



# CEDARBANK@ ARMADALE ACADEMY



## SENIOR PHASE Indication of Interest 2019-20

Achievement  
Confidence  
Independence  
Resilience  
Respect

## Introduction to the Senior Phase

Your Senior Phase (S4/S5/S6) is an important phase in your education when you will gain a range of nationally recognised qualifications. You should aim high and follow a programme that builds on your experience and strengths. This will give you the greatest chance of success at the highest level possible. The success of your Senior Phase will help shape your life beyond the school and your future career.

The vast majority of you will opt to stay on at school through choice. Only make that choice if school takes your learning forward and you are prepared to commit fully to the expectations we have for you. That will help ensure success.

In Cedarbank @ Armadale Academy we will support you to:

- Make the right course choices that will increase your life chances from a wide range of flexible options
- Enjoy your learning experiences in and out with school
- Make the maximum progress possible in your learning throughout your time with us
- Develop skills for learning, life and work
- Achieve a positive destination at the end of your time with us

### Your Senior Phase Learning Pathway at Cedarbank



S6 students can choose to study up to five complete courses, depending on the combination of subjects and levels selected. You should try to choose subjects that you can progress in from your studies at CB @DCCHS. However, you may also choose some new subjects that you are keen to learn about and think that you will enjoy and develop a range of skills in.

### What are my options?

A list of courses available within the school, and with our partners such as West Lothian College and Oatridge College, is below. More detailed descriptions of what is involved in each course follow this. These are arranged within Curricular Areas, e.g. all Expressive Arts subjects are together.

## What to consider when making choices

- *Progression from subjects you have already studied.*  
The subjects that you have achieved the highest levels in should be your top choices.
- *Planned positive destination.*  
Certain jobs or college courses ask for particular subjects. Find out whether yours does before making your choices.
- *Challenge.*  
Choosing courses that will challenge you will keep you motivated. Future employers and colleges will expect you to challenge yourself too.
- *What you think you will enjoy studying.*  
It is important to have a timetable that you are going to enjoy or your year could be miserable!
- *Recommendation of your current class teachers at CB @DCHS.*  
They know your skills and previous achievements in subjects best
- *Parent and carer views.*  
They know you better than anyone else!

## Support available with making course choices

- Mrs Da Silva, Mrs Gallacher, Mr Brown, Mrs Downey, Mr Henderson
- Pupil Support Workers
- Senior Leadership Team
- Careers Adviser – Sam Morgan, Skills Development Scotland
- Online resources e.g. ***“My World of Work”***

## Support Moving Into Positive Destinations

Cedarbank School has a Careers Adviser, Mr Sam Morgan, who offers regular interviews with students, parents and any other agency who is supporting you. Skills Development Scotland offer universal service to all students in the senior phase throughout their transition. Their key aim is to support every student, either individually or in groups, to develop career management skills which they can use throughout their lives

***My World of Work*** website can assist you with every step of your career journey. **The My Strengths** section of the website can help you to discover your strengths and how they fit in with your career goals. Search for learning and training opportunities with course choices and of course, find job vacancies online using job search. To get the most out of ***My World of Work***, create an account today @ <http://www.myworldofwork.co.uk/> You can also call the Skills Development Contact Centre for advice on 0845 8502502.

Mr Sam Morgan can offer advice about :

### Training

Some local and national employers may recruit school leavers via the ***Modern Apprenticeship Training Programmes***. They enable you to study for recognised

qualifications such as *Scottish Vocational Qualifications*, endorsed by the lead body for the industry. They offer a combination of work experience (on-the-job training) and block release to college (off-the-job training).

The **Get Ready for Work** training programme can offer school leavers an opportunity to gain relevant work experience within a workshop, or employer-based environment. The Careers Adviser can advise you of local opportunities.

### **Employment**

There are many different types of jobs open to school leavers. Some jobs will require you to undertake training, so be prepared for additional study after leaving school. This could involve on-the job training and/or further study in day or evening classes for off-the-job training. You can also contact employers directly by telephone or by letter, use personal contacts, e.g. family and friends, and check national and local newspapers. For both employment and training most employers will require young people to complete an application form, possibly sit a selection test and be called for an interview.

### **College**

Entry requirements to College courses vary depending on the subject and level. For some vocational areas there are lower level introductory courses which will require lower level entry requirements. All college courses require a good school reference. Colleges also offer advanced courses – Higher National Diplomas, Higher National Certificates and professional diplomas. Entry requirements to these courses vary. You can check out the details in prospectuses, databases, websites and guides held/accessed through the Careers Library.

### **Additional Notes**

A course will only run if Armadale Academy have the staff available to teach it and if enough students pick it. If a course is oversubscribed (too many students have picked it) a discussion will take place with the student to ensure they are placed in the most appropriate alternative course. Please note that teaching sets that begin before the summer holidays may be changed in August due to examination results. The priority is to try to accommodate all students in their chosen courses and ensure that everyone has the opportunity to make progress in their learning.

**Potential Courses and Levels Available at a Glance**

Course Available				
	Higher	National 5	National 4	National 3
Administration & IT	✓	✓	✓	✓
Art & Design	✓	✓	✓	✓
Beauty Skills			✓	
Biology	✓	✓	✓	✓
Business Management/Business Studies	✓	✓	✓	✓
Chemistry	✓	✓	✓	✓
Computing Science	✓	✓	✓	✓
Design and Manufacture	✓	✓	✓	✓
Drama	✓	✓	✓	
Early Education and Childcare		✓		
English	✓	✓	✓	✓
Enterprise and Employability		✓	✓	
Exercise and Fitness Leadership Award	✓			
Fashion and Textile Technology		✓		
French	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Graphic Communication	✓	✓	✓	✓
Hairdressing		✓		
History	✓	✓	✓	✓
Hospitality: Practical Cake Craft		✓		
Hospitality: Practical Cookery		✓	✓	✓
Laboratory Science		✓		
Leadership Award		✓		
Mathematics	✓	✓	✓	✓
Media	✓	✓	✓	
Modern Studies	✓	✓	✓	✓
Music	✓	✓	✓	✓
Personal Finance Award		✓		
Photography	✓			
Physical Education (Games or Aesthetics)	✓	✓	✓	✓
Physics	✓	✓	✓	✓
Practical Electronics		✓	✓	
Practical Metalworking		✓	✓	
Practical Woodworking		✓	✓	

Course Available				
	Higher	National 5	National 4	National 3
Psychology	✓			
Religious, Moral & Philosophical Studies	✓	✓	✓	✓
Religion, Belief and Values Award	✓			
Retail		✓		
Spanish	✓	✓	✓	✓
Sports and Recreation		✓	✓	
Travel and Tourism		✓	✓	

## College courses

The following **West Lothian & Oatridge College Courses** take place on either a Tuesday & Thursday afternoon or a Friday afternoon. Courses in Italics marked with an \* will take place at Oatridge College

Further details and descriptors for each course can be found here:

<https://www.west-lothian.ac.uk/courses/course->

[https://www.sruc.ac.uk/homepage/1138/information\\_for\\_schools](https://www.sruc.ac.uk/homepage/1138/information_for_schools)

Most courses run on Tuesday and Thursday afternoons from 1.30 pm until 4.00 pm. A few run on Tuesdays and Fridays. Disruption to other courses a student is doing in school will be minimised but some catching up in their own time will be required.

Some courses can be taken in addition to a student's course choices in school, on a Friday afternoon.

Any student undertaking a course at West Lothian College or Oatridge College through the school-college partnership must be:

- Genuinely interested in the course being applied for
- Motivated and willing to work independently
- Mature, reliable and good at timekeeping
- Willing to catch up with any work missed from courses in school
- Willing to complete extra work for the college course when required, for example on some Friday afternoons or in school holiday periods

An application form must be completed. This will be done with our Skills Development Scotland Advisor Mr Sam Morgan. There is some competition for places on most courses and students will be required to attend an interview.

Transport is provided by West Lothian Council for most college courses. Students undertaking Friday afternoon courses need to arrange their own transport.

## Courses available for study at College

### Languages & Literacy

Course	Level
Creative Industries – An Introduction	SCQF level 4
Foundation Apprenticeship Creative & Digital Media	SCQF level 6

### Expressive Arts

Course	Level
Creative Industries – An Introduction	SCQF level 4
Friday Folio Building	SCQF level 4
Introduction to Photography	SCQF level 5
Beauty NPA	SCQF level 5
Makeup NPA	SCQF level 5
Hairdressing Skills for Work	SCQF level 5
Art Portfolio Building	SCQF level 5

### Social Studies

Course	Level
Foundation Apprenticeship Social Services & Healthcare	SCQF level 6
Foundation Apprenticeship Social Services Children & Young People	SCQF level 6

### Science & Technologies

Course	Level
Creative Industries – An Introduction	SCQF level 4
Intro to Carpentry & Joinery	SCQF level 4
Motor Vehicle	SCQF level 4
Prep for Engineering FA	SCQF level 4
Construction Skills for Work	SCQF level 5
Foundation Apprenticeship Engineering	SCQF level 6
Foundation Apprenticeship Civil Engineering	SCQF level 6
Foundation Apprenticeship ICT Software Development	SCQF level 6
Foundation Apprenticeship Business Skills	SCQF level 6
Foundation Apprenticeship Digital Media	SCQF level 6
Foundation Apprenticeship Creative & Digital Media	SCQF level 6
Foundation Apprenticeship Scientific Technologies	SCQF level 6
<i>*Rural Skills: Agriculture NPA</i>	<i>SCQF level 5</i>
<i>*Agriculture NC</i>	<i>SCQF level 6</i>
<i>*Rural Skills: Estate Skills NPA</i>	<i>SCQF level 5</i>
<i>*Rural Skills: Horticulture NPA</i>	<i>SCQF level 5</i>



## Health & Wellbeing

Course	Level
School Girls' Football	SCQF level 6
Care National 5	SCQF level 5
Bakery NPA	SCQF level 4
Health Sector – Skills for Work	SCQF level 5
Early Education & Childcare Skills for Work	SCQF level 5
Hospitality Skills for Work	SCQF level 4
Foundation Apprenticeship Food & Drink Operations	SCQF level 6
Foundation Apprenticeship Social Services & Healthcare	SCQF level 6
Foundation Apprenticeship Social Services Children & Young People	SCQF level 6

## Languages & Literacy

### Courses included in this section

- English
- Media
- French

### Career Pathways

#### English

English could facilitate a career in media, teaching, law, business, social work or the civil service. English offers students the opportunity to develop detailed and complex language skills in the contexts of literature, language and media.

It is a well-regarded qualification and supports many other subjects where high standards of essay writing, research skills, use of argument, independent thinking skills, comprehension and analysis are required.

#### Media

The study of Media in itself is becoming a more highly regarded communications course. While it used to be seen as part of English, it is now a popular subject in its own right.

#### Modern Languages: French & Spanish

As it becomes increasingly important for firms to compete on a global scale, employers are placing more and more value on those who can offer an additional language.

Language skills are needed at all levels:

- It is not just high fliers in international business who need language skills
- There is increasing demand for language skills in jobs involving all kinds of customer service
- The UK has a shortage of people who can combine language skills with other specialisms
- There is also a shortage of specialist linguists with English as a first language'

Opportunities for modern linguists include Receptionist; Cabin Crew; Hospitality Industry; Tourism Industry; Personal Assistant; Banking; Secretary; Teaching; Translator; Interpreter; Engineering; Lecturing; and Researchers.

<b>Subject:</b>	<b>English</b>
<b>Level:</b>	<b>National 4</b>

### **Description of the Course:**

This course is made up of three Units plus an Added Value Unit. The three Units include the four language skills of listening, talking, reading and writing.

- **Unit 1: Analysis and Evaluation:** Close and Critical Reading of a variety of texts. There will also be some Listening tasks.
- **Unit 2: Creation and Production:** Students will be expected to create and produce texts in both written and oral forms.
- **Unit 3: Literacy:** Students will develop reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Students will also develop the ability to communicate ideas and information orally and in writing with technical accuracy.
- **Added Value Unit:** Students will be given the opportunity to develop their language skills in the production of an extended piece of writing.

### **Assessment:**

To achieve the National 4 English Course, students must pass all of the required Units.

This course and all coursework will be internally assessed with external Verification.

