

# BOROUGHMUIR HIGH SCHOOL



**INFORMATION ON S5 AND S6 COURSES  
FOR PERSONALISATION & CHOICE IN THE SENIOR  
SCHOOL**

**SESSION 2024-25**

Dear Parent/Carer/Pupil

S5/6 is about preparing for the next stage in your education and making you an attractive candidate for employment, training or further study. You need to remember you have a range of options and school is only one of them. The information in this booklet is designed to assist in the choice of an appropriate course for all pupils in S5/S6 in Boroughmuir High School.

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

If you need advice, speak to plenty of people including your parents/carers, family and friends, teachers, careers adviser etc. It is important you make informed decisions. Sometimes the information you get from one person will conflict with someone else's comments. That is okay, just look into things a little more to help make your mind up about the best path for you. Research is the key!

Remember you can use the My World of Work (MWOW) website to learn more about yourself, including where your strengths lie. You will get suggestions to help you explore your options, from school subjects through to changes in your career. You can search for courses, and get advice on UCAS and college applications. There is information on qualifications, volunteering, and funding – including SDS Individual Training Accounts. You can also use it to find job or Modern Apprenticeship vacancies. Then use the tips and tools for CVs, application forms and interviews to help you get it. Sign up for MWOW at <https://www.myworldofwork.co.uk/>

Our Careers Coach, Ms Davidson, is in school on a regular basis to provide careers information and advice.

She can help students to:

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

Students can request an interview through their guidance teacher to discuss their ideas and plans in detail.

**Please note:**

- The information contained in this booklet is accurate at the time of printing and is subject to change. Any subsequent changes will be announced to all pupils.
- Courses which fail to achieve a viable number of pupils are subject to cancellation. In all cases parents and pupils will be informed and alternatives discussed. Higher classes must have a minimum of 15 pupils. Advanced Higher classes must have a minimum of 10 pupils.
- The City of Edinburgh Council are currently reviewing the provision of Advanced Higher courses in schools and are likely to move to consortia arrangements where different schools offer different Advanced Highers. While this may result in not all Advanced Higher courses being offered at Boroughmuir, courses may be available at other schools/centres. Consortia arrangements may involve remote learning,
- Pupils opting for a course provided by Edinburgh College should **ensure they have selected a back-up option in school**. Pupils can discuss with the Year Head where provision occurs across the city if some subjects are not offered at Boroughmuir. However, travel costs may have to be paid by the pupil as the school is not given a travel budget. Please note that until we have confirmation of college courses running pupils will be allocated their in-school option.

D Hayes  
C Paterson

Depute Headteacher S5  
Depute Head Teacher S6



**BOROUGHMUIR HIGH SCHOOL**  
**FIFTH & SIXTH YEAR COURSES SESSION 2024 – 2025**



SECTION	COURSE
INTRODUCTION	<a href="#">Post School Pathways</a> <a href="#">Mythbusters</a> <a href="#">University Entrance / College / Modern Apprenticeships</a> <a href="#">LEAPS Transition Course</a> <a href="#">Entry into S5</a> <a href="#">Entry into S6</a> <a href="#">Personal &amp; Social Education in S5 and S6</a>
SECTION 1 SCQF LEVEL 5 COURSES	<a href="#">Applications of Mathematics National 4</a> <a href="#">Applications of Mathematics National 5</a> <a href="#">Art &amp; Design</a> <a href="#">Biology</a> <a href="#">Business Management</a> <a href="#">Computing Science</a> <a href="#">Computer Games Development</a> <a href="#">Digital media</a> <a href="#">English</a> <a href="#">Health &amp; Food Technology</a> <a href="#">Hospitality – Skills for work</a> <a href="#">Mathematics</a> <a href="#">Media Studies</a> <a href="#">Modern Languages - Spanish</a> <a href="#">Photography</a> <a href="#">NPA Furniture Making</a> <a href="#">Sport &amp; Exercise Leadership</a>
SECTION 2 SCQF LEVEL 6 COURSES	<a href="#">Applications of Mathematics</a> <a href="#">Art &amp; Design</a> <a href="#">Biology</a> <a href="#">Business Management</a> <a href="#">Chemistry</a> <a href="#">Computer Games Development</a> <a href="#">Computing Science</a> <a href="#">Data Science</a> <a href="#">Design &amp; Manufacture</a> <a href="#">Digital media</a> <a href="#">Drama</a> <a href="#">Economics</a> <a href="#">Engineering Science</a> <a href="#">English</a> <a href="#">Film and Media</a> <a href="#">Geography</a> <a href="#">Graphic Communication</a> <a href="#">Health &amp; Food Technology</a> <a href="#">History</a> <a href="#">Human Biology</a> <a href="#">Mathematics</a> <a href="#">Media Studies</a> <a href="#">Modern Languages – French/German/Mandarin/Spanish</a>

	<a href="#">Modern Studies</a> <a href="#">Music</a> <a href="#">Philosophy</a> <a href="#">Photography</a> <a href="#">Physical Education</a> <a href="#">Physics</a> <a href="#">Religious, Moral and Philosophical Studies</a>
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<b>SECTION 3 SCQF LEVEL 7 COURSES</b>	<a href="#">Art &amp; Design</a> <a href="#">Biology</a> <a href="#">Business Management</a> <a href="#">Chemistry</a> <a href="#">Computing</a> <a href="#">Design &amp; Manufacture</a> <a href="#">Drama</a> <a href="#">Engineering Science</a> <a href="#">English</a> <a href="#">Geography</a> <a href="#">Graphic Communication</a> <a href="#">Health &amp; Food Technology</a> <a href="#">History</a> <a href="#">LEAPS Transition Course</a> <a href="#">Mathematics</a> <a href="#">Mathematics of Mechanics</a> <a href="#">Mathematics – Statistics</a> <a href="#">Modern Languages – French/German/Spanish</a> <a href="#">Modern Studies</a> <a href="#">Music</a> <a href="#">Physical Education</a> <a href="#">Physics</a> <a href="#">Religious, Moral and Philosophical Studies</a> <a href="#">Scottish Science Baccalaureate Interdisciplinary Project</a>
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[Course descriptors and Entry requirements for School College Partnership Courses](#)

## What pathways might I choose in S5 and S6?

One of the great advantages of the Scottish system is the flexibility and variety of courses. We encourage students to think about where they want to go next and to choose courses that help them get there.

All Scottish qualifications are given a level which describes the difficulty and amount of study that you have to do to be successful. This means that, for example, an SCQF Level 6 qualification is a similar achievement whether it's a National Progression Award, a Foundation Apprenticeship, or a Higher. <https://scqf.org.uk/support/support-for-individuals/support-for-secondary-school-learners/>

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK (SCQF)											
SCQF LEVEL 1	SCQF LEVEL 2	SCQF LEVEL 3	SCQF LEVEL 4	SCQF LEVEL 5	SCQF LEVEL 6	SCQF LEVEL 7	SCQF LEVEL 8	SCQF LEVEL 9	SCQF LEVEL 10	SCQF LEVEL 11	SCQF LEVEL 12
NATIONAL 1	NATIONAL 2	NATIONAL 3	NATIONAL 4	NATIONAL 5	HIGHER	ADVANCED HIGHER		BACHELORS/ ORDINARY DEGREE	HONOURS DEGREE	MASTERS DEGREE	DOCTORAL DEGREE
AWARDS	AWARDS	AWARDS	AWARDS	AWARDS	AWARDS	AWARDS	AWARDS			POST GRADUATE CERTIFICATE	
		SKILLS FOR WORK	SKILLS FOR WORK	SKILLS FOR WORK	SKILLS FOR WORK	SCOTTISH BACCALAUREATE					
	NATIONAL PROGRESSION AWARDS	NATIONAL PROGRESSION AWARDS	NATIONAL PROGRESSION AWARDS	NATIONAL PROGRESSION AWARDS	NATIONAL PROGRESSION AWARDS						
	NATIONAL CERTIFICATES	NATIONAL CERTIFICATES	NATIONAL CERTIFICATES	NATIONAL CERTIFICATES	NATIONAL CERTIFICATES	HIGHER NATIONAL CERTIFICATES	HIGHER NATIONAL DIPLOMA				
					SCOTTISH VOCATIONAL QUALIFICATIONS 3	SCOTTISH VOCATIONAL QUALIFICATIONS 3	SCOTTISH VOCATIONAL QUALIFICATIONS 4				
			MODERN APPRENTICESHIPS SVQ 1	MODERN APPRENTICESHIPS SVQ 2	MODERN APPRENTICESHIPS SVQ 3	MODERN APPRENTICESHIPS SVQ 3	TECHNICAL APPRENTICESHIPS SVQ 4	TECHNICAL APPRENTICESHIPS SVQ 4	PROFESSIONAL APPRENTICESHIPS	PROFESSIONAL APPRENTICESHIPS SVQ 5	PROFESSIONAL APPRENTICESHIPS
					PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS	PROFESSIONAL DEVELOPMENT AWARDS

There should be a continuum from primary school right through into employment.  
SIR IAN WOOD, 'EDUCATION WORKING FOR ALL'

In partnership with Edinburgh college and our consortium schools we are able to offer a great range of courses at many different levels. Some of the typical 'pathways' that students might take are described below and in this link reproduced from the National Parent Forum of Scotland:: [https://www.sqa.org.uk/files\\_ccc/National\\_Parent\\_forum\\_nutshells\\_pathways.pdf](https://www.sqa.org.uk/files_ccc/National_Parent_forum_nutshells_pathways.pdf)

### Student X: 'Keeping options open'

- S4: Takes a mixture of National 4s and National 5s
- S5: Studies a college course, some Highers and a National 5 in Maths to prepare for...
- S6: a Higher in Maths, two different Highers, and a further college course in Psychology
- After: college HND to prepare for...
- Career or university

### Student Y: 'Focussed outcome'

- S4: Takes National 5s
- S5: Re-takes one National 5 and does Highers
- S6: Advanced Highers, one at a different school, leading to
- University to train for a particular career

