinary Project Unit	Advanced Higher	SCQF level 7	(16 SCQF points)
2 eligible Courses	Advanced Higher	SCQF level 7	(64 SCQF points)
1 eligible Course	Higher	SCQF level 6	(24 SCQF points)

**Eligible courses** – Biology, Chemistry, Environmental Science, Human Biology, Physics, Computing Science, Design and Manufacture, Engineering Science, Graphic Communication, Geography, Psychology

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

Components **do not** have to be completed in the same academic year, for example a Higher course completed in S5 can contribute.

The Interdisciplinary Project Unit will be graded A, B or C.

### Assessment

The interdisciplinary project is assessed via internal written assessments submitted at regular points throughout the session.

Candidates can be awarded a **pass** or a **distinction** on completion of the course.

### Suitable candidates

Candidates best suited to this course would be students considering moving on to science related studies in further education.

## Science & Technology

✓ National Progression Award Level 4

Curriculum Leader: Mrs Fey

### Entry Requirements

- Pass at N3/4 Biology
- Pass at N3/4 Chemistry
- Pass at N3/4 Physics

### Course Description

This National Progression Award (NPA) provides an overview of the science, technology, engineering and mathematics (STEM) sector with a focus on applications in everyday life.

Students opting for this course will develop their knowledge and understanding of chemistry, physics and biotechnical industries. They will also develop practical science and investigation skills. There is a strong emphasis on developing good laboratory practice.

The NPA provides bite-sized chunks of learning that are straightforward for learners to study but those embarking on this course must be committed to taking responsibility for their own learning with the support of teaching staff.

Learners will undertake a range of activities including:

- Practical laboratory skills
- Practical Investigation
- Research
- Report writing.

The four units covered are:

- Biotechnological Industries
- Electricity & Energy
- Chemistry in Society
- Science Practical and Investigation Skills

### Assessment

The course is assessed internally, meaning students must successfully complete a series of practical and written assignments and closed-book assessments spread across 4 SCQF Level 4 units to achieve the qualification.

## Social Subjects Award

✓ SCQF Award Level 4/5

Curriculum Leader: Mr McCreath

### Entry Requirement

A Unit pass or passes at National 4/5 in a Social Subject or equivalent

### Course Content

The overall aim of this Award is to provide recognition for learners who have chosen to broaden their knowledge of Scotland across the curriculum. Learners also have the opportunity to develop, with minimum support, skills which are important for successful independent learning

**Unit 1:** Scotland in Focus – Learners will work to broaden their knowledge of an aspect of life in Scotland for example its people, society or culture. They will then plan and complete piece of work that has a Scottish Focus.

**Unit 2:** Investigating Religion and Belief with a Scottish Context - The study of a topic involving religion or religious belief which has contemporary or historical relevance in Scotland.

**Unit 3 and Unit 4:** These units will also have a focus on Scottish heritage, culture, society, business, language or geography.

### Assessment

Knowledge and understanding will be assessed at the end of each unit through research projects and other tasks which allow the skills developed in the units to be demonstrated. There is no final exam for this award.

### Progression

One progression route would be to study a National 4/5 in a Social Subject.

<div> <b>Spanish</b> <ul style="list-style-type: none"> <li>✓ <b>National 5</b></li> <li>✓ <b>Higher</b></li> <li>✓ <b>Adv Higher</b></li> </ul> </div> <div>Curriculum Leader: Mr McCulloch</div>
<div> <b>Entry Requirements</b> <p><b>Higher</b>            Grades A, B or C at National 5 Spanish <b>OR</b> Higher pass with grades A, B or C in Higher French</p> <p><b>Adv Higher</b>            Grades A and B at Higher Spanish</p> </div>
<div>Spanish: National 5 and Higher</div>
<div> <b>Description of Course</b> <p>The Higher and National 5 courses will allow pupils to continue to develop their skills in understanding and using Spanish. Pupils will study across a range of different topics building on their previous knowledge of Spanish. Topic will include family relationships; healthy living; societal issues; new technologies; film and music; sport and leisure; school life; employability; and future plans.</p> <p>The ability to speak another language is a real advantage in the world of work. Studies have shown that those who study languages are considered by employers to have excellent communication skills.</p> <p>Speaking a foreign language also increases your opportunities of finding work both in the UK and abroad and those who speak a foreign language can often attract a better salary than those who speak only English.</p> <p>The aim of the course is to equip students with the language skills which will enable them to:</p> <ul style="list-style-type: none"> <li>• Understand detailed spoken and written Spanish</li> <li>• Communicate well and confidently in Spanish</li> <li>• Gain an appreciation for Spanish culture</li> <li>• Develop self-confidence and social skills</li> </ul> <p><b>Course Content</b>            At Higher and National 5 level, students study work across four contexts:</p> <ul style="list-style-type: none"> <li>• Society</li> <li>• Learning</li> <li>• Employability</li> <li>• Culture</li> </ul> <p><b>Assessment</b>            In order to achieve the course award in either N5 or Higher, candidates must successfully complete pass the final course examination.</p> <p><b>External</b>  <i>Higher:</i> External final course exam in the skills of Reading (25%), Listening (25%), Writing (25%) and Talking (35%).  <i>N5:</i> External final course exam in the skills of Reading (25%), Listening (25%), Writing (25%), Talking (25%).</p> </div>