The coursework will include elements of:

- Close Reading assessment
- Extended writing
- Solo talk and group discussions
- Response to listening and media

<b>Subject:</b>	<b>English</b>
<b>Level:</b>	<b>National 5</b>

### Description of the Course:

This course is made up of three Units. The three Units include the four language skills of listening, talking, reading and writing. Students will study a range of literature. They also need to be prepared to complete a talking assessment in this course.

- **Unit 1: Analysis and Evaluation:** Close and Critical Reading of a variety of texts. There will also be some Listening tasks.
- **Unit 2: Creation and Production:** Students will be expected to create and produce texts in both written and spoken forms.
- **Unit 3: Literacy:** Students will develop reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work. Students will also develop the ability to communicate ideas and information orally and in writing with technical accuracy.

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### Assessment:

This Course will be assessed through coursework and an external examination. To achieve the National 5 English Course, students must complete their folio and pass the final exam. The Writing Folio is worth 30% of the final mark for the course.

#### Section 1: Reading for Understanding, Analysis and Evaluation

Questions on a text will be answered to demonstrate understanding, analysis and evaluation.

Questions will be broad and open and will include inference making and summarising questions. One non-fiction text will be presented in the exam with the exam lasting **1hr**.

#### Section 2: Critical Reading

This section of the exam has two parts. In each Part, students must cover a different genre from a selection of poetry, drama, prose, film and TV drama or language.

**Part A: Critical Essay.** Students will answer one question from a range of questions. Students will provide an extended written response, based on a previously studied text within **45 mins**.

**Part B: Scottish Texts.** Students will answer one question from a range of questions, based on a list of specified Scottish texts. One extract from a previously studied specified Scottish text will be selected. Pupils will be expected to complete this section of the exam in **45 mins**.

<b>Subject:</b>	<b>Media</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** National 4 pass in English

**Description of the Course:**

This course is made up of two Units plus an Added Value Unit.

- **Unit 1: Analysis Media Content:** The purpose of this unit is to develop the skills to analyse media content and develop their understanding of media literacy.
- **Unit 2: Creating Media Content:** Planning and creating straightforward media content whilst commenting on aspects of production.
- **Added Value Unit:** Media Assignment

**Assessment:**

To achieve the National 4 Media Course, learners must pass all of the required units, including the Added Value Unit.

<b>Subject:</b>	<b>Media</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** A pass at National 4 Media OR sitting or already achieved N5 English

**Description of the Course:**

This course is made up of two Units

- **Unit 1:** Analysing Media content: the purpose of this unit is to develop the skills in analysing media content and develop their understanding of media literacy.
- **Unit 2:** Planning and creating media content whilst commenting on aspects of production.

**Assessment:**

This course will be assessed through coursework and an external examination. The final grade is make up from:

- **Component 1** (exam assessment): 50% of the final grade  
The purpose of this question is to assess the pupils' ability to apply their knowledge and understanding by analysing media content. They will provide answers and analysis of a familiar media text which they will have studied in class, of the role of media in society and they will show that they can apply their knowledge of the key aspects of media.
- **Component 2** (course assessment): 50% of the final grade  
This assessment will give pupils an opportunity to demonstrate their skills, knowledge and understanding of production techniques in an assignment. Up to 25 marks will be awarded for planning out the assignment and the other 25 marks can be awarded through the development of the planned media content.

<b>Subject:</b>	<b>French</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** National 3 French.

#### **Aims of Course:**

As it becomes increasingly important for firms to compete on a global scale, employers are placing more and more value on those who can offer an additional language. Language skills are needed at all levels. It is not just high fliers in international business who need language skills. There is increasing demand for language skills in jobs involving all kinds of customer service

#### **Description of the Course:**

The course comprises of 3 units:

- **Understanding language (Listening and Reading):** Students will be expected to understand the main points of texts and extract information.
- **Using Language:**
  - **Outcome 1 (Speaking):** Use straightforward language in one conversation from one of the contexts.
  - **Outcome 2 (Writing):** Use straightforward language in one writing from one of the contexts with sufficient accuracy.
- **Added Value Unit:** Students will be expected to apply their language skills to investigate and report on a chosen topic with the support of their teachers. They will then present their findings in French.

#### **Examples of Topics:**

- **Society :** Family and friends, health, media and citizenship
- **Learning:** Education in Francophone countries
- **Employability:** Jobs, work and CV
- **Culture:** Planning a trip, comparison of celebrations and events in another country, literature of another country (poems, songs and stories), film and television.

#### **Assessment:**

The course will be internally assessed and externally verified.

<b>Subject:</b>	<b>French</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** A strong pass at National 4 French.

### **Description of the Course:**

The course comprises of 2 units:

- **Understanding language (Listening and Reading):** Students will be expected to understand the main points of more complex texts and extract information.
- **Using Language:**
  - **Outcome 1 (Speaking):** Use detailed language in one conversation from one of the contexts. Pupils must be prepared to fulfil the speaking requirement if they choose this course.
  - **Outcome 2 (Writing):** Use detailed language in one piece of writing from one of the contexts with accuracy.

### **Examples of Topics:**

- **Society :** Family and friends, health, media and citizenship
- **Learning:** Education in Francophone countries
- **Employability:** Jobs, work and CV
- **Culture:** Planning a trip, comparison of celebrations and events in another country, literature of another country (poems, songs and stories), film and television.

### **Assessment:**

The Course will be assessed by an external examination and added value unit as below:

- **External Exam / Added Value Unit:**
  - **Listening and Talking:** Presentation on a chosen topic followed by a conversation. This is worth 30 marks with 5 marks allocated for participation in 'natural conversation'
  - **Listening:** comprehension paper. This is worth 20 marks
  - **Reading / Writing paper:** comprehension paper including directed writing. This is worth 50 marks



# Mathematics & Numeracy

## Courses included in this section

- **Mathematics**
- **Personal Finance**

## Career Pathways

### Mathematics

National 4 and National 5 level Mathematics may be required for college courses and further study at National Certificate level.

National 4 is a recommended qualification for services like the police, armed forces and for many apprenticeships and technicians although many employers offer their own assessments as a means of entry.

National 5 level Mathematics is usually a requirement for degrees e.g. nursing, teaching and further study at Higher National Certificate level or above.

<b>Subject:</b>	<b>Mathematics</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** No entry requirements but an interest in the subject and willingness to work hard and commit to the course is essential.

**Aims of Course:**

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

The Course aims to:

- Motivate and challenge students by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- Develop confidence in the subject and a positive attitude towards further study in mathematics
- Develop skills in manipulation of abstract terms in order to solve problems and to generalise
- Allow students to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development
- Develop the student's skills in using mathematical language and to explore mathematical ideas
- Develop skills relevant to learning, life and work in an engaging and enjoyable way

**Description of the Course:**

The course is delivered in three units as follows:

- Expressions and Formula
- Relationships
- Numeracy

**Assessment:**

Each unit is internally assessed with external verification.

The course is internally assessed at the end of the year through use of an Added Value Unit.

<b>Subject:</b>	<b>Mathematics</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** National 4 Mathematics

**Aims of Course:**

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

The Course aims to:

- Motivate and challenge students by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- Develop confidence in the subject and a positive attitude towards further study in mathematics
- Develop skills in manipulation of abstract terms in order to solve problems and to generalise
- Allow students to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development
- Develop the student's skills in using mathematical language and to explore mathematical ideas
- Develop skills relevant to learning, life and work in an engaging and enjoyable way

**Description of the Course:**

The course is delivered in three units as follows:

- **Expressions and Formula**
- **Relationships**
- **Applications**

**Assessment:**

Each unit is internally assessed.

The course will be assessed with an externally assessed final exam.

<b>Subject:</b>	<b>Mathematics</b>
<b>Level:</b>	<b>Personal Finance Level 5</b>

**Entry Requirements:** National 4 course award in Mathematics

**Description of the Course:**

The course is made up of the following sections:

**Mathematics: National 5 Numeracy**

Students will develop numerical and information handling skills to solve real-life problems involving number, money, time and measurement.. As learners tackle real-life problems, they will decide what skills to use, and how to apply those skills to an appropriate level of accuracy. Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

**Mathematics: Level 5 Personal Finance Award**

The Personal Finance Awards at SCQF level 5 will develop knowledge and skills to cope confidently and effectively with the types of financial matters individuals are likely to encounter. From student loans, to pensions, the awards will prepare learners for financial decision making and managing personal finances throughout their lives.

The Awards cover a range of topics, including: calculating and comparing costs; household budgeting; different forms of borrowing; tax and National Insurance; credit cards; bank accounts; exchange rates, interest and inflation rates

**Assessment:**

**Mathematics: National 5 Numeracy**

Students must pass two outcomes of an internal assessment by the end of the National 5 Numeracy unit. This assessment tests minimum competence and students are allowed one re-sit for the assessment. There will be no external examination at the end of the course.

**Level 5 Personal Finance Award**

The course consists of 2 units: **Money Management** and **Understanding Money**. These awards have two units each, and the units must be assessed using the SOLAR e-assessments provided by SQA. Awards are not graded.

## Courses included in this section

- **Business**
- **Enterprise & Employability**
- **Geography**
- **Travel & Tourism**
- **History**
- **Modern Studies**
- **Religious, Moral & Philosophical Studies**

## Career Pathways

### **Business**

The need for people with management skills and business qualifications is growing rapidly. This course will provide students with good employment opportunities in such areas as Banking, Advertising, Manufacturing, Marketing, Human Resource Management, Sales and Retail as well as self-employment. Business Management is included in many college and university courses and much of the work covered is included can lead to careers in Human Resources, Fashion Business, Events Co-ordination, Business Management, Marketing, International Business and Retailing to name a few.

### **Geography**

Academic Research, Armed Forces, Banking, Business, Civil Service, Environmental Agencies, Environmental Consultancy, Graduate Training Schemes, Housing, Land and Water Management, Local Government, Met Office, Police, Retail Management, Teaching, Tourism, Town and Country Planning, Town and Transport Planning

### **History**

Accountancy, Archivist, Business, Civil Service, Journalism, Law, Librarian, Management, Media, Medicine, Museum Curator, Politics, Public Relations, Retail, Teaching

### **Modern Studies**

Advertising, Armed Forces, Business, Civil Service, Community Education, Consumer Protection, Health Service Administration, International Relations, Journalism, Law, Local Government, Management, Media, Medicine, Nursing, Police, Politics, Social Care, Social Sciences, Social Work, Sociology, Teaching, Town and Country Planning, Trade Union Work

<b>Subject:</b>	<b>Business</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** Nat 3 in Business

#### **Aims of Course:**

Businesses play a crucial role in society. We all rely on businesses and entrepreneurs to create wealth, jobs, prosperity and provide goods and services. The course aims to develop students' understanding of the:

- Purpose of businesses and their importance in all our lives
- Qualities and skills required of people involved in business
- Types of businesses that exist
- Role and activities carried out by the four main functional departments
- Importance to a business of being customer focused
- Internal and external factors that affect businesses
- Uses of technology throughout businesses

#### **Description of the Course:**

- The role of business and entrepreneurship within society and finding out how and why people set up in business
- The type of organisation that exist in all parts of the economy
- The actions taken by businesses to meet customers' needs and the importance of doing so
- How businesses are organised by exploring the functional activities:
  - marketing – advertising, promotion, pricing, branding
  - finance – financial reports, cash flow, sources of finance
  - operations – methods of production, quality systems, ethical manufacturing
  - human resources – recruitment and selection, staff motivation, welfare, training
- The financial, economic, competitive and social environment in which businesses have to operate and the impact it has on a business's survival and success
- How technology is used throughout businesses to help them operate better

This course will develop many transferable skills such as employability, enterprise, working with others and presenting business related information. This will prepare students for everyday life, the world of work and provides a hierarchical structure that allows progression in the study of other business related disciplines.

#### **Assessment:**

Each unit is internally assessed with external verification.

Students must pass all the units and the Added Value unit to achieve a course award.

<b>Subject:</b>	<b>Business Management</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** Natl 4 Business

**Aims of Course:**

This Course will introduce students to the dynamic, competitive, financial and economic environment of business. Studying Business will enhance the employability of any student by teaching them how to actively contribute to the success of businesses as employees, managers or self-employed individuals.