### Student Z: 'Taking time to get it right'

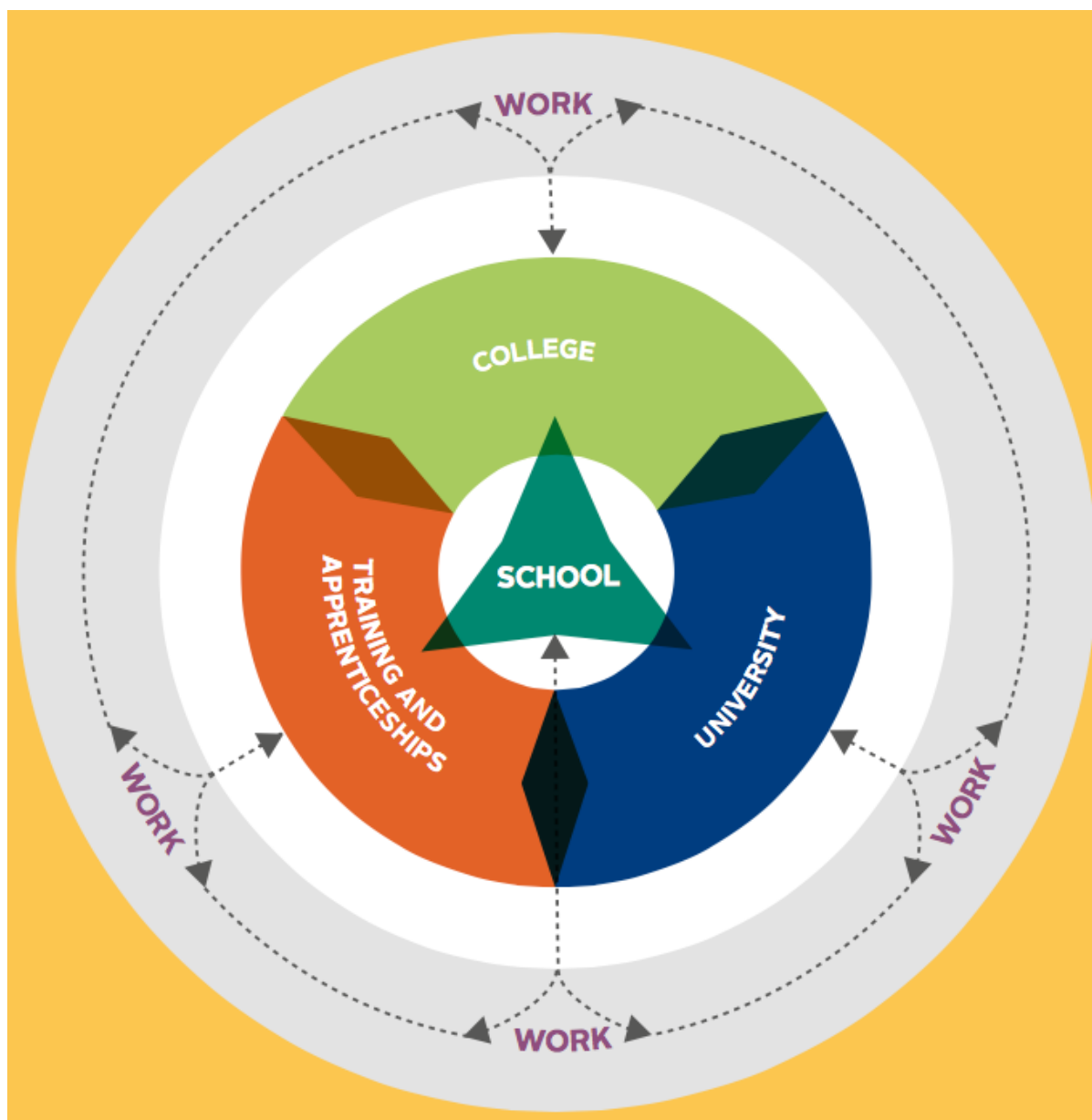
- S4: Aims for National 5s, decides to take some over two years...
- S5: Completes some National 5s, chooses some different ones, progresses to a Higher
- S6: Prefers study in the college environment. Changes direction with a different Higher course, adds an NPA to try out something different leading to...
- Many different options: Modern Apprenticeship, college, university, work...

### COLOUR KEYCODE:

Level 1	Red
Level 2	Orange
Level 3	Yellow
Level 4 National 4	Green
Level 5 National 5 NPA (National Progression Award)	Blue
Level 6 Higher NPA Foundation Apprentice	Purple
Level 7 Advanced Higher College	Pink

## Post School Pathways

The diagram below has been reproduced from the *National Parent Forum Scotland* (NPFS) publication called *Career Education: A World of Possibilities*. The National Parent Forum produces a wide range of documents written in pupil and parent friendly language without jargon. This diagram reminds us that the ultimate goal for our young people is for them to find fulfilment and success in the world of work and that there are many different routes open to young people post school to continue their journeys as learners. There are many ways to enter the workplace, get a good job and have a successful career.



## **Mythbusters!**

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

False!

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

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

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

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

False!

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

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

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

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

False!

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

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

Perhaps.

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

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



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

False!

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

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

Very false!

A foundation apprenticeship (FA) blurs the boundaries between work and school. Successful completion of a foundation apprenticeship can be worth up to 2 Highers. Those who complete the FA also gain invaluable skills developed in a real life work context. They may be called '*Foundation*' but they certainly are not basic.

**Taking an apprenticeship will limit my opportunities**

False!

Apprenticeships can cover a huge range in terms of the demand they place on individuals. A Professional Apprenticeship at SVQ level 5 is equivalent to a Post Graduate Qualification or Masters Degree. You can see the equivalence of different qualifications if at <https://scqf.org.uk/interactive-framework/>

**Employers only value academic qualifications**

False!

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

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

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

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

False!

If you are a '*Christmas Leaver*' (you are 16 after 30 Sept 2024) you must stay on the school roll until December 2024. If you want to leave school before May 2025, we would like to work closely with you to help you reach your goal. There are a number of people we can work with to make you better prepared for a college placement or getting a job. Speak to your Pupil Support Leader for advice, the earlier you do this, the better we can support you.



## UNIVERSITY ENTRANCE

### Scottish Universities

Generally they issue 'unconditional offers' based on Highers achieved in one sitting. A pupil may receive a 'conditional' offer based on additional Highers to be taken in S6. Some Universities will offer a place into the second year of a degree course based on good Advanced Higher results. Some universities use the UCAS tariff system. Please see below.

### English Universities

Most appear to be issuing conditional offers based on three Advanced Higher passes at A grade. All qualifications are part of the SCQF (Scottish Credit Qualifications Framework) as shown below.

### UCAS TARIFF SYSTEM Scottish Qualifications

Grade					
Advanced Higher	Higher	Ungraded Higher	NPA PC Passport	Core Skills	Tariff Points
A					56
B					48
C					40
	A				33
D					32
	B				27
	C				21
			Pass	Pass	21
	D				15
				Higher	6

## COLLEGE

Colleges offer a huge range of courses at a wide range of levels. They offer a range of vocational training and skills development that is not possible in a school. They have very specialised facilities that a school could never offer. The courses on offer are suitable for pupils with a small number of National 3/4 qualifications and those with good higher grades. They may offer qualifications you do not recognise, but these qualifications will be recognised and valued by employers. Colleges work closely with employers and universities to make sure their courses prepare young people well for the workplace or further study. College places can be very competitive with high calibre candidates applying for them. Edinburgh College is currently the biggest provider of students to the universities in Edinburgh.

## MODERN APPRENTICESHIPS

A Modern Apprenticeship is all about learning while you work – and earning at the same time. There are a huge range of apprenticeships available to young people. Apprenticeships do cover the traditional 'trades' but much more besides.

Anyone aged 16 and over can become a Modern Apprentice. From day one you'll:

- Have a real job, with a real employer that earns you real pay
- Gain skills and hands-on experience that employers value
- Work towards an industry-recognised qualification

Across Scotland over 25,000 people every year are taking the opportunity to get the skills and experience that count. There are over 80 types of apprenticeships including creative industries, energy, hospitality and tourism, construction, ICT and digital technologies and financial and business services.

More information can be found through the links below:

<https://www.myworldofwork.co.uk/getting-job/apprenticeships>  
<https://www.npfs.org.uk/downloads/apprenticeships-in-a-nutshell/>  
<http://apprenticeship.scot/>  
<https://www.thegarantee.org/>

Apprenticeships can cover a huge range in terms of the demand they place on individuals. A Professional Apprenticeship at SVQ level 5 is equivalent to a Post Graduate Qualification or Masters Degree. You can see the equivalence of different qualifications overleaf:



## LEAPS Transitions Course

Get the academic edge for university



# LEAPS Transitions Course

[www.leapsonline.org/transitions-course](http://www.leapsonline.org/transitions-course)

### Course Overview

The LEAPS Transitions Course is designed to give students the skills and experience they need to make a positive transition from school to university. Throughout the course, students work with academics and students from other schools on first-year university-level academic skills, developing confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to get the 'uni' experience before starting for real.

### Course Description

The course will be taught via interactive lectures, workshops, tutorial discussion, online participation and independent study. Students will also participate in project work, library research and meetings with tutors and students. Semester one will focus on academic skills and a writing assessment; semester two will have a lecture series and a group poster assessment.

### Entry Requirements

The course is offered to [LEAPS-eligible](#) UCAS applicants and will typically be taken in S6.

We have no formal entry requirements, other than we anticipate students taking the course will be planning to apply to higher education. For example, students will either have Highers/Nat 5s required for university entry, or are taking these in S6.

### Course Level

The course has been credit-rated by the Centre for Open Learning at the University of Edinburgh and is offered as a 20 credit SCQF Level 7 course, which is the same level as Advanced Higher/first-year university-level study.

### Length of Course/Time Commitment

25 Weeks, from September 2024 – March 2025. (Total time commitment approx. 200 hours.)

The time commitment is approximately six hours per week, plus assessment preparation.

### Location of Course

The course will be a blend of remote online sessions and in-person sessions (TBD) on university campuses in Edinburgh. Travel arrangements and costs will be supported by LEAPS.

### Course Structure

The course forms one option on a student's S6 timetable.

Sessions will take place on a Tuesday and a Thursday afternoon from September 2024 until March 2025.

Students must attend these live sessions whether digitally or in person, and their classes will comprise a mix of students from other schools.

### Skills

- **Higher Education Academic Skills** (critical thinking, academic writing, academic resources, discussion & presentation skills, academic posters, evidence including referencing and plagiarism, feedback)
- **Independent Learning** (self-directed study, time management, problem solving)
- **Digital Literacy** (virtual learning environments, online academic library collections)

### Coursework (homework)

Weekly coursework (independent study) will be allocated to students. This includes weekly preparation for tutorials.

### Assessment

There are two formal (graded) assessments and additional informal (formative) assessments;

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

**University Admissions**

University admissions officers may take the course into consideration when deciding if they will offer a student a place, as by taking the course students are demonstrating that they are committed to preparing for university-level study. Conversations with individual universities about how they will specifically consider the course are ongoing.

**Possible Progression**

Students who take this course are likely to be aiming for university, either directly after school or via college.

**Useful Links:**

A video overview of the course can be found at: [www.leapsonline.org/transitions-course](http://www.leapsonline.org/transitions-course)

[We will update this web page with more detailed information about the course as and when it is available.](#)

**Queries**

If you have any queries, please contact us at [leaps@ed.ac.uk](mailto:leaps@ed.ac.uk)

## S5 INFORMATION

The majority of pupils returning to S5 should be committed to following a FULL timetable of 28 periods per week. In some **exceptional circumstances** a pupil will do fewer.

Pupils who will not be 16 before the end of September **must either** return to school **or** investigate college courses which run from August-December. Guidance staff will help complete application forms.

### Course Choice Guidance for S4 Pupils

Progresses to

National 4 Pass → National 5 Courses or NPA

National 5 A, B or C\* Pass → Higher or NPA Courses

**Subject Curriculum Leaders have provided proposed levels of study for pupils who may wish to continue studying the subject in S5 or S6 based on S4 performance.**

Pupils must look carefully at the workload across their proposed 5 subjects before making their choice. The pace of learning and volume of assessment increases from their National course and many pupils find the demands of 4 or 5 Highers too great.

All pupils in general should try to avoid taking a subject at Higher level which they have not studied at National 5.

Once the SQA results are published in August re-coursing will take place with the Pupil Support Leaders and Mr Hyes for S5 or Ms Paterson for S6.

\*A 'C' pass at National 5 may require negotiation with the subject Curriculum Leader. This is because in some subjects your chances of passing the Higher when you have a N5 'C' are not as good.

### School/College Partnership

Most courses run on a Tuesday and Thursday afternoon in column E.

- **Foundation Apprenticeships** offer 'on the job' training and are offered in a range of careers. Don't be misled by the title 'Foundation', these are great opportunities. They lead to qualifications equivalent to higher and are increasingly recognised by Universities as well as employers. Across Edinburgh, 100% of participants in last year's programme found either employment, training or a College/Uni place. A Foundation Apprenticeship can be great preparation for your next step after school, more information can be found on the Edinburgh College website.