## Spanish: Advanced Higher

**Check out the YASS courses on:** *Spanish Studies* and *Exploring Languages & Culture*

### Description of Course

The Advanced Higher course will allow pupils to continue to develop further their skills in understanding and using complex and detailed Spanish. Pupils will study across a range of different topics building on their previous knowledge of Spanish. Topics will include family structures; gender equality; technology; environmental issues; political issues; the press; film and music; and employability.

Time in class will be spent allowing students to improve their confidence in handling complex language. We will continue to develop pupils' skills in the skills of Reading, Listening, Writing and Talking. Writing at AH level moves to being more discursive in style; Reading and Listening activities tend to focus more on societal issues.

The aim of the course is to equip students with the language skills which will enable them to:

- Understand complex spoken and written Spanish
- Communicate confidently and fluently in Spanish
- Analyse a piece of Spanish literature
- Develop self-confidence and social skills

The course is aimed at those students who wish to continue studying Spanish beyond Higher Level either for interest and enjoyment or for preparation for a university or college language course. Pupils who enjoy speaking Spanish and who wish to gain greater fluency in their spoken Spanish would particularly enjoy this course.

### Course Content

At Advanced Higher level, students study work across four contexts:

- Society
- Learning
- Employability
- Culture

Students will also be required to complete the Specialist Study and Portfolio, which is a study of a piece of Spanish literature with an essay in English critically examining the work.

### Assessment

In order to achieve the course award, candidates must successfully complete all internal assessments and pass the final course examination.

### Internal

Candidates will sit internal unit assessments – one each in the skills of Reading, Listening, Writing and Talking.

### External

External final course exam in the skills of:

- |                             |                 |                   |
|-----------------------------|-----------------|-------------------|
| • Reading/Translation (25%) | • Writing (20%) | • Portfolio (15%) |
| • Listening (15%)           | • Talking (25%) |                   |

### Career Pathways

- |                      |                                    |                                |
|----------------------|------------------------------------|--------------------------------|
| • travel and tourism | • teaching (primary and secondary) | • cooking                      |
| • translating        | • computing and ICT-related jobs   | • retail and customer services |
| • journalism         | • hospitality / hotel work         | • travel and tourism           |
| • interpreting       | • international aid work           | • events management            |
| • performing arts    | • administration                   | • marketing                    |
|                      | • speech and language therapy      | • business management          |

## Travel and Tourism

✓ National 5

Curriculum Leader: Mr McCreath

### Entry Requirements

National 4 or 5 pass in Business Studies, a Social Subject or equivalent

### Overview of Course

The Travel and Tourism is an excellent course for anyone with an interest in the travel, hospitality or tourism industries. The course is designed to give learners a broad introduction to the travel and tourism industry and provide them with experience of a range of work-related activities related to this sector. There is an emphasis on thinking about different job opportunities and on building the work and life skills required that employers in travel and tourism are looking for. There will be lots of opportunities for hands-on experiences and working with partner organisations such as the college and businesses in the travel and tourism sector,

### Course Content

The course is made up of four units:

#### *Unit 1: Employability*

Learners will be introduced to different employment opportunities in the travel and tourism industry. They will gain an understanding of the skills employers identify by employers as being important for travel and tourism jobs and have the opportunity to develop and demonstrate these.

#### *Unit 2: Customer Service*

Learners will develop the skills and knowledge to enable them to meet to meet the needs of customers. They will develop their communication skills and learn how to deal with different issues that customers may have.

#### *Unit 3: Scotland and Unit 4: UK and Worldwide*

In these two units, learners will explore a range of tourist destinations both within Scotland and further afield. This will give learners the opportunity to develop their research and planning skills and deepen their knowledge of products in the travel and tourism industry.

### Assessment

There is no final exam for this course. Learners will demonstrate the skills, knowledge and understanding they have developed at the end of each unit through a variety of pieces of work (e.g. research projects and presentations) and through their own records of self-evaluation.

### Progression Routes

The knowledge, skills and experience that learners will build throughout the course will be excellent preparation for working in travel and tourism related jobs. Learners will also acquire many transferable skills that will be useful for jobs in other career pathways. The course provides an excellent foundation for study of travel and tourism related qualifications in further education. An alternative progression pathway could be another Social Subject at National 5 or Higher level.