Studying Business Management will allow students to understand:

- Why businesses exist and their role in society
- The skills and qualities required by entrepreneurs, managers and employees
- The types of businesses that exist as well as the role of charities, social enterprises and public sector organisations
- The need for businesses to be customer focused and provide the best customer service
- The activities of the main business departments:
  - Marketing – brands, advertising and promotion, pricing, product life cycle
  - Finance – financial reports, sources of finance, cash flow, budgeting
  - Human Resources – recruitment and selection, training, staff motivation
  - Operation – Production methods, quality techniques, distribution
- The complex external environment in which businesses have to operate and the impact it has on a business's survival and success
- The types and uses of technology throughout the functional department

**Description of the Course:**

The course is delivered in three units:

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

**Assessment:**

The Course will be assessed by an assignment and an external examination. Students must pass all the units, the external exam and the assignment to achieve a course award. The exam is worth 70% and the assignment 30%.

<b>Subject:</b>	<b>Enterprise &amp; Employability</b>
<b>Level:</b>	<b>National 4 / National 5</b>

**Entry Requirements:** By interview

**Aims of Course:**

**Description of the Course:**

This course provides a qualification and practical opportunities for developing skills that are valid and relevant to the world of work. This course aims to provide enterprising and employability skills and qualities including:

- Self confidence and motivation
- Decision making and problem solving
- Risk-taking
- Working with others and organising resources
- Communication and customer service
- Knowledge of the world of business
- Employment options available including self-employment
- Practical, experiential learning about how business operates
- Core skills including Information Technology

A number of SQA units will be undertaken including:

- Enterprise Activity
- Business and Marketing
- Business and Finance
- Customer Service Skills for the Entrepreneur
- Establishing a Business Identity
- Working for Yourself

**Assessment:**

Assessments will be conducted on an on-going basis as the course progresses using a variety of methods including a written assessments, work evidence and mini-portfolio/projects

**Future Progression Routes in Subject:**

Students who undertake this course could expect:

Increased employment opportunities following on from improved work-related skills and qualities, especially following a successful work placement

An understanding of the key aspects of starting a business and some of the fundamental knowledge and skills that underpin them.

This qualification provides progression to further training or employment.



<b>Subject:</b>	<b>Geography</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** There are no entry requirements for this course

**Aims of Course:**

The purpose of geography is to develop student understanding of our changing world and its human and physical processes. Geography links well with both social and natural sciences. In the 21st Century, with growing awareness of the impact of human activity on the environment and scarce resources, geography fosters positive, life-long attitudes of environmental awareness, sustainability and global citizenship. This qualification will equip students with the knowledge and skills to enable them to contribute effectively to their local communities and wider society. Studying Geography will also provide students with the skills employers are looking for – the ability to ask questions and think independently as well as critically analysing information, weighing up evidence and structured writing.

**Description of the Course:**

The course is delivered in three units plus an added value unit as follows:

**Physical Environments:** The general aim of this unit is to develop the student's geographical skills and techniques by looking at physical landscapes and environments. Students will develop detailed knowledge and understanding of physical environments through a study of a variety of landscape types and weather in the United Kingdom. The specific skills focus in this unit is mapping skills, including the use of ordnance survey maps.

**Human Environments:** The general aim of this unit is to develop a detailed knowledge and understanding of the human environment through the comparative study of more economically developed and less economically developed countries. The specific skills focus in this unit is the development of research skills, including the use of fieldwork.

**Global Issues:** The general aim of this unit is to develop the student's geographical knowledge and understanding of significant global issues, by studying the following topics; development and health in both developed and less developed countries; environmental hazards. The specific skills focus in the global issues unit is in the use of numerical and graphical information.

**Added Value Unit:** Students will be able to choose a topic for personal study drawn from the Physical, Human or Global Issues contexts. They will research their chosen topic and communicate their findings. Through this activity they will have opportunities to demonstrate greater depth or extension of geographical knowledge, understanding and skills as they draw on and apply the knowledge, understanding and skills acquired in the other units of the course.

**Assessment:**

Each unit is internally assessed with external verification.

Students must pass all the units and the added value unit to achieve a course award.

<b>Subject:</b>	<b>Geography</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** Nat 4 in Geography, History or Modern Studies

**Aims of Course:**

The purpose of geography is to develop student understanding of our changing world and its human and physical processes. Geography links well with both social and natural sciences. In the 21st Century, with growing awareness of the impact of human activity on the environment and scarce resources, geography fosters positive, life-long attitudes of environmental awareness, sustainability and global citizenship.

This qualification will equip students with the knowledge and skills to enable them to contribute effectively to their local communities and wider society. Studying Geography will also provide students with the skills employers are looking for – the ability to ask questions and think independently as well as critically analysing information, weighing up evidence and structured writing.

**Description of the Course:**

The course is delivered in three units plus an assignment as follows:

**Physical Environments:** The general aim of this unit is to develop the student's geographical skills and techniques by looking at physical landscapes and environments. Students will develop detailed knowledge and understanding of physical environments through a study of a variety of landscape types and weather in the UK. The specific skills focus in this unit is mapping skills, including the use of ordnance survey maps.

**Human Environments:** The general aim of this unit is to develop a detailed knowledge and understanding of the human environment through the comparative study of more economically developed and less economically developed countries. The specific skills focus in this unit is the development of research skills, including the use of fieldwork.

**Global Issues:** The general aim of this unit is to develop the student's geographical knowledge and understanding of significant global issues, by studying the following topics: development and health in both developed and less developed countries; environmental hazards. The specific skills focus in the global issues unit is in the use of numerical and graphical information.

**Assignment:** Students will choose an appropriate geographical topic or question based on what they have learned in class. They must collect relevant evidence from at least two sources of information. Students must then organise and use the information collected to address the geographical theme in question, explaining and analysing the cause and/or impact of the historical topic or question, identify different perspectives and structure their answer with a reasoned conclusion supported by evidence from at least 2 relevant sources.

**Assessment:**

The Course will be assessed by an assignment (20% of grade) and an external examination (80% of grade)

<b>Subject:</b>	<b>Travel &amp; Tourism</b>
<b>Level:</b>	<b>N4 and N5 Skills for Work</b>

**Entry Requirements:**

While entry is at the discretion of the school, students would be expected to have attained one of the following:

- National 4 or National 5 English
- Any Social Subject at National 4 or National 5 level

**Aims of Course:**

Tourism is a major employer and revenue earner to the economy. The provision of travel & tourism in schools responds to the needs of the industry for a well-trained workforce that can meet the needs of visitors.

This course is designed to enable learners to gain knowledge of a variety of tourist destinations, both in Scotland, the UK and the rest of the world. The basic skills and knowledge and understanding relating to a range of occupations in travel & tourism which will prepare candidates for employment in the industry are also a focus.

**Description of the Course:**

This is a bi-level course (SCQF levels 4&5) comprising 4, 40 hour units. This course is made up of four units:

**Travel & Tourism: Employability** - This unit investigates job roles and careers across the travel & tourism industry. Learners will demonstrate their employability skills and attitudes in a work related practical activity. They will evaluate their own potential for a chosen job in the travel & tourism industry.

**Travel & Tourism: Customer service** - This unit outlines the benefits of good customer service to the travel & tourism industry. It deals with customer issues and actions required to respond to customer's needs and wants.

**Travel & Tourism: Scotland** - In this unit the learner will gather information, describe a range of destinations and attractions, identify current trends, and describe the impact of tourism in Scotland

**Travel & Tourism: UK and worldwide** - In this unit the learner will gather information, describe a range of destinations and attractions, identify current trends, and describe the impact of tourism in the UK and the rest of the world. The learner should also be able to provide information to potential customers on selected destinations, for example, recommend accommodation, activities, attractions and amenities and produce a travel itinerary on selected areas.

**Assessment:**

Assessment will focus on each of the units. The courses will be internally assessed and externally verified.

**Future Progression Routes in Subject:**

This course provides progression on to further study at college or employment in the travel and tourism sector.

<b>Subject:</b>	<b>History</b>
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<b>Level:</b>	<b>National 4</b>
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**Entry Requirements:** There are no requirements for this course

**Aims of Course:**

History is the study of the past. You should choose to study History if you want to learn about how and why the world and its peoples came to be today. History will help students understand how the world evolved by learning about other people and their values in different times, places and circumstances.

Studying History will also provide students with the skills employers are looking for – the ability to ask questions and think independently as well as critically analysing information, weighing up evidence and structured writing.

**Description of the Course:**

The course is delivered in three units plus an added value unit as follows:

**Historical Study: Scottish**

- **Migration & Empire 1830 - 1939:** The experience of those who came to Scotland and those who had to leave. Students will develop techniques to comment on historical sources. Events and themes of Scottish history will be studied. Students will develop knowledge and understanding of an era of historical study.

**Historical Study: British**

- **The Making of Modern Britain 1880 - 1951:** The foundations of current society. Students will develop techniques to comment on the impact of a historical development. Events and themes of British history will be studied. Students will develop knowledge and understanding of an era of historical study.

**Historical Study: European and World**

- **Hitler & Nazi Germany 1919 - 1939:** Students will develop techniques to comment on the factors contributing towards a historical development. Events and themes of European and world history will be studied. Students will develop knowledge and understanding of an era of historical study.

**Added Value Unit**

- Students will be able to choose a topic for personal study drawn from the Scottish, British or European and World contexts. They will research their chosen topic and communicate their findings. Through this activity they will have opportunities to demonstrate greater depth or extension of historical knowledge, understanding and skills as they draw on and apply the knowledge, understanding and skills acquired in the other units of the course.

**Assessment:**

Each unit is internally assessed with external verification.

Students must pass all the units and the added value unit to achieve a course award.

<b>Subject:</b>	<b>History</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** N4 History.

**Aims of Course:**

You should choose to study History if you want to learn about how and why the world and its peoples came to be today. Studying History will also provide students with the skills employers are looking for – the ability to ask questions and think independently as well as critically analysing information, weighing up evidence and structured writing.

**Description of the Course:**

The course is delivered in three sections plus an assignment as follows:

**Historical Study: Scottish –Era of the Great War, 1900 – 1928**

- Scots on the Western Front
- Domestic impact of war: society and culture
- Domestic impact of war: industry and economy
- Domestic impact of war: politics

**Historical Study: British – Changing Britain, 1760–1914**

- Health and housing
- Industry — textile factories and coal mines
- Transport — canals and railways
- Pressure for democratic reform up to 1884

**Historical Study: European and World – Hitler and Nazi Germany 1919 – 1939**

- Weimar Germany, 1919–29
- Nazi rise to power, 1929–1933
- Nazi control of Germany
- Nazi social and economic policies

**Assignment:** Students will choose an appropriate historical topic or question based on what they have learned in class. They must collect relevant evidence from at least two sources of information. Students must then organise and use the information collected to address the historical theme or question, explaining and analysing the cause and/or impact of the historical topic or question, identify different perspectives and structure their answer with a reasoned conclusion supported by evidence from at least two relevant historical sources.

**Assessment:**

The Course will be assessed by an assignment and an external examination. Students must pass the external exam and the assignment to achieve a course award.

<b>Subject:</b>	<b>Modern Studies</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** There are no entry requirements for this course

**Aims of Course:**

Modern Studies is the social, economic and political study of local, national and international issues. It is an essential subject which informs students of the changes in today's society and helps them understand the most important issues in the world today. Modern Studies encourages students to develop informed decisions and attitudes towards different values, cultures and beliefs. In a climate of political change and global conflicts Modern Studies provides students with the skills and knowledge to make decisions that shape their future.

**Description of the Course:**

The course is delivered in three units plus an added value unit as follows:

**Democracy in Scotland and the United Kingdom:** In this unit, students will develop skills by using sources of information in order to detect and explain examples of bias and exaggeration. Students will develop a straightforward knowledge and understanding of democracy in Scotland and the United Kingdom. They will develop knowledge and understanding of the UK political structure including the place of Scotland within this and the debates around this arrangement. Contexts for study will then focus on the Scottish political system.

**Social Issues in the United Kingdom:** In this unit, students will develop skills by using sources of information in order to make and give straightforward justifications of decisions. Students will develop a straightforward knowledge and understanding of social issues in the United Kingdom. Contexts for study will focus on crime and the law – looking at causes of crime, the impact of crime on individuals and society and the role of individuals, the police, the legal system and the state in tackling crime.