For more details regarding the entry requirements, please see the [back of the booklet](#).

- Other SCP (School College Partnerships courses) are available for the travel column which run on a Tuesday and Thursday afternoon. Please see the back of this booklet.

## ENTRY INTO S6

- Pupils progressing to University should think about studying an Advanced Higher subject in preparation for Year 1 degree level work if they have achieved 4 or 5 very good higher passes.
- Pupils applying to an English University will require at least 2 Advanced Highers
- S6 provision will help pupils who need to improve on their existing Higher qualifications in order to have a realistic chance of gaining entry to University/College/Employment or a Modern Apprenticeship.
- A significant number of S5 pupils will find that employment or full time college courses at Higher National level are more appropriate than returning to S6.
- Pupils returning will be given help and advice on an **appropriate** course. This will be subject to change once their Higher results are available in August.
- Course Choice Guidance for S5 Pupils

### Progresses to

NAT 5 Pass at A, B or C*	→	Higher Course
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Higher Pass at A or B	→	Advanced Higher Course
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Pupils returning for S6 must be capable of following one of the patterns of courses below. Pupils will not do more than 3 subjects unless in exceptional circumstances.

1. 2/3 Advanced Highers if considering an English University
2. 2 Advanced Highers + combination of school based course or Higher/National 5
3. 1 Advanced Higher + combination of Higher/National 5/  
school based subjects
4. 3 courses, combination of Highers/Nat5 + school based subjects

Pupils must continue with their course of study from August through to the examination in May. Pupils will be required to sign a Senior School Agreement when they return in August.

\*Any 'C' pass at National 5 may require negotiation with the Curriculum Leader.

## PERSONAL & SOCIAL EDUCATION IN S5 AND S6

All senior pupils will have a Pupil Support Leader (Guidance Teacher). He/she will have contact with this Guidance Teacher throughout the session. During this time Guidance staff will use the SEEMIS Tracking System to track pupil progress across all subjects and deliver a programme of Personal & Social Education covering Health and Careers issues. S6 pupils will complete appropriate post school applications for University/College or employment etc with the support of their guidance teacher, Careers Adviser and Year Head.

**Department****MATHEMATICS****Course**

Applications of Mathematics

**Level**

National 4

<b>Entry Requirement S4 → S5</b>	National 3 Applications of Mathematics pass <b>and</b> a recommendation from your S4 teacher
<b>Entry Requirement S5 → S6</b>	National 3 Applications of Mathematics pass <b>and</b> a recommendation from your S4 or S5 teacher

<b>Progression Route</b>	<p>Pupils may progress to</p> <ul style="list-style-type: none"> <li>National 5 Applications of Mathematics</li> </ul> <p>National 4 Applications of Mathematics may be sufficient for your next step as it provides progression to further study, employment or training.</p>
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<b>Course Format</b>	<ul style="list-style-type: none"> <li>Managing Finance and Statistics</li> <li>Geometry and Measures</li> <li>Numeracy</li> <li>Added Value Unit assessment</li> </ul>
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**Course Details**

**Managing Finance and Statistics (Nat 4)** covers the use of mathematical ideas and valid strategies applied to managing finance and statistics in real-life contexts. This includes budgeting, organising and presenting data to justify solutions and/or draw conclusions.

**Geometry and Measures (Nat 4)** covers the use of mathematical ideas and valid strategies applied to geometry and measurement in real-life contexts. This includes interpreting and using shape, space and measures to determine and explain solutions.

**Numeracy (Nat 4)** develops learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement, graphical data and probability. Learners will use their solutions to make and justify decisions.

**Added Value Unit: Applications of Mathematics Test (Nat 4)** enables learners to demonstrate breadth, challenge and application of skills developed across the course. There are two question papers and one of the papers is non-calculator.

**Purpose:** The course aims to

- develop the learner's ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work and in a range of real-life situations
- develop the learner's ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, make informed decisions
- communicate mathematical information in a variety of forms

**Course Assessment:** All units are internally assessed.

**Homework:** 2-3 hours per week.

<b>Department</b>
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**MATHEMATICS**

Course

Applications of Mathematics

Level

National 5

<b>Entry Requirement S4 → S5</b>	National 4 Mathematics pass <b>or</b> National 4 Applications of Mathematics pass <b>and</b> a recommendation from your S4 teacher
<b>Entry Requirement S5 → S6</b>	National 4 Mathematics pass <b>or</b> National 4 Applications of Mathematics pass <b>and</b> a recommendation from your S4 or S5 teacher

<b>Progression Route</b>	<p>Pupils may progress to</p> <ul style="list-style-type: none"> <li><b>Higher Applications of Mathematics</b></li> </ul> <p>It is <b>not possible</b> to progress to <b>Higher Mathematics</b> from National 5 Applications of Mathematics.</p> <p>National 5 Applications of Mathematics may be sufficient for your next step. It can serve as an entry requirement to a variety of higher and further education courses.</p>
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<b>Course Format</b>	<ul style="list-style-type: none"> <li>Managing Finance and Statistics</li> <li>Geometry and Measures</li> <li>Numeracy</li> </ul>
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**Course Details**

**Managing Finance and Statistics (Nat 5)** covers the use of mathematical ideas and valid strategies applied to managing finance and statistics in real-life contexts. This includes analysing financial positions, budgeting, organising and presenting data to justify solutions and/or draw conclusions.

**Geometry and Measures (Nat 5)** covers the use of mathematical ideas and valid strategies applied to geometry and measurement in real-life contexts. This includes analysing and using geometry and measures to determine and justify solutions.

**Numeracy (Nat 5)** develops learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement, graphical data and probability. Learners will use their solutions to make and justify decisions.

**Purpose:** The course aims to

- develop the learner's ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work and in a range of real-life situations
- develop the learner's ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, make informed decisions
- communicate mathematical information in a variety of forms

**Course Assessment:** There is an external SQA exam which is graded. There are two question papers requiring candidates to demonstrate breadth, challenge and application in real-life contexts. One of the papers is non-calculator.

**Homework:** 2-3 hours per week.



<b>Department</b>
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**ART & DESIGN**

**Course** Art & Design

**Level** National 5

<b>Entry Requirement S4 → S5</b>	National 4 pass in Art & Design <b>and</b> at the discretion of Curriculum Leader
<b>Entry Requirement S5 → S6</b>	At the discretion of Curriculum Leader

<b>Progression Route</b>	An A pass at National 5 can lead to studying Higher Art & Design or Higher Photography or employment or study within the Creative Industries
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<b>Course Format</b>	<b>Unit 1:</b> Expressive Activity with Art Studies <b>Unit 2:</b> Design Activity with Design Studies
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**Course Details**

The Course has an integrated approach to learning and includes a mix of practical learning and knowledge and understanding of art and design practice.

In the Course learners will draw upon their understanding of the main factors influencing artists' and designers' work and practice. They will experiment with, and use, a range of art and design materials, techniques and/or technology to develop their own creative art and design work. Learners will use problem solving skills and self-reflect on their creative choices and decisions when developing their creative ideas.

**Art and Design: Expressive Activity (National 5)**

This Unit helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce analytical drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology to develop a folio to present to the SQA for assessment.

**Art and Design: Design Activity (National 5)**

In this Unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the main social and cultural influences affecting their work. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats to develop a folio to present to the SQA for assessment.

**Question paper:** Pupils will sit a written exam (1 Hr 30 mins) responding to questions about Expressive and Design artwork.

**Course assessment structure**

Design folio – 100 marks

Expressive folio - 100 marks

Question paper – 50 marks

**Total - 250 marks**

<b>Department</b>
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**ART & DESIGN****Course**

Photography

**Level**

NPA level 4/5

<b>Entry Requirement S4 → S5</b>	This is an introductory course to photography skills. No previous experience required, but an interest in photograph, and good IT skills would be useful.
<b>Entry Requirement S5 → S6</b>	As above

<b>Progression Route</b>	<p><b>NPA Level 4</b> Photography can lead to NPA level 5. <b>Level 5</b> can lead to Higher Photography.</p> <p>Photography skills and knowledge can lead to study of photography at college or University and employment or study in the Creative Industries. Photography skills will benefit future visual presentation tasks and report illustration in all aspects of study and employment.</p>
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<b>Course Format</b>	<p>The course is a practical course in digital photography that works through 4 units :</p> <ul style="list-style-type: none"> <li>• Photographing Place</li> <li>• Photographing People</li> <li>• Working with Photographs</li> <li>• Understanding Photography</li> </ul> <p>Candidates will learn practical photographic skills and how to understand and appreciate photography as a medium. After an introduction, the course is structured round 6 shoots. It is project based and has no examination element. The final outcome will be pass / fail at Level 4 or level 5 – equivalent to National 4 or National 5 depending on the candidate's abilities and skills. The course is developed to be undertaken on an iPad utilising with the new iPad provision rollout at school. 24 SCQF credit points.</p>
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**Course Details**

The Course has an integrated approach to learning. It includes experiential learning activities which are underpinned by knowledge and understanding of photography.

All pupils will follow the same initial course developing technical and creative photographic skills and the final level of presentation – Level 4 or 5 - will be decided towards the end of the course in discussion with teachers and their performance in assessment tasks and tracking reports.

On the Course, learners will use photographic media to produce creative and technically proficient images. Learners will develop and apply practical photography skills, techniques and processes, and use these in creative ways when developing their ideas for photography. Learners will develop their creative problem solving skills as they resolve visual, technical and/or functional problems.

All coursework will be completed on the ipad and pupil work will be held in a folder on their onedrive. Pupils will also make use of school DSLR cameras and, where available, pupils' own cameras.

The **NPA** course is a practical course comprising of 4 separate units. All 4 units together lead to the National Progression Award (NPA).

**Department****BIOLOGY****Course**

Biology

**Level**

N5

<b>Entry Requirement S4 → S5</b>	National 4 pass in Biology
<b>Entry Requirement S5 → S6</b>	National 4 pass in Biology or National 5 pass in Physics or Chemistry Grade A to C

<b>Progression Route</b>	Pupils achieving a grade A or B may progress to Higher Biology or Higher Human Biology in S6. Pupils may find this subject useful if going on to study, nursing, any bioscience, Sport & Exercise, PE, medicine, veterinary medicine, dentistry at college or university.
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<b>Course Format</b>	<p>The Unit titles for the course are:</p> <ul style="list-style-type: none"><li>• Cell Biology – exploring the structures inside cells and the functions they carry out.</li><li>• Multicellular Organisms – an introduction to the structure and function of the nervous, circulatory, reproductive and respiratory systems</li><li>• Life on Earth – An exploration of how living things interact in their ecosystems and how they depend on one another.</li></ul> <p>A more detailed breakdown of the course can be found at:</p> <p><a href="https://www.sqa.org.uk/files_ccc/N5CourseSpecBiology.pdf">https://www.sqa.org.uk/files_ccc/N5CourseSpecBiology.pdf</a></p>
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**Course Details**

Biology, the study of living organisms, plays a crucial role in our everyday existence and is an increasingly important subject in the modern world. Biology affects everyone and aims to find solutions to many of the world's problems. Advances in technologies have made this varied subject more exciting and relevant than ever.

Biology courses encourage the development of skills and resourcefulness, leading to students becoming more confident individuals. Successful learners in biology think creatively, analyse and solve problems. Studying relevant areas of biology such as health, environment and sustainability helps to produce responsible citizens.

National 5 Biology is a challenging course which demands commitment, application and effort.