**International Issues:** In this unit, students will develop skills by using sources of information in order to draw and give straightforward support for conclusions. Students will develop a straightforward knowledge and understanding of international issues. Contexts for study will then be on a world power, United States of America.

**Added Value Unit:** Students can choose an issue for personal study from political, social or international contexts. They will research their chosen issue and communicate their findings.

**Assessment:**

Each unit is internally assessed with external verification.

Students must pass all the units and the added value unit to achieve a course award.

<b>Subject:</b>	<b>Modern Studies</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** **National 4 or** National 5 History or Geography.

**Aims of Course:**

Modern Studies is the social, economic and political study of local, national and international issues. It is an essential subject which informs students of the changes in today's society and helps them understand the most important issues in the world today. Modern Studies encourages students to develop informed decisions and attitudes towards different values, cultures and beliefs. Modern Studies is an excellent qualification for higher education as well as good preparation for life and work.

**Description of the Course:**

The course is delivered in three units plus an assignment as follows:

**Democracy in Scotland and the United Kingdom – Option 1: Democracy in Scotland**

- The Scottish Parliament and Local Government in Scotland.
- Case study of the impact of the media, pressure groups or trade unions on democracy in Scotland.

**Social Issues in the United Kingdom – Option 2: Crime and the Law**

- Evidence, causes and consequences of crime as well as responses to crime, such as local community, police, courts/sentencing, legislation including the role of the Children's Hearing System.

**International Issues – Option 1: World Power**

- United States of America – political, social and economic issues as well as the impact of the USA on other countries.

**Assignment:** Students will be able to choose an appropriate Modern Studies topic or issue. They must collect relevant evidence from at least two sources of different types and evaluate the effectiveness of the two research methods used, commenting on their strengths and weaknesses where appropriate. Students will explain and analyse key features of the topic or issues and reach a well supported conclusion which is backed up with evidence.

**Assessment:**

The Course will be assessed by an assignment and an external examination.

<b>Subject:</b>	<b>Religious, Moral &amp; Philosophical Studies</b>
<b>Level:</b>	<b>National 4/5</b>

**Entry Requirements:** **Nat 3** in a Social Subject

**Aims of Course:**

This is to develop knowledge and understanding of religious, moral & philosophical issues. The course will explore the questions they raise and the solutions or approaches they offer. Students will have opportunities to reflect on these and on their own experiences and views. Both religious and non religious perspectives will be studied.

**Description of the Course:**

This course is made up of three mandatory Units plus an added value unit.

- **World Religions (Islam):** Students will apply their Knowledge and Understanding of the impact and significance of religion today.
- **Morality & Belief:** Students will apply their Knowledge and Understanding of Contemporary Moral Questions and responses in Conflict.
- **Religious & Philosophical Questions:** Students will apply their Knowledge and Understanding of Religious & Philosophical Questions (Does God Exist? Science v Religion)
- **Unit 4: Added Value – Assignment** – An in depth research project on any of the topics studied: Students will apply their Knowledge and Understanding of the impact and significance of religion today by choosing, with support, a religious, moral or philosophical question of study; Identifying and gathering information relevant to the question, using at least two sources of information; Describing and outlining the key features of their findings, in straightforward, mainly factual terms; Where relevant, identifying and outlining any different points of view relating to the question; and presenting findings and expressing a simple conclusion on the question

**Assessment:**

For National 5 level there will be an external examination covering the World Religions, Morality & Belief and the Religious & Philosophical Questions. The Assignment will also be submitted to SQA for marking.



## Courses included in this section

- **Biology**
- **Chemistry**
- **Physics**
- **Practical Electronics**
- **Laboratory Science**

## Career Pathways

### **Biology**

Agriculturalist, Animal Specialists (veterinary surgeon etc), Environmental Specialists / Researchers, Medical specialists (Doctors, Nurses, Consultants etc.) , Food specialists, Geneticists, Teaching, Micro–biologist, Paramedic, Pharmacy, Forensics, Legal Investigators / Coroner

### **Chemistry**

Employment in chemical and related industries such as pharmaceuticals, agrochemicals, petrochemicals, toiletries, plastics and polymers, the food and drink industry, utilities and energy research, health and medical organisations.

### **Practical Electronics**

Semiconductor industry, electronic engineering, domestic and industrial electronic control systems.

### **Physics**

Employment or further studies in Medicine, Veterinary Medicine, Sciences (of all types), Engineering, ophthalmology, radiography, computer games design, space industry, banking, law and architecture.

### **Laboratory Science**

Employment in different areas such as forensic science, scientific analysis, the health service, and in education. You might work to diagnose diseases, measure levels of pollution or help to develop new products. You might work with specialised techniques such as ways of treating infertility.

<b>Subject:</b>	<b>Biology</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** An interest in Biology

**Description of the Course:**

The course is delivered in three units as follows:

**Cell Biology**

Cell division in growth and repair  
DNA, genes and chromosomes  
Properties of enzymes and use in industry  
Therapeutic use of cells  
Properties of micro-organisms and use in industry  
Controversial biological procedures  
Photosynthesis – limiting factors  
Factors affecting respiration

**Multi-cellular organisms**

Response to change to internal and external conditions  
Sexual and asexual reproduction  
Propagating and growing plants  
Commercial use of plants  
Genetic information  
Growth and development of different organisms

**Life on Earth**

Animal and plant species and their interdependence  
Impact of population growth and natural hazards  
Nitrogen cycle  
Adaptations for survival  
Fertiliser design and environmental impact  
Learned behaviour in response to stimuli

**Assessment:**

Each unit is internally assessed with external verification. Each student must successfully complete tasks to achieve a course pass.

Task 1: A scientific report of an experiment

Task 2: A series of assessment tasks building a portfolio of success for each unit.

Task 3: An added value unit

<b>Subject:</b>	<b>Biology</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** N4 Biology course award with added department assessment pass. N5 course award at level A or B in Chemistry or Physics.

**Description of the Course:**

The course is delivered in three units as follows:

<b>Cell Biology</b>	Cell structure Transport across cell membranes DNA, production of proteins and genetic engineering Proteins Genetic engineering
<b>Multi-cellular organisms</b>	Producing new cells Stem cells and meristems Control and communication Reproduction Variation and inheritance The need for transport Absorption
<b>Life on Earth</b>	Photosynthesis Respiration. Ecosystems Energy in ecosystems Distribution of organisms Evolution of a species Food production

**Assessment:**

Each unit is internally assessed with external verification. Each student must successfully complete tasks.

Task 1: A scientific report of an experiment

Task 2: A series of assessment tasks building a portfolio of success for each key area.

The course award is based on an external exam and an externally-assessed assignment.

<b>Subject:</b>	<b>Chemistry</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** An interest in Chemistry

**Description of the Course:**

The course is delivered in three units as follows:

<b>Chemical Changes and Structure</b>	Chemical reactions in our world. Rates of reaction Energy changes of chemical reaction Reactions of acids and bases and their impact on the environment Chemical equations Atomic structure and bonding
<b>Nature's Chemistry</b>	Fossil fuels are extraction and processing The chemistry of using fuels The impact of renewable energy sources Plants as a source of fuels, carbohydrates and consumer products How chemists use plants in the development of products
<b>Chemistry in Society</b>	Reactions, properties and applications of metal and alloys The chemistry of metals in chemical cells Properties and applications of plastics and new materials The use of fertilisers Formation of elements Background radiation Chemical analysis for monitoring the environment

**Assessment:**

Each unit is internally assessed with external verification. Each student must successfully complete tasks to achieve a course pass.

- Task 1: A scientific report of an experiment
- Task 2: A series of assessment tasks building a portfolio of success for each unit.
- Task 3: An added value unit

<b>Subject:</b>	<b>Chemistry</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** N4 Chemistry course award with added department assessment pass.  
N5 course award at level A or B in Physics or Biology

**Description of the Course:**

The course is delivered in three units as follows:

<b>Chemical Changes and Structure</b>	Chemical reactions in our world Average rates of reaction The chemistry of neutralisation reactions Balanced chemical equations The mole, formulae and reactions Bonding and chemical properties
<b>Nature's Chemistry</b>	Physical and chemical properties of cycloalkanes Branched chain alkanes and alkenes Straight chain alcohols and carboxylic acids Chemical reactions and their uses in consumer products Energy from different fuels
<b>Chemistry in Society</b>	The chemistry of materials. The chemistry of metals Bonding in plastics, physical properties and uses The chemical reactions used in manufacturing fertilisers. Nuclear of radiation. Chemical analysis techniques used for monitoring the environment.

**Assessment:**

Each unit is internally assessed with external verification. Each student must successfully complete tasks.

Task 1: A scientific report of an experiment

Task 2: A series of assessment tasks building a portfolio of success for each key area.

The course award is based on an external exam and an externally-assessed assignment.

<b>Subject:</b>	<b>Physics</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** An interest in Physics

**Description of the Course:**

The course is delivered in three units as follows:

**Electricity and Energy**      Generation of electricity.  
    Electromagnetism  
    Practical electrical and electronic circuits  
    Electrical power  
    Gas laws and the kinetic model

**Waves and Radiation**      Wave characteristics  
    Sound  
    Electromagnetic spectrum  
    Nuclear radiation

**Dynamics and Space**      Speed and acceleration  
    Forces, motion and energy  
    Satellites  
    Cosmology

**Assessment:**

Each unit is internally assessed with external verification. Each student must successfully complete tasks to achieve a course pass.

Task 1:            A scientific report of an experiment

Task 2:            A series of assessment tasks building a portfolio of success for each unit.

Task 3:            An added value unit

<b>Subject:</b>	<b>Physics</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** N4 course award with added department assessment pass. N5 course award at level A or B in Chemistry or Biology.

**Description of the Course:**

The course is delivered in three units as follows:

**Electricity and Energy**

- Conservation of energy.
- Electrical charge carriers and electric fields
- Practical electrical and electronic circuits
- Electrical power
- Specific heat capacity
- Gas laws and the kinetic model

**Waves and Radiation**

- Wave behaviour
- Electromagnetic spectrum
- Light
- Nuclear radiation

**Dynamics and Space**

- Velocity and displacement
- Acceleration
- Newton's laws
- Projectiles
- Space exploration
- Cosmology

**Assessment:**

Each unit is internally assessed with external verification. Each student must successfully complete tasks.

Task 1: A scientific report of an experiment

Task 2: A series of assessment tasks building a portfolio of success for each key area.

The course award is based on an external exam and an externally-assessed assignment.

<b>Subject:</b>	<b>Practical Electronics</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** An interest in electronics, both practical and theory would be advantageous

**Description of the Course:**

A variety of teaching and learning approaches is used. This varies from teacher led to students centred. There is a greater emphasis on students conducting practical electronic work. Students will be expected to plan, test and build electronic circuits. The course consists of the following units:

**Unit 1: Electronics**

- This unit covers the use of a range of input, process and output subsystems. Students will build a range of systems to solve everyday problems.

**Unit 2: Practical Electronics**

- This unit will provide experience of building a range of simple electronic circuits, on pin boards and by soldering.

**Unit 3: Wiring and Assembly Techniques**

- This unit will allow students to build and test wiring solutions, including cable looms.

**Unit 4: Electronic Simulation and Testing**

- This unit will allow students to build virtual circuits using electronic software packages. They will also test circuits using digital meters.

**Assessment:**

**Internally Assessed**

End of Unit Assessment: A pass must be achieved in all four end of unit assessments to gain the course award. The unit assessments are a combination of practical and written tasks.

**Externally Moderated**

Course Project: This will involve some system circuit simulation followed by building a modular test system. It will be tested then a soldered permanent circuit will be built and connected to a real project using a wiring loom.



<b>Subject:</b>	<b>Laboratory Science</b>
<b>Level:</b>	<b>National 5 Skills for work</b>

**Entry Requirements:**

Available to students who have N4 in any science along with a teacher recommendation or N5 in any science and N4 or N5 mathematics

**Description of the Course:**

Learners will explore a variety and range of industries and services and the career opportunities, in science laboratories, in a local, national and global setting.

Learners will have the opportunity to develop the basic practical skills for working in a laboratory: measuring, weighing and preparing compounds and solutions, and to understand and implement the health and safety requirements for a safe working environment.

The specific practical skills related to microbiology, radioactivity, chemical handling and laboratory instrumentation are developed.

Learners will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses related to a scientific topic. This will also involve reporting of the results, conclusions and evaluations of the investigation.

The course places emphasis throughout all units on the employability skills and attitudes valued by employers which will help to prepare learners for the workplace.

**Assessment:**

The course comprises the following units which must be completed to the SQA standard in order to achieve a course award

- Laboratory Science: Careers Using Laboratory Science
- Laboratory Science: Working in a Laboratory
- Laboratory Science: Practical Skills
- Laboratory Science: Practical Investigation

**Future Progression Routes in Subject:**

This course or its components may provide progression to

- National Certificate group awards in Applied Science
- Suitable training/employment in science laboratories
- Further Education

# Expressive Arts

## Courses included in this section

- **Art & Design**
- **Fashion & Textile Technology**
- **Music**
- **Drama**

## Why the Expressive Arts?

The Expressive Arts play an important role in enhancing our personal, social and cultural identity. It helps our students to recognise and value the variety and vitality of culture, developing lifelong appreciation of, and participation in, expressive arts and cultural activities.

## Career Pathways

### **Art and Design & Fashion & Textile Technology**

Art College, FE Portfolio Preparation, Architecture, Design and Textile based courses. Career possibilities include interior/textile design, fine art, animation, product design, body art, make-up artistry, art therapy, architecture, hairdressing, fashion/costume design, web/multimedia design.

### **Music**

Universities and colleges offer courses in music which prepare students for work in the music industries. Examples of careers include education, music therapist, a performer in an orchestra/group, session musician, songwriter, recording engineer, concert promoter, music librarian.

### **Drama**

There are courses in Higher Education courses Drama, Production Skills, Contemporary Performance and Musical Theatre. Training and career possibilities include actor, script writer, musical theatre performer, prompter, choreography, stage make-up artist, drama therapist, set designer, stage director. Other careers where Drama is a useful subject to have studied include law, social work, event management, marketing, journalism and teaching.

<b>Subject:</b>	<b>Art &amp; Design</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** **National 3** in Art & Design or a good portfolio and very keen interest in Art

**Aims of Course:**

- To enable students to enhance their creative talent and develop their skills
- To develop knowledge and understanding of artists and designers and their practice
- To learn skills and techniques, experimenting in creative and imaginative ways
- To cultivate lifelong, transferable skills – developing creativity, problem solving, critical thinking, resolving outcomes and working towards deadlines

**Description of the Course:**

The course is practical with creativity the key focus. It combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences. The course consists of the 3 Units below:

**Design Activity Unit:** Students will develop an understanding of designers' working practices and what inspires and influences their work. Knowledge and understanding of designers and design practice will be assessed. Students will plan, research and develop creative design ideas in response to a 'design brief, producing investigative studies and market research, developing their creativity and problem-solving skills as they consider the design opportunities and constraints. Media handling skills will be developed when producing design ideas in 2D and/or 3D formats. Evidence will be required for the student to show a range of creative ideas.

**Expressive Activity Unit:** Students will develop an understanding of factors that influence and inspire artists' work. Knowledge and understanding of expressive artists and art practice will be assessed. Students will produce observational drawings and studies, showing understanding of the subject matter, using visual elements expressively. They will develop their ideas by experimenting with art materials, techniques and/or technology in 2D and/or 3D formats. Evidence will be required to show that the student can produce creative ideas and art work.

**Added Value Unit:** In this course, the Added Value Unit will focus on challenge and application. Students will extend and apply the skills they have learned during the course. This will be assessed through a practical activity which involves producing one piece of expressive art and one piece of design work.

**Assessment:**

There is no external exam; all work is internally assessed with external verification by the SQA. Assessment will be on an ongoing basis with each unit of work being assessed upon completion. To achieve the National 4 Art & Design course, students must pass all of the required units as well as the Added Value Unit.

<b>Subject:</b>	<b>Art &amp; Design</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** National 4 Art & Design.

**Aims of Course:**

- To enable students to enhance their creative talent and develop their skills
- To develop knowledge and understanding of artists and designers and their practice
- To learn skills and techniques, experimenting in creative and imaginative ways
- To cultivate lifelong, transferable skills – developing creativity, problem solving, critical thinking, resolving outcomes and working towards deadlines

**Description of the Course:**

The course is practical with creativity the key focus. It combines developing knowledge and understanding of artists and designers and their work, with practical learning experiences. The course consists of the 2 Units and the Added Value Course Assessment shown below:

**Design Activity Unit:** Students will develop an understanding of designers' working practices and what inspires and influences their work. Knowledge and understanding of designers and design practice will be assessed. Students will plan, research and develop creative design ideas in response to a 'design brief, producing investigative studies, market research, and developing their creativity and problem-solving skills as they consider the design opportunities and constraints of the brief. Media handling skills will be developed when producing design ideas in 2D and/or 3D formats. Evidence will be required to show a range of creative ideas.

**Expressive Activity Unit:** Students will develop an understanding of factors that influence and inspire artists' work. Knowledge and understanding of expressive artists and art practice will be assessed. Students will produce observational drawings and studies, showing understanding of the subject matter, using visual elements expressively. They will develop their ideas by experimenting with art materials, techniques and/or technology in 2D and/or 3D formats. Evidence will be required to show a range of creative ideas and art work.

**Added Value Course Assessment:**

Students will be assessed through a portfolio and an external written examination. The portfolio includes: Expressive Activity – a range of development ideas and a final piece of Expressive art work, worth 40%

Design Activity – a range of development ideas and a final Design solution, worth 40%

Design & Expressive Activity Folios - Both internally assessed, then assessed by SQA

The written exam will test knowledge and understanding of artists and designers, as well as the ability to critically analyse and evaluate the work of artists and designers. This is assessed by SQA and is worth 20%.

<b>Subject:</b>	<b>Fashion &amp; Textile Technology</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** A genuine interest in fashion/textiles and in developing skills in this area.

**Aims of Course:**

To develop the practical skills, construction techniques and knowledge and understanding which support fashion/textile-related activities including an understanding of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. The knowledge, understanding and skills that learners acquire by successfully completing the Course will be valuable for learning, for life and for the world of work

**Description of the Course:**

The course is practical, exploratory and experiential in nature and is theory based. The Course has three Units and a course assessment.

**Fashion and Textile Technology - Textile Technologies:** Students will develop knowledge and skills related to textile technologies. This includes the characteristics and properties of a range of textiles and their uses. Students will make detailed fashion items to an appropriate standard of quality, using pattern and a range of textile construction techniques. Students will also have the opportunity to select, set up, adjust and use equipment and tools safely and correctly.

**Fashion and Textile Technology - Textile Item Development:** Students will explore fashion/textile trends and the fashion/textile item development process. They will work with given briefs to develop solutions for detailed fashion/textile items based on those trends. Students will plan and make detailed fashion/textile items, to an appropriate standard of quality, that take into account fashion/textile trends.

**Fashion and Textile Technology - Fashion and Textile Choices:** Students will develop and apply their knowledge and understanding of a range of factors affecting the fashion and textile choices of consumers. Students will investigate the fashion/textile choices of consumers and develop solutions for items to meet these choices. They will make and evaluate detailed fashion/textile items, with a focus on factors that affect fashion and textile choice. Students will develop their ability to produce detailed investigations, evaluations and presentation skills.

**Added Value Course Assessment:** This involves a practical activity entitled 'Producing a fashion/textile item'. The student will draw on and apply the skills, knowledge and understanding acquired in the Course in order to produce a detailed fashion/textile item in response to a brief provided by the SQA. It is divided into 3 sections, developing an idea, making the item and evaluating the item. This will be conducted under supervision and control and will be assessed by centre staff in line with SQA marking instructions. The practical assessment is worth 100% of the total marks.

**Future Progression Routes in Subject:**

Other qualifications in Photography, Art and Design or related areas, further study, employment and/or training.

<b>Subject:</b>	<b>Music</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** National 3 Music

**Aims of Course:**

- To enable students to enhance their creative talent and develop their skills
- To provide a broad practical experience of performing and creating music
- To develop related knowledge and understanding of music
- To reflect on their own work and that of others
- To cultivate lifelong, transferable skills – developing creativity, problem solving, planning and organisational skills and decision making

**Description of the Course:**

This Course is practical and experiential in nature. It helps students to develop a general interest in music, and to develop performing skills. It also provides opportunities for students to develop composing skills and their understanding of music. This course consists of the three mandatory Units below and the Added Value Unit.

**Performing Skills:** In this Unit, students will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy while maintaining the musical flow. Students will, through regular practice and reflection, develop technical and musical performing skills.

**Composing Skills:** In this Unit, students will experiment with and use compositional methods and music concepts in imaginative ways when creating their own music. Students will reflect on their own creative choices and decisions, and develop a basic understanding of how composers develop their ideas and create their music.

**Understanding Music:** In this Unit, through listening, students will develop knowledge and understanding of a variety of music concepts and music literacy. They will identify the distinguishing features of specific music styles, recognise music concepts in excerpts of music, and understand and recognise common music signs and symbols used in music notation.

**Added Value Unit: Music Performance:** This Unit adds value by introducing challenge and application. In the music performance, students will extend their performing skills in a new context. Students will prepare and perform a programme of music in a solo setting and/or as part of a group.

**Course Assessment:**

All work is internally assessed with external verification by the SQA. Students must pass all of the required units as well as the Added Value Unit. Assessment will be on an ongoing basis with each unit of work being assessed upon completion.

<b>Subject:</b>	<b>Music</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:**

National 4 Music.

**Aims of Course:**

- For students to develop performing skills in solo and/or group settings on their selected instruments or on one instrument and voice
- To perform challenging music with sufficient accuracy while maintaining the musical flow
- to create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- to broaden their knowledge and understanding of music and musical literacy by listening to music and identifying a range of music signs, symbols and music concepts
- to critically reflect on and evaluate their own work and that of others

**Description of Course:**

Course is broken into three components: -

Performance Skills

Composing Skills

Understanding Music

**Music: Performing Skills- This is worth 50% of their overall grade.**

Students perform a solo exam on two instruments totalling 8 minutes before a visiting examiner. This takes place from February till March. Students have to take responsibility for their own practice, arrange accompaniment and rehearsals. Students must at all times work from notation and have this printed and ready for the examiner.

**Music: Composing Skills-This is worth 15% of their overall grade.**

In this assignment, students will experiment with, and creatively use complex compositional methods and music concepts to realise their intentions when creating original music. Students will critically reflect on and evaluate the impact and effectiveness of their creative and musical choices and decisions. They will analyse how other musicians and composers create music.

**Understanding Music- This is worth 35% of their overall grade.**

In this unit, through listening, students will develop detailed knowledge and understanding of a range of complex music concepts, and music literacy. They will identify and distinguish the key features of specific music styles and recognise level-specific music concepts in excerpts of music, and music signs and symbols in notated music. This will be assessed in an external question paper in May.

**Assessment:**

To gain the award of the Course, the student must pass all units as well as the Course assessment. The Course assessment consists of three Components:

Component	Scaled Mark-%	Date
Question Paper	35	May
Composition Assignment	15	April
Performance Exam- Solo	50	February-March

<b>Subject</b>	<b>Drama</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:**                      **A very keen interest in Drama**

**Aims of Course:**

- to generate and communicate thoughts and ideas when creating drama
- to develop a knowledge of social and cultural influences on drama
- to develop skills in presenting drama
- to develop production skills in presenting drama
- to use drama skills in a drama performance
- explore form, structure, genre and style

National 4 Drama is a practical course and is experiential. It provides opportunities for students to develop skills creating and presenting drama. This course focuses on the development and use of drama skills and production skills to present drama. Students will explore and reflect on how the use of self-expression, language and movement can develop their ideas for drama. They will develop thinking skills as they explore, develop and use drama skills.

#### **Description of the Course:**

The Course consists of three mandatory Units, including the Added Value Unit.

#### **Drama Skills**

In this Unit, students will explore and develop drama skills and ways of communicating thoughts and ideas to an audience. They will learn how to respond to stimuli. They will learn how to develop portrayal of character and will develop knowledge of form, structure, genre and style when creating and presenting drama. Students will develop knowledge of social and cultural influences on drama. They will also learn how to reflect on their own progress and that of other students.