**Assessment:** Pupils will sit class tests, a prelim and an externally marked exam. There is also an externally marked assignment which accounts for 20% of the course award.

**Homework** Pupils are expected to take responsibility for their learning and look over their work each week. This consolidation work is supported by resources available on the Biology Teams page. Additional Home study exercises take the form of practice questions, assessment revision and creative tasks allowing students to demonstrate understanding of course content.

**Department****BUSINESS EDUCATION****Course**

Business Management

**Level**

National 5

<b>Entry Requirement S4 → S5</b>	National 4 in Business
<b>Entry Requirement S5 → S6</b>	National 4 in Business or National 5 (A-C) in English, Maths and one other Social Subject

<b>Progression Route</b>	Completion of this course could lead to further study in Higher Business Management or provide the skills needed for employment in organisations and business. It could also provide entry requirements for many college courses such as Human Resource Management, Business Studies or Administration at Higher National or SVQ level.
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<b>Course Format</b>	<b>Unit 1:</b> Understanding Business <b>Unit 2:</b> Management of Marketing and Operations <b>Unit 3:</b> Management of People and Finance
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**Course Details****Understanding Business**

Candidates are introduced to the business environment while developing skills, knowledge and understanding of enterprise, and the role of different types of business organisations in society.

They also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

**Management of Marketing and Operations**

Candidates develop skills, knowledge and understanding of the importance to organisations of having effective marketing systems and how to remain competitive. They learn about the processes and procedures used to maintain quality through the effective management of suppliers, inventory, and methods of production in an ethical manner.

**Management of people and finance**

Candidates develop skills, knowledge and understanding of the issues facing organisations when managing people. They learn about the basic theories, concepts and processes relating to financial aspects of business, when preparing and interpreting information to solve financial problems facing organisations.

**Assessment**

Regular mid-unit and end-of-unit tests will be carried out to assess pupil progress. The course award will be assessed by an internal coursework (25%) and an external exam (75%).

**Homework**

Homework will be done on a regular basis with the completion of work from lessons. Pupils will be expected to revise course notes regularly and will have access to online material to help assist them with their homework assignment and revision.

**Department****COMPUTING SCIENCE****Course**

Digital Media Editing

**Level**

National Progression Award Level 5 or Level 6

<b>Entry Requirement S4 □ S5</b>	An interest in Media, Digital Art or a desire to develop practical computer based skills.
<b>Entry Requirement S5 □ S6</b>	An interest in Media, Digital Art or a desire to develop practical computer based skills.

<b>Progression Route</b>	Pupils can use this qualification for entry to the National Certificate in Digital Media Computing currently offered at several colleges in Scotland. It may also provide entry to other courses such as Website Enterprise, Digital Media Animation and Computers and Digital Photography. This progression award can also provide pupils with skills valued by any employer or training provider.
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<b>Course Format</b>	<b>Unit 1:</b> Still Images <b>Unit 2:</b> Audio <b>Unit 3:</b> Moving Images
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**Course Details**

This National Progression Award in Digital Media Editing is aimed at pupils who want to develop their skills in working with graphics, sound & video, acquiring and editing media to meet a specification.

The recent rapid uptake of courses in multimedia, web design, digital media, creative arts and related disciplines in colleges indicates a need for pupils to have a working knowledge of these skills to enter employment.

This is a very practical course with a large emphasis on pupils gaining valuable skills in creating Digital Media solutions. It will also give them the opportunity to gain knowledge and understanding of different methods of editing and integrating digital media elements.

The activities will be mainly hands-on, improving existing knowledge and acquiring a new range of skills working with sound, video and still editing applications in practical project work. This will involve pupils learning how to plan a media project from initial ideas to finished product using techniques such as storyboarding and will give them experience in working to project deadlines.

**Assessment**

Each unit has a practical assignment. This will involve using a range of skills to capture and edit media elements to meet a specification. This will be done in class over a number of weeks. It will involve some planning and an evaluation of progress against success criteria. Credit will be given for each unit successfully completed, and the overall award credited when a pass in all three units has been achieved. All three units at Level 6 has a written component which must be passed in order to gain the unit award.

**Homework**

Homework will be used to prepare pupils for the written tests. They may also be required to prepare for work in class by collecting media elements.

**Department****COMPUTING SCIENCE****Course**

Computing Science

**Level**

National 5

<b>Entry Requirement S4 → S5</b>	National 4 in Computing Science
<b>Entry Requirement S5 → S6</b>	National 4 in Computing Science <b>or</b> National 5 (A-C) in English, Maths and one other subject.

<b>Progression Route</b>	Completion of this course could lead to further study at Higher level in S6 or provide the skills needed for employment. It could also provide entry requirements for many computing science related college courses such as Games Development, Computing Science, Computer Security and Forensics and Interactive Media.
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<b>Course Format</b>	<b>There are 4 areas of study:</b> Software Design and Development (SDD) Web Design and Development (WDD) Database Design and Development (DBDD) Computer Systems (CS)
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**Course Details**

This course will give pupils the opportunity to:

- Develop their programming and computational thinking skills by implementing practical solutions in Python and explaining how these programs work.
- Apply computational thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript.
- Apply computational thinking skills to analyse, design, implement, test and evaluate practical database solutions, using a range of development tools such as SQL.
- Develop an understanding of how data and instructions are stored and basic computer architecture. They also 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**

Pupils will be assessed regularly throughout the year, sitting a mid-topic and end of topic test for each unit. In addition, pupils will undertake practical assessments for each unit to help prepare for the SQA assignment. Pupils will sit an external question paper that counts for 69% of the final grade. The remaining 31% is assessed by an assignment carried out in class under exam conditions where they will be able to apply the skills they have learned in a practical challenge.

**Homework**

Pupils will be asked to read course notes/text books in preparation for a lesson and timed questions weekly. Pupils will be given access to on-line resources provided by Scholar at Heriot Watt University that can be used for revision and to help with homework assignments.

**Additional Information**

This course may also suit S6 pupils who wish to refresh and improve their computing skills in preparation for further study at college or university.

**Department****COMPUTING SCIENCE****Course**

Computer Games Development

**Level**

National Progression Award Level 5 or Level 6

<b>Entry Requirement S4 -&gt; S5</b>	An interest in using media and digital art to design and implement video games
<b>Entry Requirement S5 -&gt; S6</b>	An interest in using media and digital art to design and implement video games

<b>Progression Routes</b>	<p>Pupils can use this qualification to support their entry into HNC or HND in Computer Games Development (SCQF levels 7/8) or university courses in games design such as those offered by the University of Abertay and Napier University.</p> <p>This qualification will also provide you with skills valued by any employer and training provider such as time management, problem solving and creativity.</p>
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<b>Course Format</b>	<p><b>Unit 1: Design (40 hours)</b></p> <p><b>Unit 2: Media Assets (40 hours)</b></p> <p><b>Unit 3: Development (40 hours)</b></p>
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**Course Details**

This National Progression Award in Computer Games Development is aimed at pupils who want to learn more about the video games industry whilst developing their skills in designing, implementing and evaluating video games and associated media assets using different game making software.

The video games industry in Scotland is thriving with many games studios across the country producing high quality games that are being sold worldwide. This qualification will support you with developing the skills and knowledge in areas such as design, animation and programming that many of these software companies are looking for.

In the course, pupils will develop skills to plan out the lifecycle of a game by designing and building a video game from scratch using techniques such as storyboarding before introducing more practical skills in editing media assets that can be used to bring the game to life. Pupils will be required to then create their own game where they will gain valuable programming skills which will support the development of problem-solving skills that can be used in any future career.

The activities in this course are mainly hands-on and build up to pupils planning and completing a project to design, create and promote their very own video game.

**Assessment**

For each of the three units, candidates must produce a portfolio of their work showing evidence of design, creation and evaluation skills. Pupils can use the internet to support with research, but all work produced must be their own.

**Homework**

Homework will be used to prepare pupils for any assessment tasks and the development of their portfolio. They may also be required to prepare for work in class by researching tasks or collecting media elements.





**Department**

ENGLISH

Course

English

Level

National 5

Entry Requirement S4 → S5	National 5 Grade C, D or lower (resit) <b>or</b> National 4
Entry Requirement S5 → S6	National 5 resit

Progression Route	Successful completion of National 5 English in S5 at A or B grade can progress to Higher in S6. Those with a C or D should re-sit.
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Course Format	<p><i>The unit structure of the course, below, is now for use in exceptional circumstances only. For most pupils secure at National 5, units will not be entered.</i></p> <p><b>Unit 1:</b> Analysis &amp; Evaluation <b>Unit 2:</b> Creation &amp; Production</p> <p><b>Course component:</b> Spoken Language – performance (solo and group discussion, asking and answering questions)</p> <p><b>The ‘Spoken Language – performance’ course assessment must usually be met before a course award for National 5 English can be given, but this has been temporarily removed by SQA at the moment.</b></p> <p>Additional time to consolidate learning</p>
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**Course Details**

National 5 English focuses on Analysis and Evaluation of detailed texts through listening and reading, and Creation and Production of detailed texts through talking and writing. It recognises the increasing complexities of language and its literary uses and develops pupils' skills of showing understanding, analysis and evaluation through essay writing, close reading comprehension and textual analysis, as well as creating a two-piece portfolio of writing which makes up 30% of the final mark. Solo talk presentations and group discussion also form a core aspect of the course to meet the new 'Spoken Language' award requirements.

**Assessment:** The final exam consists of two papers worth a total of 70%, and a Portfolio of writing worth 30%. The two exam papers are: Reading for Understanding, Analysis and Evaluation, worth 30 marks, and paper two which is one unseen textual analysis on a set Scottish text, and one critical essay, both in an hour and a half, worth 20 marks each.

**Homework:** Homework is a vital element of the course and pupils should expect weekly tasks, as well as personal reading and research, to take up two hours per week, including the regular Broadsheet Reviews and online Scholar homework. All pupils are issued with a course calendar giving key dates.

## Department

### HEALTH, FOOD & TEXTILE TECHNOLOGY

**Course** Skills for Work – Hospitality

**Level** National 5

<b>Entry Requirement S4 → S5</b>	National 5 Practical Cookery, SCQF Level 5 Barista. Desire to develop basic practical food preparation skills and for employability in the hospitality industry.
<b>Entry Requirement S5 → S6</b>	National 5 Practical Cookery, SCQF Level 5 Barista. Desire to develop basic practical food preparation skills and for employability in the hospitality industry

<b>Progression Route</b>	<p>→National 5 Practical Cookery in S6 →National 5 / Higher Health &amp; Food technology in S6</p> <p><b>College:</b> Scottish Vocational Qualifications (SVQs) in Catering and Hospitality</p> <p><b>Careers:</b> Hospitality and tourism industries, retail, food product testing and catering, events management, restaurant management.</p>
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<b>Course Format</b>	<p>The course consists of 4 mandatory units whilst giving learners opportunities for developing <i>Core Skills</i>, and <i>Skills for Learning</i>, <i>Skills for Life</i> and <i>Skills for Work</i> with a focus on enhancing skills and attitudes for <i>employability</i>.</p> <p><b>Hospitality: Developing Skills for Working in Hospitality (National 5) :</b> Learners will investigate a range of hospitality provision. They will identify the organisational aims of hospitality establishments, the products and services provided and the job roles of staff. Learners will be involved in identifying the employability skills and attitudes relevant for employees in the hospitality industry. They would also demonstrate the skills involved in preparing for and participating in a simulated job interview.</p> <p><b>Hospitality: Developing Skills for Working in the Professional Kitchen (National 5) :</b> Learners will learn about menu planning, food preparation techniques and cookery processes, food hygiene, health and safety procedures, equipment, terminology, safe knife- handling and appropriate storage of finished dishes prior to service. Learners will also prepare, cook, and present a range of commodities and evaluate finished dishes. Learners will work as a team member and participate in activities which will help them to develop the skills identified within this unit.</p> <p><b>Hospitality: Front of House Operations (National 5) Hospitality Events (National 5) :</b> Learners will learn about the work undertaken by front of house staff, specifically reception and the associated customer care skills. They will also experience the skills needed to undertake food and drink service in a variety of styles and establishments. Learners will participate in a number of activities which will help them to develop the skills identified within this unit.</p> <p><b>Hospitality Events (National 5) :</b> Learners will be involved in planning, organising, running and evaluating hospitality events. Learners will work as part of a team and participate in all the activities involved. Learners will have the opportunity to use existing skills such as contributing constructively to group discussions, contributing to the provision of food and food service, and following food hygiene and health and safety procedures. They will also develop new skills such as planning and publicising hospitality events.</p>
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**Course Details:** This National 5 Skills for Work Hospitality course has been designed to provide a qualification in hospitality which reflects skills required for the hospitality industry. The course will enable learners to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hospitality industry and event management. Achievement of this course gives automatic certification of the following: Complete Core Skill Working with Others at SCQF level 5 and Core Skill component Working Co-operatively with Others at SCQF level 4.