#### **Drama: Production Skills**

In this Unit, students will explore and develop production skills. They will use these skills to enhance drama when presenting. Students will also use problem-solving skills in order to generate ideas for presenting drama.

#### **Added Value Unit: Drama: Performance**

This Unit adds value by introducing challenge and application. Students will use and extend their knowledge and apply their production skills in a drama performance. The Unit will focus on the process and product of learning.

#### **Course Assessment:**

To achieve the National 4 Drama Course, students must pass all of the required Units, including the Added Value Unit.



<b>Subject:</b>	<b>Drama</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** **National 4** in Drama

**Aims of Course:**

- to enable students to generate and communicate thoughts and ideas when creating drama
- to develop a knowledge and understanding of social and cultural influences on drama
- to develop a range of skills in creating and presenting drama
- to develop knowledge, understanding and the use of a range of production skills and how they can be used in performance
- to use drama skills in a drama performance
- to explore form, structure, genre and style

**Description of the Course:**

**Drama Skills**

In this Unit, students will develop a range of skills as an actor. They will learn how to respond to stimuli, including text and will learn how to develop portrayal of character in a range of ways and develop knowledge and understanding of form, structure, genre and style when creating and presenting drama. Students will develop knowledge and understanding of social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other students.

**Drama: Production Skills**

In this Unit, students will develop a range of production skills. They will use these skills to enhance drama when presenting. Students will use problem-solving skills in order to generate ideas for presenting drama.

**Course Assessment:**

Course assessment consists of two components– the question paper and a performance.

**Question paper** – The written paper is 1 hour and 30 minutes in duration and will allow students to demonstrate their skills in the evaluation of their own and others practical work. They will reflect on the performance they gave in their practical exam and evaluate their own performance and that of others in their group. The question paper is out of 60 marks and forms 40% of the final assessment and is externally assessed.

**Performance** –This performance will be given in front of a live audience. Students will bring together all of the practical skills they have developed across their work in S1 -3 and also during the National 5 course. The performance will be presented in groups of between 2 and 10 and will last between 10 and 50 minutes depending on the size of the group. A written preparation for performance will be written by the students to explain how they have prepared for their role. The performance is marked out of 50 marks and the preparation for performance is marked out of 10 marks giving a total of 60 marks and forms 60% of the final assessment.

# Health & Wellbeing

## Courses included in this section

- **Physical Education**
- **Sport and Recreation**
- **Exercise and Sports Leadership**
- **Referee Development Award**
- **Hospitality: Practical Cookery**
- **Hospitality: Practical Cake Craft**

## Career Pathways

### **Physical Education, Sport & Recreation and Exercise and Sports Leadership**

Careers in Exercise and Sport Science, Sport and leisure studies, Professional Education Studies and Sport and Exercise management.

### **Bakery, Hospitality: Practical Cookery, Hospitality: Practical Cake Craft**

College Courses in Hospitality / Bakery, Hospitality Industry, Bakery Industry, Tourism Industry

<b>Subject:</b>	<b>Physical Education</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** Students should have an interest in developing their skill in a range of activities. Students must also be energetic; enthusiastic, bring correct kit and regularly participate in Core PE Lessons.

#### **Aims of Course:**

Throughout the year the prime focus of this course will be to develop practical performance.

Practical Performance will be developed using the Cycle of Analysis. Students will investigate elite performance, analyse their performance, develop a training program and evaluate progress. Through both practical and theory lessons three of the following areas of factors that impact on performance will be explored:

- Mental
- Emotional
- Social
- Physical

#### **Description of the Course:**

The units that make up the National 4 course are:

1. Performance
2. Factors Impacting on Performance
3. Added Value

Students can choose to complete the course through the following activities:

- **Aesthetics Course:** Swimming, Netball, Trampolining, Gymnastics, Dance and Fitness.
- **Games Course:** Volleyball, Football, Badminton, Basketball, and Fitness.

#### **Assessment:**

Students will be assessed in all practical activities by their class teacher, and are required to pass a minimum of 1 of these activities to achieve the practical mandatory unit of the course.

Units in Factors Impacting on Performance will be assessed throughout the year in the form of a logbook assessed by the class teacher.

The Added Value Unit will be assessed as a one off performance, which will allow students to demonstrate challenge and application.

<b>Subject:</b>	<b>Physical Education</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** Students must have prior experience in PE and have a practical performance grade of 18 or above in at least 2 activities.

Students must also be energetic; enthusiastic, bring correct kit and regularly participate in Core PE Lessons.

### **Aims of Course:**

Throughout the year the prime focus of this course will be to develop practical performance.

Practical Performance will be developed using the Cycle of Analysis. Students will investigate elite performance, analyse their performance, develop a training program and evaluate progress. Through both practical and theory lessons three of the following areas of factors that impact on performance will be explored:

- Mental
- Emotional
- Social
- Physical

### **Description of the Course:**

The units that make up the National 5 course are:

1. Performance
2. Portfolio

Students can choose to complete the course through the following activities:

- **Aesthetics Course:** Swimming, Netball, Trampolining, Gymnastics, Dance and Fitness.
- **Games Course:** Volleyball, Football, Badminton, Basketball, and Fitness.

### **Assessment:**

Students will be assessed in all practical activities by their class teacher, and are required to pass a minimum of 2 of these activities.

Final course assessment is by a portfolio and 2 one off practical performances. The portfolio makes up 50% of their overall grade with the 2 one off practical performances making up the remaining 50% (25% each).

<b>Subject:</b>	<b>Physical Education</b>
<b>Level:</b>	<b>Higher</b>

**Entry Requirements:** Students should have prior experience in PE. This should include a National 5 Award in Physical Education.

Students who have no prior experience of PE at National 5 level must be energetic, enthusiastic, and be willing to work to the best of their ability

### **Aims of Course:**

Throughout the year the prime focus of this course will be to develop practical performance.

Practical Performance will be developed using the Cycle of Analysis. Students will investigate elite performance, analyse their performance, develop a programme of work and evaluate progress. Through both practical and theory lessons the following areas of factors that impact on performance will be explored:

- Mental
- Emotional
- Social
- Physical

### **Description of the Course:**

The units that make up the Higher course are:

1. Performance
2. Factors Impacting Performance
3. External Exam

Students can choose to complete the course through the following activities:

- **Aesthetics Course:** Swimming, Netball, Trampolining, Gymnastics, Dance and Fitness.
- **Games Course:** Volleyball, Football, Badminton, Basketball, and Fitness.

### **Assessment:**

Students will be assessed in all practical activities by their class teacher, and are required to pass a minimum of 2 of these activities to achieve the practical mandatory unit of the course.

Units in Factors Impacting on Performance will be assessed throughout the year in the form of a logbook assessed by the class teacher.

Final course assessment is by an external exam and a one off practical performance. The external exam makes up 40% of their overall grade with the one off practical performance making up the remaining 60%. This course or its component units may form part of one or more Scottish Group Awards.

<b>Subject:</b>	<b>Sports and Recreation</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** Students should regularly participate in core PE lessons, be actively involved in sport out with school and have a general interest in the sport and recreation industry.

#### **Aims of Course:**

The course is one of a range of National Courses known as Skills for Work Courses. Students will work under supervision in an appropriate sport and recreation environment, but will be expected to become actively involved with customers and operational staff. Students should be prepared to gain valuable work experience out with of school hours.

#### **Description of the Course:**

This Course has four mandatory Units. These units are:

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

As part of the course all students will complete a compulsory placement in either a local Primary School or Leisure Facility.

#### **Assessment:**

A variety of approaches will be used for gathering evidence, reflecting the variety of learning experiences offered across the course. Approaches will include:

- Observation of practical lessons.
- Presentations
- Lesson Plans
- Extended response questioning
- Interviews
- Multiple choice

#### **Future Progression Routes in Subject:**

The course provides a basis for progression into further education and training/employment in the Sports and Recreation sector. It will enable students to develop the general and practical skills, knowledge and understanding and employability skills and attitudes needed in the sector.

<b>Subject:</b>	<b>Exercise and Fitness Leadership</b>
<b>Level:</b>	<b>SCQF Level 6 (NPA)</b>

**Entry Requirements:**

Students would normally have completed or Physical Education at National 5, National 5 Biology or Higher Physical Education. Where this is not possible students should be actively involved in fitness training out with school and have a strong interest in pursuing further study or employment in the health and fitness industry.

**Aims of Course:**

The National Progression Award (NPA) in Exercise and Fitness Leadership provides an opportunity for students to experience a number of recognised ways of leading others in fitness activities. It allows students to develop their personal leadership qualities, knowledge and skills in fitness programming and basic physiology.

**Description of the Course:**

Students will complete 3 of the following units:

- Circuit Training (Higher)
- Cardiovascular Training (Higher)
- Free Weight Training (Higher)
- Exercise to Music (Higher)

**Assessment:**

Participants should be aware the main method of assessment is the observation of student lead fitness activities. For some units, team work will be involved and all students must play a full part, as it will be individuals work and contribution that will be assessed. A variety of approaches will be used for gathering evidence:

- Observations
- Presentations
- Session Plans
- Extended response questioning

**Future Progression Routes in Subject:**

The award is designed to articulate with current HNC/D Fitness, Health and Exercise and aims to equip candidates with the skills, knowledge and understanding required for progression to further academic and/or professional qualifications in health and fitness.

<b>Subject:</b>	<b>Referee Development Award</b>
<b>Level:</b>	<b>SCQF Level 7 (both units worth 8 SCQF points each)</b>

**Entry Requirements:**

Students would normally have completed Physical Education at National 4/SCQF level 5 or 6. Where this is not possible students should have a general interest in sport with knowledge of the rules and procedures in football through participation or observations.

**Aims of Course:**

The Referee Development Award provides an opportunity for students to develop their understanding of Scottish FA : Laws of the Game and Scottish FA Practical Refereeing. It allows students to develop their personal leadership qualities, knowledge and skills in football.

**Description of the Course:**

Students will complete 3 of the following units:

- Circuit Training (Higher)
- Cardiovascular Training (Higher)
- Free Weight Training (Higher)
- Exercise to Music (Higher)

**Assessment:**

Participants should be aware that assessment will take place in both theoretical and practical contexts.

Scottish FA: Laws of the Game

Formal closed book assessment – sat online

Students must demonstrate the capacity to effectively implement their knowledge of the laws of the game to a range of situations.

Scottish FA: Practical Refereeing

- Formal Controls and Procedures,
- Produce misconduct and match reports in both formal letter and pro forma style
- Fitness
- Referee a Football match

**Future Progression Routes in Subject:**

This award provides students with 1 year's membership with their local refereeing association, this gives them the opportunity to attend training and mix with elite referees in Scotland. The award enables students to referee at grass roots level football, which allows them to earn money based on the games that they referee in the wider community. Having this understanding of the game is beneficial when pursuing further awards in football such as coaching as they will have a greater understanding of the game they are about to coach.



<b>Subject:</b>	<b>Hospitality: Practical Cookery</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** A strong interest in the subject and willingness to commit to the course and work hard.

#### **Aims of Course:**

The course is mostly practical based, developing a range of cookery and food preparation techniques, planning, organisational and time management skills in hospitality related contexts. The course is made up of three mandatory units, plus an added value unit, in which students follow safe and hygienic practices at all times.

#### **Description of the Course:**

The course is made up of three units (*plus the Added Value Unit*):

- **Cookery Skills, Techniques and Processes:** This unit aims to develop students' cookery skills, food preparation techniques, and their ability to follow cookery processes to produce dishes with minimal help.
- **Understanding and Using Ingredients:** This unit aims to develop the students' knowledge and understanding of ingredients from a variety of sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice. Students will develop the ability to select and use appropriate ingredients with minimal guidance.
- **Organisational Skills for Cooking:** This unit aims to develop students' organisational and time management skills. Students will acquire the ability to follow recipes and time plans to produce dishes, with minimal guidance. Students will follow safe and hygienic practices at all times.

#### **Assessment:**

Students will be internally assessed by a practical activity drawing on the knowledge, understanding and skills developed across the course. To gain the course award, students must pass all units, including the added value unit. The assessment of the units will be as follows:

- **Cookery Skills, Techniques and Processes:** Students will be required to provide evidence of their Cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes.
- **Understanding and Using Ingredients:** Students will be required to provide evidence of their ability to apply their understanding of a range of ingredients, Select appropriate ingredients and use them in the preparation of dishes.
- **Organisational Skills for Cooking:** Students will follow recipes and implement a time plan to produce dishes and carry out an evaluation of the dishes.

For the Course assessment, students will prepare and cook a two-course meal for a given number of people within a given timescale and present it appropriately.

#### **Future Progression Routes in Subject:**

The course or units provides progression to SCQF level 5 Hospitality courses at West Lothian College.

<b>Subject:</b>	<b>Hospitality: Practical Cookery</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** National 4 Hospitality: Practical Cookery

**Aims of Course:**

The course is mostly practical based, developing a range of cookery and food preparation techniques, planning, organisational and time management skills in hospitality related contexts. The course is made up of three mandatory units, plus an added value unit, in which students follow safe and hygienic practices at all times. At N5 level, a question paper is also included.

**Description of the Course:**

The course is made up of 3 units plus a final practical exam.

- **Cookery Skills, Techniques and Processes:** This unit aims to enhance students' cookery skills, food preparation techniques, and their ability to follow cookery processes in the context to produce dishes.
- **Understanding and Using Ingredients:** This unit aims to enhance the students' knowledge and understanding of ingredients from a variety of sustainability, the responsible sourcing of ingredients and of current dietary advice. Students will further develop the ability to select and use appropriate ingredients in the preparation of dishes
- **Organisational Skills for Cooking:** This unit aims to extend students' planning, organisational and time management skills. Students will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and carry out an evaluation of the product.

**Assessment:**

Students will be internally assessed by a practical activity drawing on the knowledge, understanding and skills developed across the course. The assessment of the units will be as follows:

- **Cookery Skills, Techniques and Processes:** Students will be required to demonstrate cookery skills, food preparation techniques and ability to follow cookery processes in the preparation of dishes
- **Understanding and Using Ingredients:** Students will be required to provide evidence of their ability to apply their understanding of a range of ingredients and use appropriately in the preparation of dishes
- **Organisational Skills for Cooking:** Students will plan a two-course meal, follow recipes and implement a time plan to produce a two course meal and carry out an evaluation of the meal

For the Course assessment, students will prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately. There is also a one hour written exam assessed by the SQA.

**Future Progression Routes in Subject:**

The course or units provides progression to Hospitality and Tourism Academy – HNC Hospitality as part of the Queen Margaret University Academies programme

<b>Subject:</b>	<b>Hospitality: Practical Cake Craft</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** Strong interest in the subject and willingness to commit to the course and work hard.

#### **Aims of Course:**

This course offers introductory skills for cake baking and finishing skills techniques with a strong emphasis on creativity and professionalism to a high standard of finished products. Assessments are in the form of a fully decorated celebration cake for both the prelim and final assignments, and there is a written question paper to test theoretical knowledge of baking and decoration skills. This course serves as an excellent follow-on to the Hospitality Practical Cookery course at N4/5 or as a stand-alone qualification for creative students who wish to demonstrate their flair for design.

#### **Description of the Course:**

This course develops a range of cake–baking and cake–finishing skills and is made up of two mandatory units:

- **Cake Baking** – This unit enables students to develop the ability to bake a range of cakes and other baked items safely and hygienically; demonstrating specialist skills, techniques and processes.
- **Cake Finishing** – This unit enables students to develop the ability to finish a range cakes and other baked items safely and hygienically. In the finishing processes students will apply specialist skills and creative techniques including colouring, crimping, embossing, modelling, and piping.

#### **Assessment:**

To gain the award of the course, students must pass both Units as well as the course assessment. In both units students will have demonstrate that they can work safely and hygienically. The assessment of the units in this course will be as follows:

- **Cake Baking:** Students will be required to provide evidence of their ability to produce a range of cakes and other baked items
- **Cake Finishing:** Students will be required to provide evidence of their ability to creatively apply finishing techniques to a range of cakes and other baked items

#### **Course Assessment**

Students will be internally assessed by a practical activity drawing on the knowledge, understanding and skills developed across the course. The activity will require students to demonstrate their knowledge and understanding related to cake baking and cake finishing and apply their skills in the production of cakes or other baked items. There is also a one hour written exam assessed externally by the SQA.

#### **Future Progression Routes in Subject:**

The course or units provides progression to Hospitality Courses or Units at SCQF level 6 at college

# Skills for Life, Learning for Work

## Courses included in this section

- **Beauty**
- **Hairdressing**
- **Early Education and Childcare**
- **Retail**

## Career Pathways

Following on from completing this course students can progress into careers or training for positions like:

**Beauty:** Trainee positions in the Make-up Industry, Make-up Artist, Working with Cosmetics, Beauty Consultant or Image Consultant

**Hairdressing:** Trainee positions in a Hairdressing salon

**Early Education and Childcare:** Nursery Assistant, Nanny/Child Minder, Play worker/Play Assistant, Nursery Nurse, Nursery Teacher

**Leadership:** Students who undertake this Award could expect increased employment opportunities following on from the transferable skills and knowledge developed within this Award. This qualification provides progression routes to further education, training or employment.

**Personal Development:** Can lead on to further study at College or University and will provide the skills required for employment in any position.

**Retail:** Sales Assistant within the Retail Industry, Retail Buyer, Retail Manager, Marketing, Human Resource Management

<b>Subject:</b>	<b>Beauty Skills</b>
<b>Level:</b>	<b>SCQF Level 4 (National Progression Award)</b>

**Entry Requirements:** By interview. A strong interest in Beauty and a willingness to participate in all areas of the course is vital.

#### **Aims of Course:**

This qualification introduces students to aspects of make-up skills in the Beauty industry which with further training could lead to a range of employment opportunities. Students will develop knowledge, skills and techniques in cosmetology

It is expected that successful completion of this NPA may lead to employment in a trainee position in the Beauty industry. This is obviously not an award which is expected to take the student directly into full time employment as a fully qualified beauty therapist.

#### **Description of the Course:**

The Course is delivered in a hairdressing salon environment within the school with professional Hairdressers delivering the content. Links with local employers, and visits to real, commercial salons also support students learning as does the experience of visiting speakers.

This course consists of three mandatory Units. These are:

- Beauty Skills – an Introduction
- Make up Artistry – Practical Skills
- Creative Nail Finishes to Hand and Foot

#### **Assessment:**

Assessment in this Course is made up of both open book written assignments and practical performance supported by assessor. It will also be supported by a range of practical activities carried out in a salon environment.

#### **Future Progression Routes in Subject:**

This qualification provides clear progression routes to SVQ Level 2 Beauty and/or SCQF Level 5 at college and Scottish Vocational Qualifications (SVQs) in Beauty or training /employment.

<b>Subject:</b>	<b>Hairdressing</b>
<b>Level:</b>	<b>SCQF level 4/SCQF level 5</b>

**Entry Requirements:** By interview. A strong interest in Hairdressing and a willingness to participate in all areas of the course is vital.

**Aims of Course:**

The course provides a broad introduction to Hairdressing. The focus is on experiencing the salon environment and the development of vocational skills, knowledge and understanding. Practical experience of general salon duties, reception skills, communication and customer care is included. Specific skills in shampooing, conditioning, basic scalp massage, drying hair and colouring hair are developed. Current fashion trends are identified from a variety of sources, with candidates having the opportunity to experiment to produce an image which reflects these trends. Emphasis throughout the course is on employability skills and attitudes which will help to prepare candidates for the workplace.

**Description of the Course:**

The Course is delivered in a hairdressing salon environment within the school with professional Hairdressers delivering the content. Links with local employers, and visits to real, commercial salons also support students learning as does the experience of visiting speakers.

This course consists of four units. These are:

- Working in a Salon environment
- Salon Skills
- Introduction to colour
- Creative trends

**Assessment:**

Assessment in this Course is based on a range of practical activities carried out in a salon environment. Performance evidence will be supported by teacher observation checklists and client record cards. Students will also complete reviews of their employability skills and gather specified information in a folio.

**Future Progression Routes in Subject:**

This qualification provides clear progression routes to Scottish Vocational Qualifications (SVQs) in Hairdressing or training/employment

<b>Subject:</b>	<b>Early Education and Childcare</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** By interview.

**Aims of Course:**

This Course is designed as an introduction to Early Education and Childcare at National 5 and gives students an understanding of the demands and responsibilities of working in the sector. This course will develop a wide range of skills including research skills, the ability to evaluate their planning and preparation of play experiences and the ability to set realistic and achievable goals for personal development.

**Description of the Course:**

The Course will be delivered within the school and students will have opportunities to practice their skills by running crèches and childcare facilities at various school events.

Students will study three compulsory Units:

- Child Development and Health
- Play in Early Education and Childcare
- Working in Early Education and Childcare

Students also study the optional Unit:

- First Aid

Students studying this course will be expected to help at crèches at Parents' Nights in the school as part of their course.

**Assessment:**

Although there is no final examination, students are assessed by end of Unit tests and the completion of a folio which demonstrates student's knowledge and understanding in each of the four Units.

**Future Progression Routes in Subject:**

This qualification provides progression to Scottish Vocational Qualifications (SVQs) in Early Education and Childcare or training /employment.

<b>Subject:</b>	<b>Retail</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** By interview.

**Aims of the Course:**

This industry recognised course has been designed to provide an introductory qualification in retail which reflects employability skills identified as being important by many employers, including those within the retail sector. This course provides opportunities for students to develop general and practical skills as well as knowledge and understanding of the key aspects of retailing through providing a broad experiential introduction to the retail sector.

**Description of the Course:**

The Course will be delivered within the school. Links with local employers will allow the work experience element to be completed, and visits to retail outlets will also support students learning as does the experience of visiting speakers.

This course consists of four Units. These are:

- Working in Retail
- Storing, Replenishing and Displaying stock
- Satisfying Customer Needs

Planning and Implementing an Event

**Assessment:**

Assessment in this course will be based on both performance evidence through students performing a range of practical activities, supported by assessors observation checklists and written and/or oral evidence through candidates folio evidence, case study scenarios and question and answer. Students will also carry out self review and evaluation of their progress in employability skills.

**Future Progression Routes in Subject:**

This course provides progression to Modern Apprenticeship in retail, Scottish Vocational Qualifications in Retail at SCQF level 6 or suitable training/employment.



## Courses included in this section

- **Computing Science**
- **Design and Manufacture**
- **Graphic Communication**
- **Practical Metalworking**
- **Practical Woodworking**

## Career Pathways

### Computing Science

Programmer or Software developer, Hardware, 3D Animation or Graphic design, Webmaster or Web Designer, Database Designer/Database Administrator, Networking or System Administrator, Quality Assurance (QA), System analyst or Tester, Computer Maintenance and IT Support (Help Desk), Security expert/Ethical Hacking. Understanding computational processes and thinking is also vital to many other fields including science, economics, business and industry.

### Design and Manufacture

The course also provides a foundation for those considering further study, or a career, in Design including architecture, interior, product, packaging, exhibition, furniture and product design, manufacturing, engineering, science, marketing, management or the construction industry.

### Graphic Communication

Apprenticeships in graphic design, printing and any job requiring graphics skills, graphic artist, designer from clothes to cars to aircraft, architect, web designer etc

### Practical Metalwork

The course provides a foundation for those considering an apprenticeship in any area within the construction industry, including construction, engineering, plumbing, painting, gas fitting, electrician etc.

### Practical Woodwork

The course provides a foundation for those considering an apprenticeship in any area within the construction industry, including joinery, cabinet making, kitchen fitting or any other job requiring practical hand and machine skills.

<b>Subject:</b>	<b>Computing Science</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** National 3 in Computing Science

#### **Aims of Course:**

The Course aims to enable students to:

- Create short computer programs, games and apps
- Develop an understanding of how design and logic are used in program development
- Design and create a simple information system such as a database or website
- Consider the factors used in designing and creating an information system
- Produce short reports on software and information systems emerging technologies

#### **Description of the Course:**

The course is delivered in two units:

##### **Software Development Unit**

Students will learn develop and create a range of programs for a variety of applications using Scratch and Javascript. The students will learn the process of developing, creating, testing and evaluating to ensure the program is well produced.

##### **Information Systems Unit**

Students will develop solutions using a variety of software e.g. databases, spreadsheets, word processing, desk top publishing, photo editing and web design. Students will develop knowledge of current and emerging hardware technology and software technology.