**Assessment:** To achieve the award of National 5 Skills for Work Hospitality course, learners must achieve all the required units as outlined in the course outline. Skills for work courses are assessed as a pass or fail and a pass is graded as a C at National 5.

**Department****HEALTH, FOOD & TEXTILE TECHNOLOGY****Course** Health & Food Technology**Level** National 5

<b>Entry Requirement S4 → S5</b>	National 5 Practical Cookery <b>or</b> National 5 English or Social Subject Grade
<b>Entry Requirement S5 → S6</b>	National 5 Practical Cookery <b>or</b> National 5 English or Social Subject Grade

<b>Progression Route</b>	Higher Health and Food Technology  <b>Careers:</b> The diversity and challenge offered by this qualification offers a wide and interesting career choice within the Food Product Development industry, dietetics, food technology, nursing, primary and secondary teaching, environmental health, trading standards, public health, advertising and the retail food industry.
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<b>Course Format</b>	<b>Unit 1:</b> Food for Health  <b>Unit 2:</b> Food Product Development  <b>Unit 3:</b> Contemporary Food Issues
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**Course Details****Food for Health**

The development of essential and detailed knowledge and understanding of the relationships between health, food, nutrition, current dietary advice; and their impact on health for the dietary needs of individuals and people at various stages of life. Learners will extend their practical skills and apply food preparation techniques using safe and hygienic practices.

**Food Product Development**

The development of knowledge and understanding of technological food processing activities which demonstrate the science and functional properties of food and its application in creating new products within a variety of contexts. Learners will apply a range of food preparation techniques to design, create, analyse and evaluate food products to meet specified needs.

**Contemporary Food Issues**

Pupils will cultivate a knowledge and understanding of contemporary issues affecting food choice such as technological developments in the food industry. Through practical food activities, pupils will be encouraged to promote positive healthy lifestyles.

**Assessment Exam:** A question paper worth 60 marks, externally assessed by the SQA.

**Assignment:** This will require application of knowledge, understanding and skills from across the units in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice. The briefs are set by the SQA, externally assessed and worth 60 marks.

## Department

## HEALTH, FOOD & TEXTILE TECHNOLOGY

**Course** Hospitality – Practical Cookery

**Level** National 5

<b>Entry Requirement S4 → S5</b>	An interest in the development of practical skills from an industry (skills for work perspective). Desire to learn practical skills that can be applied to restaurant standard presentation.
<b>Entry Requirement S5 → S6</b>	As above

<b>Progression Route</b>	National Higher Health & Food Technology  <b>Careers:</b> Hospitality industry, event management, food technologist, advertising, retail, environmental health, trading standards, food product testing, food science, teaching, and lecturing.
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<b>Course Format</b>	<b>Unit 1:</b> Cookery Skills, Techniques & Processes <b>Unit 2:</b> Understanding & Using Ingredients <b>Unit 3:</b> Organisational Skills for Cookery
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### Course Details

This is an exciting but demanding practical course that enables learners to develop precise practical skills and knowledge whilst supporting personal and social development that prepares learners for further training and employment in a wide range of careers. The course contains a significant amount of practical cookery supported by related theory that builds essential knowledge and understanding.

#### Cookery Skills, Techniques and Processes

This unit aims to enhance learner's practical cookery skills, food preparation techniques and their ability to follow cookery processes in a practical setting. Learners must also develop an understanding and importance of safe, hygienic and professional practices to secure a course award.

#### Understanding and Using Ingredients

This unit aims to enhance learner's knowledge and understanding and the characteristics of ingredients from a variety of sources. It also addresses the importance of sustainability, responsible sourcing of ingredients and of current dietary advice. Pupils will develop the ability to select and use a range of appropriate ingredients in the preparation of dishes in a safe and hygienic manner.

#### Organisational Skills for Cooking

This unit aims to extend learners planning, organisational and time management skills, they will develop the ability to follow recipes; to create detailed and logical time plans, produce and cost dishes and meals and to work safely and hygienically. Learners will also extend their ability to carry out evaluations of a product.

#### Assessment

The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the course. The coursework assessment consists of a practical activity (82 marks – worth 62%) where learners will plan, prepare and cook a three-course meal for a given number of people within 2 hours 30 minutes and present it appropriately. There is also a 1-hour question paper (30 marks – worth 25%); and a planning section worth 18 marks- 13% the course is graded A – D.

**Department**

**MATHEMATICS**

**Course** Mathematics

**Level** National 5

<b>Entry Requirement S4 → S5</b>	National 4 Mathematics <b>and</b> a recommendation from your S4 teacher
<b>Entry Requirement S5 → S6</b>	National 4 Mathematics <b>and</b> a recommendation from your S4 or S5 teacher

<b>Progression Route</b>	Pupils may progress to <ul style="list-style-type: none"> <li>• Higher Mathematics</li> <li>• Higher Applications of Mathematics</li> <li>• National 5 Applications of Mathematics</li> </ul> National 5 Mathematics may be sufficient for your next step as it is a general or specific entry requirement for a variety of HNC, HND and other higher/further education courses.
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<b>Course Format</b>	<ul style="list-style-type: none"> <li>• Expressions &amp; Formulae</li> <li>• Relationships</li> <li>• Applications</li> </ul>
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**Course Details**

The course aims to motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations.

**Expressions and Formulae (Nat 5)** Applying numerical skills to simplify surds/expressions using the laws of indices; applying algebraic skills to manipulate expressions; applying algebraic skills to algebraic fractions; applying geometric skills linked to the use of formulae.

**Relationships (Nat 5)** Applying algebraic skills to linear equations; applying algebraic skills to graphs of quadratic relationships; applying algebraic skills to quadratic equations; applying geometric skills to lengths, angles and similarity; applying trigonometric skills to graphs and identities.

**Applications (Nat 5)** Applying trigonometric skills to triangles which do not have a right angle; applying geometric skills to vectors; applying numerical skills to fractions and percentages; applying statistical skills to analysing data.

**Course Assessment:** There is an external SQA exam which is graded. There are two question papers requiring candidates to apply knowledge and skills acquired across the course to unfamiliar contexts. One of the papers is non-calculator.

**Homework:** At least 3 hours per week. This will be a mixture of

- textbook exercises and review of notes taken in class to consolidate new learning
- formal hand-in homework exercises with feedback from the teacher

**Department****MEDIA STUDIES****Course**

Media

**Level**

National 5

<b>Entry Requirement S4 → S5</b>	National 4 Media pass with National 5 English <b>OR</b> Pupils may crash by negotiation with subject teacher and Curriculum Leader if success in N5 English at A or B has been achieved in S4
<b>Entry Requirement S5 → S6</b>	National 4 Media pass with National 5 English <b>OR</b> Pupils may crash by negotiation with subject teacher and Curriculum Leader if success in N5 English at A or B has been achieved

<b>Progression Route</b>	Higher Media and Film and Television degree courses in Higher Education. Media production courses in Further/Higher Education  <b>Careers:</b> Creative industries; PR; journalism; advertising etc.
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<b>Course Format</b>	<b>Unit 1:</b> Analysing Media Content  <b>Unit 2:</b> Media Assignment
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**Course Details**

Nat 5 can be a good 'next step' for those who achieved success in Nat 4 Media in S4, providing staff recommend them to continue with the subject. It is an effective introduction to Media for those new to the subject, such as those hoping to gain Higher Media in S5 or S6.

Nat 5 is taught in bi-level classes with Higher candidates; classes are pitched at a level that will allow Higher pupils to work towards an A grade. It should be noted that this level may not suit all of those candidates wishing to take Nat 5. Group discussion tasks run throughout the course and the Assignment involves group production of a film trailer or an individual storyboard. Assessment is by way of extended written tasks and essays.

**Analysing Media Content** looks at film by focusing on one genre. We currently study Martin Scorsese' 1990 gangster/crime film 'Goodfellas' but this could change. Throughout the analysis we focus on the key aspects of media, Narrative, Language, Categories, Representation, Society Contexts, Institutions, Role of the Media, and Audience responses. It also demands understanding of social and economic factors in media production.

The **Assignment** allows well-motivated pupils to gain up to 50% of their final mark in a task that encompasses research, planning and making a media product.

Nat 5 candidates must have a genuine interest in film plus an awareness of current affairs and media issues; **they should also have a strong record of attainment in English.**

**Department****MODERN LANGUAGES (SPANISH)****Course**

Languages for Life and Work

**Level**

Level 5

<b>Entry Requirement S4 → S5</b>	Languages for Life and Work level 4 and a recommendation from your teacher.
<b>Entry Requirement S5 → S6</b>	NA

<b>Progression Route</b>	Pupils may progress to: <ul style="list-style-type: none"><li>• Level 6 Languages for Life and Work</li></ul>
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<b>Course Format</b>	<ul style="list-style-type: none"><li>• Internal assessments:</li><li>• Reading and Listening (Languages for Life)</li><li>• Speaking and Writing (Languages for Work).</li><li>• Pupils will also need to complete a Leadership project.</li></ul>
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**Course Details**

The Modern Languages for Life and Work award (SCQF level 5) provides learners with the opportunity to develop language skills in combination with leadership skills while also being able to follow their own interests in a cultural context. Learners will develop language skills in one or two modern languages which they can apply in life and work. Learners gain a greater understanding of their own and other cultures by comparing aspects of life in different countries and will play a fuller part as global citizens. This award is a broad-based qualification suitable for all learners who wish to develop their vocational and communication skills through one or two modern languages. The award is also suitable for learners who wish to learn one or two modern languages in practical and relevant contexts and develop their leadership skills.

**Course Assessment:** Assessments are not graded and will be carried out throughout the year, marked on a pass/fail basis. There is no final exam.



**Department****ART & DESIGN****Course**

Photography

**Level**

NPA level 4/5

<b>Entry Requirement S4 → S5</b>	This is an introductory course to photography skills. No previous experience required, but an interest in photograph, and good IT skills would be useful.
<b>Entry Requirement S5 → S6</b>	This is an introductory course to photography skills. No previous experience required, but an interest in photograph, and good IT skills would be useful.

<b>Progression Route</b>	<p><b>NPA Level 4</b> Photography can lead to NPA level 5. <b>Level 5</b> can lead to Higher Photography.</p> <p>Photography skills and knowledge can lead to study of photography at college or University and employment or study in the Creative Industries. Photography skills will benefit future visual presentation tasks and report illustration in all aspects of study and employment.</p>
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<b>Course Format</b>	<p>The course is a practical course in digital photography that works through 4 units. Candidates will learn practical photographic skills and how to understand and appreciate photography as a medium. It is project based and has no examination element. The final outcome will be pass / fail at Level 4 or level 5 – equivalent to National 4 or National 5 depending on the candidate's abilities and skills. The course is developed to be undertaken on an ipad utilising with the new ipad provision rollout at school. 24 SCQF credit points.</p>
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**Course Details**

The Course has an integrated approach to learning. It includes experiential learning activities which are underpinned by knowledge and understanding of photography.

All pupils will follow the same initial course developing technical and creative photographic skills and the final level of presentation – Level 4 or 5 - will be decided towards the end of the course in discussion with teachers and their performance in assessment tasks and tracking reports.

On the Course, learners will use photographic media to produce creative and technically proficient images. Learners will develop and apply practical photography skills, techniques and processes, and use these in creative ways when developing their ideas for photography. Learners will develop their creative problem solving skills as they resolve visual, technical and/or functional problems.

The **NPA** course is a practical course comprising of 4 separate units. All 4 units together lead to the National Progression Award (NPA).

**Department**

**CRAFT, DESIGN & ENGINEERING**

**Course** NPA Furniture Making (within PWW class)

**Level** National 5

<b>Entry Requirement S4 → S5</b>	National 5 in Practical Woodworking or genuine interest in Woodwork
<b>Entry Requirement S5 → S6</b>	National 5 in Practical Woodworking or genuine interest in Woodwork

<b>Progression Route</b>	Trade apprenticeships, Construction, Furniture designer, joinery, Cabinet Making National Certificate Group Awards (NCGAs) Skills for Work and sector specific SQA qualifications
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<b>Course Format</b>	<b>Unit 1:</b> Furniture Making: Carcase <b>Unit 2:</b> Furniture Making: Workshop Practice <b>Unit 3:</b> Furniture Making: Timber Frame <b>Unit 4:</b> Furniture Making: Machine Woodworking
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**Course Details****Principal aims of the qualification:**

Provide candidates with skills and knowledge of the furniture industry so that they can consider the area for employment or future study. Develop a broad-based curriculum that can facilitate vocationally specialist skills acquisition taking account of relevant health and safety considerations.

Develop a critical thinking capacity and reflective evaluation process within furniture manufacture.

Develop candidate's creative processes and visual language.

Develop candidate employability skills for furniture manufacture.

Develop candidate communication, team working and critical thinking skills in the context of furniture.

Provide opportunities for progression within the Scottish Credit and Qualifications Framework (SCQF).

**General aims of the qualification:**

Provide candidates with opportunities to develop awareness of the disciplines within Furniture manufacture.

Encourage the candidate's knowledge and skills in planning, and manufacturing furniture artifacts.

Provide opportunities to develop Core Skills including Communication, Numeracy, Working with Others, Problem Solving and ICT.

Provide candidates with a range of learning, teaching, and assessment styles, which motivates them to achieve their full potential.

Encourage candidates to develop a positive attitude to their own learning.

Provide opportunities for candidates to develop organisational skills.

Encourage flexibility and working cooperatively with others (Citizenship and a Curriculum for Excellence).

Encourage students to undertake project work involving the integration and application of a variety of skills within a determined period.

Entry is at the discretion of the CDE department; however, it is suggested that students opting to take this subject in school should have already completed the National 5 Practical Woodworking course with a positive grade or a genuine interest in woodworking.

<b>Department</b>
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**PHYSICAL EDUCATION****Course**

Sport &amp; Exercise Leadership

**Level**

SCQF Level 6

<b>Entry Requirement S4 → S5</b>	An active interest in Sport, Exercise & Leadership. Have an interest in working with and leading groups. Must be willing to <b>volunteer</b> in the local community (i.e. school or community)
<b>Entry Requirement S5 → S6</b>	An active interest in Sport, Exercise & Leadership. Have an interest in working with and leading groups. Must be willing to <b>volunteer</b> in the local community (i.e. school or community)

<b>Progression Route</b>	Enhanced leadership and employability skills for a range of careers. Paid employment in the Sports and Leisure Industry. Volunteering opportunities. Invaluable experience gained would enhance applications for entry into further/Higher Level Sports qualifications or further training.
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<b>Course Format</b>	<p><b>Leadership NPA Group Award</b> Introduction to Leadership/Leadership in Practice.</p> <p><b>Exercise and Fitness NPA Group award</b></p> <ul style="list-style-type: none"> <li>- Free Weight Training</li> <li>- Circuit Training</li> <li>- Cardiovascular Training</li> </ul> <p><b>Practical Leadership</b> Learners will be given the opportunity to build their leadership skills through their planning, organisation and involvement of various events within the school. Events include; Transition sports days, S3 Charity days, Cluster primary sports coaching and work with various extracurricular club.</p>
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**Course Details**

**Leadership NPA Group Award:** The Leadership award will investigate various leadership styles and give learners the opportunity to evaluate their own personal and leadership qualities. Learners will be required to plan and organise an event for a group of their choice which will give them valuable experience in leadership on a bigger scale. Learners will document their leadership journey and their steps towards a successful event throughout the process. The award will give pupils the opportunity to develop key transferrable skills to prepare them for further/higher education, employment or further training.

**Exercise and Fitness Award:** Learners will work towards three exercise and fitness units; Free Weight Training, Circuit Training and Cardiovascular Training. The units contain a significant theoretical element which will cover exercise physiology (impact of exercise on the body and muscle/joint movements), the safe set up of free weight exercises and performance/leadership of various circuit and cardiovascular exercises. Learners will also be required to carry out independent research at home to gain the required knowledge for successful completion of the course.

**Assessment:** All assessments will be completed internally and is ongoing through the duration of the course. Learners will be presented for the units that are appropriate for their level. Assessments will be a combination of written tests, teacher observations and the completion of learner workbooks. Learners will also be assessed in 'live' leadership situations including leading younger pupils within the school.

*\*Please note that, due to the ongoing nature of the assessments, pupils will be expected to prepare for small written assessments most weeks at home. Work in practical and theoretical sessions will support pupils in completing these assessments. However, weekly preparation at home will be crucial in enabling the pupils to successfully pass.*

**Department**

**MATHEMATICS****Course**

Applications of Mathematics

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 Mathematics A, B or C grade
<b>Entry Requirement S5 → S6</b>	National 5 Mathematics A, B or C grade <b>or</b> National 5 Applications of Mathematics A, B or C grade

<b>Progression Route</b>	<p>Higher Applications of Mathematics will serve as an entry requirement to a variety of higher and further education courses.</p> <p>It is <b>not possible</b> to progress to <b>Advanced Higher Mathematics</b> from Higher Applications of Mathematics, however <b>it may be possible to progress to Advance Higher Statistics</b>.</p>
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<b>Course Format</b>	<ul style="list-style-type: none"> <li>• Mathematical modelling</li> <li>• Statistics and probability</li> <li>• Finance</li> <li>• Planning and decision making</li> </ul>
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**Course Details**

This course enhances candidates' critical and logical thinking so that they can interpret, analyse and critically appraise statistical and mathematical information; simplify and solve problems; assess risk; and make informed decisions. It aims to develop skills directly applicable to workplace environments, spanning the following topics:

**Mathematical Modelling** Modelling a situation mathematically in a given context; evaluating and interpreting the output of mathematical models; using software effectively in calculations that are easily adapted and which produce informative numerical and visual outputs.

**Statistics and Probability** Applying statistical skills to basic probability and data analysis/presentation; applying statistical skills to linear modelling and determination of correlation; applying statistical skills to test hypotheses and generate/interpret confidence intervals.

**Finance** Applying mathematical skills to calculating present and future values of monetary payments; solve problems relating to personal financial products such as credit cards/loans, savings products and insurance; applying personal financial planning skills.

**Planning and Decision Making** Understanding and applying project planning and decision making using tools such as PERT charts, Gantt charts; using systematic methods to identify critical activities and critical paths in a project.

**Course Assessment:** The course assessment has two parts: an external SQA exam and a project. Both parts contribute to the overall grade.

**Homework:** At least 5 hours per week. This will be a mixture of

- textbook exercises and review of notes taken in class to consolidate new learning
- formal hand-in homework exercises with feedback from the teacher
- Software-based practise and assignments

**Department****ART & DESIGN****Course**

Art &amp; Design

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 A or B pass in Art & Design <b>or</b> at the discretion of Curriculum Leader
<b>Entry Requirement S5 → S6</b>	National 5 A or B pass in Art & Design <b>or</b> at the discretion of Curriculum Leader

<b>Progression Route</b>	<p>A Higher pass could lead to Advanced Higher in S6</p> <p><b>Careers:</b> Higher Art &amp; Design is a valuable qualification for a variety of employment options in the creative industries and is valuable for Architecture and Landscape Architecture courses.</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Expressive Activity</p> <p><b>Unit 2:</b> Design Activity</p>
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**Course Details**

The Course has an integrated approach to learning and includes a mix of practical learning and knowledge and understanding of art and design practice.

In the Course learners will draw upon their understanding of the main factors influencing artists' and designers' work and practice. They will experiment with and use a range of art and design materials, techniques and/or technology to develop their own creative art and design work. Learners will use problem solving skills and self-reflect on their creative choices and decisions when developing their creative ideas.

**Art and Design: Expressive Activity (Higher)**

This Unit helps learners to develop their personal thoughts and ideas in visual form. In the Unit, learners will develop critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce analytical drawings and studies. They will develop and refine their expressive ideas and artwork, experimenting with and using a range of materials, techniques and/or technology in 2D and/or 3D formats when responding to stimuli.

**Art and Design: Design Activity (Higher)**

In this Unit learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity, problem solving and critical thinking skills as they consider design opportunities, and work to resolve design issues and constraints. In the Unit, learners will develop critical understanding of designers' working practices and the main social and cultural influences affecting their work. They will experiment with, develop and refine their design ideas, using a range of materials, techniques and/or technology in 2D and/or 3D formats.

**Question Paper:** Pupils will sit a written exam (2 hours) responding to questions about Expressive and Design artwork.

**Course assessment structure**

Component 1 — portfolio 200 marks

Component 2 — question paper 60 marks

**Total marks 260 marks**

**Department****BIOLOGY****Course**

Biology

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 pass in Biology at Grade A to C
<b>Entry Requirement S5 → S6</b>	National 5 pass in Biology at Grade A to C

<b>Progression Route</b>	Pupils achieving a grade A or B may progress to Advanced Higher Biology in S6. Pupils may find this subject useful if going on to study medicine, veterinary medicine, dentistry, any bioscience, Sport & Exercise or PE at college or university.
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<b>Course Format</b>	<p><b>DNA and the genome:</b> The key areas covered are: Structure of DNA, replication of DNA, gene expression, cellular differentiation, the structure of the genome, mutations, evolution and genomic sequencing</p> <p><b>Metabolism and survival:</b> The key areas covered are: Metabolic pathways, cellular respiration, metabolic rate, metabolism in conformers and regulators, metabolism and adverse conditions, environmental control of metabolism and genetic control of metabolism.</p> <p><b>Sustainability and interdependence:</b> The key areas covered are: Food supply, plant growth and productivity, plant and animal breeding, crop protection, animal welfare, symbiosis, social behaviour, components of biodiversity and threats to biodiversity.</p>
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**Course Details**

Higher Biology continues to develop skills of: Knowledge and Understanding, Problem Solving, Experimental Skills and Processing Data.