The skills learned in the above units will be demonstrated in a contextual project.

#### **Assessment:**

This course and all coursework will be internally assessed with external Verification. To achieve National 4 Computing Science, students must pass all of the units in the course, including the Added Value Unit.

National 4 Courses are not graded; they will be assessed on a pass/fail basis.

<b>Subject:</b>	<b>Computing Science</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** Pass at N4 Computing Science. Anyone wanting to take Computing Science for the first time should have successfully completed National 4 in Maths or Physics.

**Aims of Course:**

- Develop knowledge and understanding of key facts and ideas in computing and information science
- Develop aspects of computational thinking in a range of contexts
- Apply analysis, design, modelling and evaluation to a range of problems
- Communicate clearly and concisely using appropriate terminology
- Develop an understanding of the impact of Computing Science

**Description of the Course:**

The course has four areas of study:

- **Software design and development**
- **Computer systems**
- **Database design and development**
- **Web design and development**

The National 5 Computing Science course supports students in developing knowledge, understanding and practical problem-solving skills in the design and development of software, databases and websites. This is done through a range of practical and investigative tasks. This develops their programming and computational-thinking skills by implementing practical solutions. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

Students will also develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

**Assessment:**

The question paper has 110 marks, 69% of the overall marks for the course (160 marks). In addition to the question paper students will undertake a practical assignment which is externally marked, worth 50 marks (31%) of their final grade.

<b>Subject:</b>	<b>Design and Manufacture</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** **Students who** have a good knowledge of and interest in the subject. You should also have good IT, design, and manufacturing skills, especially measuring.

**Aims of the Course:**

The course provides a broad practical introduction to design, and materials and manufacturing processes. The aims of the course are to enable students to develop:

- Skills in the design and manufacturing of models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society

**Description of the Course:**

Design is the foundation of this course, accompanied by a number of manufacturing tasks.

**Design and Manufacture: Design**

This unit covers the product design process from brief to resolved design proposals, including a specification. Students will also gain knowledge of design and manufacturing technologies and how these impact on our environment and society.

**Design and Manufacture: Materials and Manufacturing**

This unit covers the product design process from design proposals to prototype and product. It also allows students to 'close the design loop' by manufacturing their design ideas and to develop practical skills that are invaluable in the design/make/test process.

**Added Value Unit: Design and Manufacture Assignment**

In this unit, students will draw on their range of design knowledge and skills, knowledge of materials and manufacturing and apply their practical skills, in order to produce an effective overall response to a brief. The brief will relate to a straightforward product design scenario and the response will include a folio and a model or completed product. The brief will be sufficiently open and flexible to allow for personalisation and choice.

**Assessment:**

This course and all coursework will be internally assessed with external Verification. To achieve the National 4 Design and Manufacture Course, students must complete all of the units listed above, including the Added Value Unit.

National 4 Courses are achieved by students gaining the required pass mark within the SQA marking guidelines for assessments.

<b>Subject:</b>	<b>Design and Manufacture</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** National 4 Design and Manufacture or be sitting National 5 Maths or National 5 English.

You must also have very good IT, design, measuring and manufacturing skills.

**Aims of Course:**

The course provides a broad practical introduction to design, and materials and manufacturing processes. The aims of the course are to enable students to develop:

- Skills in the design and manufacturing of models, prototypes and products
- Knowledge and understanding of manufacturing processes and materials
- An understanding of the impact of design and manufacturing technologies on our environment and society

**Description of the Course:**

Design is the foundation of this course, accompanied by a number of manufacturing tasks.

The course comprises two areas of study;

**Design**

You will study the design process from brief to design proposal. This helps you develop skills in initiating, developing, articulating, and communicating design proposals. You will gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an ongoing basis. You will also develop an understanding of the factors that influence the design of products.

**Manufacture**

You will study the manufacture of prototypes and products. This helps you develop practical skills in the design/make/test process. You will gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques, allowing you to evaluate and refine design and manufacturing solutions. You will also gain an understanding of commercial manufacture.

The course provides a foundation for those considering further study, or a career, in design – including architecture, interior, product, packaging, exhibition, furniture and product design, manufacturing, engineering, science, marketing, customer service, management, education or the construction industry.

**Assessment:**

The course will be assessed through a combination of an assignment and a question paper. The design section of the assessment and the question paper will be externally marked by SQA and the manufacturing part of the assignment will be internally marked and externally verified by SQA.

<b>Subject:</b>	<b>Graphic Communication</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** National 4 Graphic Communication and National 4 Maths.  
Students must also have very good IT, design and measuring skills.

**Aims of the Course:**

The course is practical, exploratory and experimental in nature and combines elements of recognised professional standards for graphic communication, partnered with graphic design creativity and visual impact. The aims of the course are to enable students to develop:

- Skills in reading, interpreting, and creating graphic communications
- The ability to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions.
- An understanding of the impact of graphic communication technologies on our environment and society.
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**Description of the Course:**

The course develops skills in two main areas. Students will apply these skills to produce graphics that provide relevant visual impact and graphics that transmit information.

**2D Graphic Communication**

Students develop creativity and skills within a 2D graphic communication context. It allows students to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts and allows students to develop their skills in some less familiar or new contexts. Students will also develop 2D graphic special awareness.

**3D and Pictorial Graphic Communication**

Students develop creativity and skills within a 3D and pictorial graphic communication context. It allows students to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts as well as in some less familiar or new contexts. Students will also develop 3D graphic spatial awareness.

The course is a broad-based qualification, suitable for learners with an interest in both digital and paper-based graphic communication. It is largely learner-centred, includes practical and experimental learning opportunities.

**Assessment:**

You must complete an assignment, and the external exam to achieve a course award.

The course will be assessed through a combination of an assignment and a question paper. The assignment will be externally marked by SQA.

<b>Subject:</b>	<b>Practical Metalworking</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:** Working confidently at Nat 3 in Practical Craft Skills and Maths or have a good knowledge of and interest in the subject.

Students must also have very good measuring and manufacturing skills.

There is a £5 materials charge, which must be paid by September, to take part in this course.

#### **Aims of the Course:**

The course provides a broad practical introduction to design, and materials and manufacturing processes. The aims of the Course are to enable students to develop:

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

#### **Description of the Course:**

The Course is workshop-based and students will be expected to make a small contribution towards material costs. This course is made up of four Units including an added value unit:

##### **Practical Metalworking: Bench Skills**

This unit helps Students develop a range of metalworking hand tool skills including simple bench-fitting work, basic sheet-metal work, simple measuring and marking out work and the ability to read and interpret simple drawings and diagrams.

##### **Practical Metalworking: Machine Processes**

This unit helps Students build measuring and marking out skills and to develop skills in using common metalwork machines, equipment and related processes.

##### **Practical Metalworking: Fabrication and Thermal Joining**

This unit helps Students develop skills in fabrication, forming, joining of simple metalwork components, develop skills in thermal joining techniques and also build skills in measuring and marking out.

##### **Added Value Unit: Making a Finished Product from Metal**

Requires students to draw on and extend their range of practical metalworking experiences and skills to produce an effective response to the task. The practical activity will be sufficiently open and flexible to allow for personalisation and choice.

#### **Assessment:**

This course and all coursework will be internally assessed with external Verification. To achieve the National 4 Practical Metalworking course students must pass all of the units listed above, including the Added Value Unit. National 4 Courses are not graded; they will be assessed on a pass/fail basis.

<b>Subject:</b>	<b>Practical Metalworking</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** Working confidently at National 4 in Practical Craft Skills and Maths or who have a very good knowledge of and interest in the subject .

Students must also have excellent measuring and manufacturing skills

#### **Aims of the Course:**

The course provides opportunities for students to gain a range of theoretical and practical metalworking skills relating to tools, equipment, processes and materials. The aims of the course are to enable students to develop:

- Skills in metalworking techniques
- measuring and marking out metal sections and sheet materials
- Safe working practices in workshop environments
- Practical creativity and problem-solving skills
- sustainability issues in a practical metalworking context

#### **Description of the Course:**

The Course develops in three main areas. All areas include skills and associated knowledge in measuring, marking out, cutting and joining techniques. The areas are:

##### **Practical Metalworking: Bench Skills**

You will develop skills, knowledge and understanding in the use of metalworking hand tools, bench-fitting work, routine sheet-metal work, measuring and marking out, involving complex features. Students will learn to read and interpret metalwork drawings / diagrams and depicting both familiar and unfamiliar metalwork tasks.

##### **Practical Metalworking: Machine Processes**

Students will develop skills, knowledge and understanding in the use of metalworking machines, equipment, related processes, materials, measuring and marking out, involving complex features.

##### **Practical Metalworking: Fabrication and Thermal Joining**

Students will develop skills, knowledge and understanding in fabrication, forming and joining of metalwork components with some complex features. Students will develop skills in thermal joining technique and build skills in measuring and marking out.

**Assessment:** Students must pass the course assessment, which will be assessed through a practical activity and the exam which will be externally assessed by SQA.

##### **Practical Activity:**

This activity will be to manufacture a product from metal and complete a log book. This log book will be provided as part of the assessment task. The practical activity is worth 70 marks, 30% of the overall mark, (130 marks). The task is set each year by SQA, internally marked and quality assured by SQA.

##### **Question Paper:**

Requires depth of understanding and application of knowledge from the course. This is worth 60 out of the 130 marks for the course award.



<b>Subject:</b>	<b>Practical Woodwork</b>
<b>Level:</b>	<b>National 4</b>

**Entry Requirements:**

Working confidently at National 3 in Practical Craft Skills and Maths or have a good knowledge of and interest in the subject.

Students must also have very good measuring and manufacturing skills.

There is a £5 materials charge, which must be paid by September, to take part in this course.

**Aims of the Course:**

The course provides a broad practical introduction to design, and materials and manufacturing processes. The aims of the course are to enable students to develop:

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

**Description of the Course:**

The Course is workshop-based and students will be expected to make a small contribution towards material costs. All Units include skills in measuring, marking out, cutting and jointing techniques. This course is made up of four Units including an added value unit:

**Practical Woodworking: Flat-frame Construction**

This unit helps Students develop skills in the use of woodworking tools and in the preparation and production of basic flat-frame woodworking joints and assemblies and Students will learn to read and follow simple woodworking drawings or diagrams.

**Practical Woodworking: Carcase Construction**

This unit helps Students develop skills in the preparation and production of basic woodworking joints and assemblies suitable for use in carcase construction. This includes the use of simple working drawings or diagrams and may include working with manufactured board or with frames and panels.

**Practical Woodworking: Machining and Finishing**

This unit helps Students develop skills in using common machine and power tools. It also helps Students develop skills in a variety of simple woodworking surface preparations and finishing techniques.

**Added Value Unit: Making a Finished Product from Wood**

Requires Students to produce an effective overall response to a task and will be sufficiently open and flexible to allow for personalisation and choice.

**Assessment:**

This course and all coursework will be internally assessed with external Verification. To achieve the National 4 Practical Woodworking course students must pass all of the units listed above, including the Added Value Unit. National 4 Courses are not graded; they will be assessed on a pass/fail basis.

<b>Subject:</b>	<b>Practical Woodworking</b>
<b>Level:</b>	<b>National 5</b>

**Entry Requirements:** National 4 course award in Practical Woodworking or be sitting National 5 Maths or above.

Students must also have excellent measuring and manufacturing skills.

#### **Aims of the Course:**

The course is practical, exploratory and experiential in nature. It allows you to engage with technologies, allowing you to consider the impact that practical technologies have on our environment and society.

Through this, you will develop skills, knowledge and understanding of:

- woodworking techniques
- measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical woodworking context
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#### **Description of the Course:**

This course develops skills in three main areas. All areas include skills and associated knowledge in measuring, marking out, cutting and jointing techniques. The areas are:

##### **Flat-frame construction**

You will develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features. You will develop your ability to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

##### **Carcase construction**

You develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcase construction, involving complex features. This may include working with manufactured board or with frames and panels. You will use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation on their part.

##### **Machining and finishing**

You will develop skills, knowledge and understanding in using machine and power tools. You will also develop skills in a variety of woodworking surface preparations and finishing techniques.

#### **Assessment:**

To gain the award of the course, you must pass the course assessment, which will be assessed through a practical activity, and the exam which will be externally assessed by SQA.