In Higher Biology the following areas are studied with reference to all living organisms:

Through the study of DNA and the genome, the molecular basis of evolution and biodiversity shall be explored. The metabolic pathway of respiration shall be covered in detail. This shall link in to how the control of the metabolic pathways are essential for cell survival. Adaptations for the maintenance of metabolism for survival shall be considered. Photosynthesis shall be covered with emphasis on its importance in food production. The idea of food production shall link in to the fact that all species are dependent upon the existence of others. This leads us to looking at the vast biodiversity that exists on Earth and how different species interact with one another.

Higher Biology is a challenging course which demands commitment, application and effort.

**Assessment:** Pupils will sit class tests, a prelim and an externally marked exam. There is also an externally marked assignment, which accounts for 20% of the course award.

**Home-study:** Home-study is required most nights to consolidate class work, to complete class work and prepare for assignments. This should be 3 to 4 hours per week, depending on the time of year and the effectiveness of the pupil's study skills.

**Department****BUSINESS EDUCATION****Course** Business Management**Level** Higher

<b>Entry Requirement S4 → S5</b>	National 5 in Business Management with Grades A, B or C Or If wanting to take Business for the first time: Grade A or B in English and one other Social Subject  <i>Must see Curricular Leader for any other entry requirements</i>
<b>Entry Requirement S5 → S6</b>	National 5 in Business Management with Grade A, B, or C Or If wanting to take Business Management for the first time: Grade A - C passes in at least 3 Highers including English and a Social Subject  <i>Must see Curricular Leader for any other entry requirements</i>

<b>Progression Route</b>	Further study in Advanced Higher Business Management or in Higher National programmes. This qualification will greatly improve the chance of entry to business management/finance courses in higher education or job training.
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<b>Course Format</b>	<b>Unit 1:</b> Understanding Business  <b>Unit 2:</b> Management of Marketing and Operations  <b>Unit 3:</b> Management of People and Finance
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**Course Details**

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

Candidates develop understanding of:

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

**Assessment**

Regular mid-unit and end-of-unit tests are used to inform pupils of their progress. Grades are determined by the final examination (90 marks, 75%) and an assignment carried out in class (30 marks, 25%).

**Homework**

Homework will be done on a regular basis with the completion of work from lessons. Students will also be expected to prepare for short timed questions each week – completed in class. Pupils will have access to all resources and notes online to assist them with their homework assignments and can also be used for revision purposes.



<b>Department</b>
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**CHEMISTRY****Course**

Chemistry

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 Chemistry with Grades A, B or C <b>or</b> <i>If wanting to take Chemistry for the first time:</i> Grade A or B in National 5 Physics, Biology or Maths <i>Must see Curricular Leader for any other entry requirements</i>
<b>Entry Requirement S5 → S6</b>	National 5 Chemistry with Grades A, B or C <b>or</b> Higher Chemistry Grade C or D <i>If wanting to take Chemistry for the first time:</i> Grade A or B in Higher Physics, Higher Biology/Human Biology or Higher Maths <b>or</b> Grades A or B in National 5 Physics, Biology or Maths <i>Must see Curricular Leader for any other entry requirements</i>

<b>Progression Route</b>	<p>This Course or its Units may provide progression to: Advanced Higher Chemistry, Higher Physics, Higher Biology/Human Biology</p> <p><b>Careers:</b> Pharmacologist      Analytical Chemist Chemical engineer      Forensic scientist Finance (accountancy)      Healthcare scientist, clinical biochemistry Toxicologist      Research scientist (physical sciences)</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Chemical Changes and Structure</p> <p><b>Unit 2:</b> Nature's Chemistry</p> <p><b>Unit 3:</b> Chemistry in Society</p> <p><b>Unit 4:</b> Researching Chemistry (literature research &amp; practical investigation)</p>
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**Course Details**

Coursework builds directly on the knowledge & concepts covered at National 5 Chemistry. Additional topics include studies into the chemistry of foods and cooking, fragrances, skin care, chemical energy and reversible reactions. It also continues to develop Problem Solving and Practical Skills.

Further course information can be found on the school, SQA and Chemweb websites. Click [here](#) for more information.

Chemistry **home study** should involve a **MINIMUM** of 2 hours per week. This covers completing all current work, review and revision of previous topics.

**Assessment**

Learners will sit an external question paper that counts for 80% of the final grade. The remaining 20% is assessed by an assignment carried out in class under exam conditions where they will be able to apply the skills they have learned in a practical challenge.

**Homework**

On average, pupils will be set homework tasks that may take up to one hour per week to complete. The frequency of homework will vary from an extended, weekly exercise comprising of several questions to several exercises in the week made up of one/two questions. In addition, pupils will be asked to read course notes/text books in preparation for a lesson. Pupils will be given access to on-line resources provided by Scholar at Heriot Watt University that can be used for revision and to help with homework assignments.

**Department****COMPUTING SCIENCE**

Course

Computing Science

Level

Higher

<b>Entry Requirement S4 → S5</b>	National 5 in Computing Science at grade A-C
<b>Entry Requirement S5 → S6</b>	National 5 in Computing Science at grade A-C S6 pupils with no previous qualification in Computing need to have at least 3 Highers at level A-C and a qualification in Mathematics at National 5 (A-C) or equivalent.

<b>Progression Route</b>	Gaining an award at Higher in Computing could lead to further study at Advanced Higher level. This qualification could enhance the chance of entry to education courses in Computer Science, Business Computing, Information Technology or Multimedia, or job training. If going on to study a Computing Science related degree, some universities now require a pass in Computing Science at Higher level.
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<b>Course Format</b>	<b>There are 4 areas of study:</b> Software Design and Development (SDD) Computer Systems (CS) Web Design and Development (WDD) Database Design and Development (DBDD)
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**Course Details**

An understanding of computing and information systems has become necessary in everyday life and in the modern workplace. In this course pupils will develop the problem solving skills used by Computer Scientists to design, operate and use modern computer systems.

**Software Design and Development**

In this unit pupils will develop their skills in problem solving through a range of practical tasks using appropriate development environments and in different contexts. They will work through practical examples of design and development of digital solutions to complex problems using contemporary programming environments. They will also develop an understanding of computer architecture and the concepts that underpin how programs work.

**Web Design and Development**

Pupils will extend their practical coding skills using a range of development languages such as HTML, CSS and Javascript. They will apply computational thinking skills to analyse, design, implement, test and evaluate practical solutions to complex web-based problems.

**Database Design and Development**

In this topic, pupils will apply computational thinking skills to analyse, design, implement, test and evaluate practical database solutions, using a range of development tools such as SQL. They must design and implement queries to manipulate data using multiple linked tables.

**Computer Systems**

Pupils will extend their understanding of how data and instructions are stored including more complex concepts, such as negative and real numbers. They also gain an awareness of security precautions and the environmental impact of computer systems.

**Assessment**

Pupils will be assessed regularly throughout the year, sitting a mid-topic and end of topic test for each unit. In addition, pupils will undertake practical assessments for each unit to help prepare for the SQA assignment. Pupils will sit an external question paper that counts for 69% of the final grade. The remaining 31% is assessed by an assignment carried out in class under exam conditions where they will be able to apply the skills they have learned in a practical challenge.

**Homework**

Pupils will be asked to read course notes/text books in preparation for a lesson and timed questions weekly. Pupils will be given access to on-line resources provided by Scholar at Heriot Watt University that can be used for revision and to help with homework assignments.

**Department**

**COMPUTING SCIENCE, MATHEMATICS, SOCIAL SCIENCES****Course**

DATA SCIENCE

**Level**

National Progression Award at Level 6

<b>Entry Requirement S4 → S5</b>	N5 Maths (A – B). Learners do not require previous knowledge and experience of data science, but numerical competency is essential.
<b>Entry Requirement S5 → S6</b>	N5 Maths (A – B) and Higher in one or more of the following Social Subjects (Modern Studies, Geography, History, RMPS), any Science subject, Computing Science, Business Management or Economics. Learners do not require previous knowledge and experience of data science, but numerical competency is essential.
<b>Progression Route</b>	This course is for anyone who has an interest in making a difference in society using data, statistics and technology. It is a subject that can be applied to any aspect of life and work. Whether going into employment, a modern apprenticeship, college or university this qualification is relevant now and in the future. From business intelligence, artificial intelligence and robotics, finance, tourism, science and medical research, agricultural technology, or in the space and satellite industry the areas in which data scientists are employed are endless.
<b>Course Format</b>	<p>This course consists of two mandatory units:</p> <ul style="list-style-type: none"> <li>• Data Citizenship</li> <li>• Data Science</li> </ul> <p>There will be one optional unit which currently is:</p> <ul style="list-style-type: none"> <li>• Data Science Project</li> </ul>

**Course Details**

The use of data is changing the world. You will learn how to be a data scientist where you will explore, predict and model situations using data. You will understand how data can have a positive effect on society, understand bias and how data can be used to misrepresent situations. There will be an emphasis on thinking about the impact of data, having compassion and acting ethically and morally. You will learn how data can help you get better answers to questions such as how to make healthier lifestyle choices or how to improve business decision making.

**Data Citizenship Unit**

The purpose of this unit is to provide an overview on the place of data in society, how data can be used and misused, and the steps we can take to understand and use data responsibly and will help learners become responsible, data literate citizens who participate in the decisions that affect people and society.

Learners will gain a range of practical skills including how to interpret visualisations, such as graphs and charts, and how to create visualisations from data. They will learn how data can be used in society and business for positive and negative effects. They will also learn about data security and the legal rights and responsibilities of data subjects and data owners. On completion of this unit, learners will have gained confidence in their use of data and be aware of their rights and responsibilities as data citizens.

**Data Science Unit**

The unit focuses on the key concepts involved in data science and the main methods of data capture and analysis. It provides an opportunity for learners to apply this knowledge in a practical context using large datasets of up to 10,000 records. The unit covers a variety of topics relating to data science including: the applications of data science, data ethics, methods of data analysis, and how to present data using dashboards and visualisations. Learners will gain practical programming skills (Python) in the analysis of large datasets using contemporary software and also how to use visualisations to tell a story with data and find insights from the data.

**Data Science Project**

In this unit you will undertake a Data Science project of your choosing using the skills and knowledge gained in the core units.

**Here are some of the views of our former pupils who have completed the NPA in Data Science:**

*"The Data Science course is a god course to choose because the subject is very useful and applicable to lots of jobs as well as the content being interesting, and you are able to research about things which you are interested in. the fact that it is purely course work also means it will take some pressure off around exam time meaning you can focus more time on exam subjects around exam time. The workload is not excessive even though the subject is based on course work. The skills you get from the subject will help in other subjects as well and you also get skills from courses which you might not have got to try like Computing or Statistics."*

*"I have found the course really interesting, especially finding out parts of data of which you wouldn't usually think about. Also, the background of information and how you should convey data in a chart for example. I also like the fact it is an NPA and you are continuously working towards assignments and having a strong understanding of that little section covered – makes it easier being fresh/newer in your head."*

*"I have found the NPA in data science really interesting. The theory part of it isn't too difficult for someone without computing knowledge and is a good introduction to data science. The practical part has also been enjoyable."*

*"The course is mainly based around graphical work and computing programming. It is a very enjoyable course with multiple aspects of different courses compiled into one including maths, computing, stats, business and economics. It is a course that will greatly benefit me in the future when I apply for jobs and university."*

*"I'm studying Psychology at Uni and I'm so glad I did this course as I'd be lost without the data handling skills I learnt in Data Science"*

<b>Department</b>
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**DESIGN & ENGINEERING**

Course

Design &amp; Manufacture

Level

Higher

<b>Entry Requirement S4 → S5</b>	National 5 A/B pass in Design and Manufacture or A in Art and Design or Graphic Communication
<b>Entry Requirement S5 → S6</b>	National 5 A/B pass in Design and Manufacture or A in Art and Design or Graphic Communication

<b>Progression Route</b>	<p>Other SQA qualifications in Design and Manufacture or related areas further study, employment and/or training</p> <p><b>Careers:</b> Product Design theatre/ T.V. / Films, Graphic Design, Materials Engineer, Product Manager, Purchasing Manager, Interior Design, Furniture Design</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Design</p> <p><b>Unit 2:</b> Materials and Manufacture</p>
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**Course Details****CRAFT, DESIGN & ENGINEERING****Design and Manufacture**

This course allows you to explore the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic. Design and Manufacture, provides you with skills in designing and communicating design proposals, allowing you to refine and resolve your design ideas effectively. The course stresses the integration of designing and making, highlighting the close relationship between designing, making, testing, and refining design ideas. The skills you learn in this course give you a broad range of potential for jobs or careers, in the expressive arts, mathematics, science, information technology, as well as in craft, design, engineering and graphics. The course combines elements of creativity and designing for aesthetic or visual impact with elements of designing for the practicalities of manufacturing. You will appreciate the importance to a product of form, function, and performance. You will develop strategies for the evaluation of these attributes and to refine and resolve their designs accordingly. The course allows consideration of the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture, and use, including its disposal and/or re-use – cradle-to-cradle.

The course consists of two compulsory units and the course assessment unit.

**Design and Manufacture: Design (9 SCQF credit points)** In this unit you will:

- learn the processes of product design from brief to resolved design proposals and specification
- develop skills in initiating, developing, articulating, and communicating design proposals for products
- gain skills and experience in evaluating design proposals to refine, improve and resolve them
- develop an appreciation of design concepts and the various factors that influence the design and manufacture of products.

**Design and Manufacture: Materials and Manufacturing (9 SCQF credit points)** In this unit you will:

- learn the processes of product design from design proposals to prototype
- gain skills in planning and making models and prototypes
- 'close the design loop' by manufacturing a set of design ideas
- develop an appreciation of manufacturing practicalities
- strengthen an appreciation of the various factors that influence the design and manufacture of products
- consider the manufacturing techniques and processes that would apply to a design proposal in an industrial/commercial context.

In both Units, learners will gain knowledge and understanding of design and manufacturing technologies and how these impact on our environment and society.

**Course assessment (6 SCQF credit points)** The course assessments has two components:

- a question paper (worth 80 marks)
- an assignment (worth 90 marks).

The question paper will assess breadth of knowledge, understanding and skills accumulated across the course. The question paper will be set and marked by SQA. The assignment will assess your practical application of knowledge and skills from the units to develop a solution to an appropriately challenging design problem. Your work will be assessed by your teacher on an ongoing basis throughout the course.

You must pass all three units and the course assessment to gain the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.

<b>Department</b>
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**DRAMA****Course**

Drama

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 Drama pass <b>A/B</b> Pupils crashing by individual consultation and agreement with subject teacher and Curriculum Leader in relation to the performance element of the course. Pupils need to pass Section 2 of the written National 5 Drama paper at the end of June. Evidence of experience in chosen Performance area is preferable.
<b>Entry Requirement S5 → S6</b>	National 5 Drama pass <b>A/B</b> Pupils crashing by individual consultation and agreement with subject teacher and Curriculum Leader in relation to the performance element of the course. Pupils need to pass Section 2 of the written National 5 Drama paper at the end of June. Evidence of experience in chosen Performance area is preferable.

<b>Progression Route</b>	Further/Higher education. <b>Careers:</b> Theatre, Law, Media, Design, Technical theatre, Medicine, Education
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<b>Course Format</b>	<b>Unit 1:</b> Drama Skills <b>Unit 2:</b> Production Skills
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**Course Details**

In Higher Drama you will build on all the skills you developed during National 5. You will advance performance and design skills and be introduced to directing.

**Production Skills:** This script-based unit will allow you develop your skills in acting and design. The unit links directly with Section 1 and 2 of the written paper. The script we choose to use for this unit will be the text you will study and write about in the final written exam. The unit asks you to design the play and act in a section of it. You will engage your creativity to make decisions on how you would have your production of the text look and feel and what you would be trying to communicate with an audience through your final design concepts. The higher level text will challenge your acting skills.

**Drama Skills:** In this unit you will create an original Drama for performance. This unit links directly with Section 3 of the written paper. You will explore the performances we have chosen to see as part of the course in detail and use the themes/issues explored and social context as stimulus for your own Drama. You will have individual responsibility for scripting and directing a section of a Drama that you will devise as part of a group. You will add production areas and present your completed Dramas to your peers.

**Course Assessment:** For the practical component you can choose to specialise in either Acting, Directing or Design. This is assessed by a visiting assessor and is worth 60% of the final grade. The written component consists of two essays and questions on the use of design applied to the text we are studying which communicate your understanding of the prescribed text and its theatrical context. The second essay is an analysis of a contemporary theatre production. This is worth 40% of the final mark.

**Homework** Pupils will be expected to complete one preparatory task and one essay per week.

**Department****BUSINESS EDUCATION****Course**

Economics

**Level**

Higher

<b>Entry Requirements S4 → S5</b>	National 5 Economics A – C pass  S5 pupils with no previous qualification in Economics will be required to have at least National 5 in English, Maths and at least one other Social Subject with an A – B pass in each subject
<b>Entry Requirements S5 → S6</b>	National 5 at grade A – C pass in Economics; S6 pupils with no previous experience in Economics will require to have three Highers at grades A – C including English and preferably a Social Subject and a qualification in Mathematics at National 5 grade A-B or equivalent.

<b>Progression Routes</b>	Further study in Advanced Higher Economics or in Higher National programmes. This course provides an excellent basis for further study in general areas such as Economics, Business, Social Studies, Management or for Professional Qualifications in Law, Accountancy, Engineering etc.
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<b>Course Format</b>	<b>Unit 1:</b> Economics of the Market  <b>Unit 2:</b> UK Economic Activity  <b>Unit 3:</b> Global Economic Activity
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**Course Details****Economics of the Market**

In this Unit, you will carry out learning activities that will allow you to analyse the economic problem of unlimited wants in relation to limited resources and how this impacts on the daily choices made by us all.

**UK Economic Activity**

In this Unit, you will carry out learning activities that will allow you to analyse government income and expenditure. You will evaluate the role of the public and the private sectors in the economy and will also develop the ability to assess the policies and other methods used by the government to achieve its economic aims and to assess the effects of the Scottish economy on the UK economy. The Unit also allows you to consider the implications of government actions and suggest solutions to relatively complex economic problems.

**Global Economic Activity**

In this Unit, you will carry out learning activities that will allow you to analyse the global nature of economics. You will explore global trade and the balance of payments and their importance in the UK economy. You will also examine exchange rates. Lastly, you will consider economic features of the European Union, developing countries and emerging economies and their social impact.

**Assessment**

Regular – Mid and End of Unit tests carried out to inform pupils of progress

The course award will be assessed by an assignment where you will choose a topic/issue to research and produce an economics report (25%) and an external question paper (75%).

**Homework**

Homework will be done on a regular basis with the completion of work from lessons and preparation for weekly timed questions – completed in class. In addition, pupils will be asked to read course notes in preparation for lessons. Pupils will be given access to on-line resources provided by Scholar at Heriot Watt University that can be used for revision and to help with homework assignments.

**Department**

**CRAFT, DESIGN & ENGINEERING**
**Course** Engineering Science

**Level** Higher

<b>Entry Requirement S4 → S5</b>	National 5 A/B pass in Engineering Science <b>or</b> Physics
<b>Entry Requirement S5 → S6</b>	National 5 A/B pass in Engineering Science <b>or</b> Physics

<b>Progression Route</b>	<p>Advanced Higher Engineering Science, a range of engineering-related HNCs and HNDs, degrees in Engineering and related disciplines</p> <p><b>Careers:</b> Careers in Environmental, Electrical, Electronic, Civil and Mechanical Engineering amongst others.</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Engineering Contexts and Challenges</p> <p><b>Unit 2:</b> Electronics and Control</p> <p><b>Unit 3:</b> Mechanisms and Structures</p>
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**Course Details**

Engineering is vital to everyday life; it shapes the world in which we live and its future. Engineers play key roles in meeting the needs of society in fields which include climate change, medicine, IT and transport. Our society needs more engineers, and more young people with an informed view of engineering. In this course you will develop and extend knowledge and understanding of key engineering concepts and processes and learn to apply these to a variety of problems. On completing the course, you will learn skills in: analysis and problem solving, engineering design, the use of equipment and materials, and evaluation. The skills you learn from this course are valuable for a wide range of career areas and industries. This includes Engineering, Electronics, Oil, Renewable Energy Production, Science, Mechanics, Construction and the Built Environment.

This course provides a broad and challenging exploration of engineering. You will develop a deeper understanding of the central role of engineers as designers and problem solvers, able to conceive, design, implement and control complex systems, and the far-reaching impact of engineering on our society and the environment. You will develop and extend a range of technological skills, including skills in analysis and problem solving, design skills, skills in the use of equipment and materials, and skills in evaluating products and systems. The course consists of three compulsory units and the course assessment unit.

**Engineering Contexts and Challenges (6 SCQF credit points)**

- developing a deep understanding of engineering concepts by exploring a range of engineering problems with some complex features, and their solutions
- explore some existing and emerging technologies and challenges,
- consider implications relating to the environment, sustainable development, and economic and social issues.

**Electronics and Control (6 SCQF credit points)**

- explore an appropriate range of key concepts and devices used in electronic control systems, including analogue, digital and programmable systems
- develop skills in problem solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts.

**Mechanisms and Structures (6 SCQF credit points)**

In this unit you will:

- develop a deeper understanding of mechanisms and structures
- develop skills in problem solving and evaluating through simulation, practical projects and investigative tasks in a range of contexts

**Course assessment (6 SCQF credit points)**

The course assessment has two components:

- a question paper (110 marks)
- an assignment (50 marks)

The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from the units. The Engineering Science assignment adds value by requiring challenge and application. You will apply knowledge and skills from the units to solve an appropriately challenging engineering problem. Your work will be assessed by your teacher on an ongoing basis throughout the course. You must pass all three units and the course assessment to gain the course qualification. The course assessment is graded A-D. Your grade will depend on the total mark for all the units in your course.



**Department**

ENGLISH

Course

English

Level

Higher

<b>Entry Requirement S4 → S5</b>	National 5 A/B; <b>or</b> C <u>by discussion and negotiation with Curriculum Leader and Depute Head only</u> . National 5 D or lower should resit
<b>Entry Requirement S5 → S6</b>	National 5 A/B <b>or</b> C by discussion and with Curriculum Leader and Depute Head. Nat 4, National 5 D or lower should resit

<b>Progression Route</b>	<p>Successful completion of Higher A or B can lead to Advanced Higher. English is recognised by prestigious universities such as those in The Russell Group as a key 'facilitating' subject which shows a level of ability with language, argumentation and analysis desirable for any subject. It is particularly useful for Literature, Languages/Linguistics, Law, Philosophy, International relations, History, Politics, Psychology, Theatre Studies and Media and Communication awards. 'STEM' subjects are starting to use the quality of a candidate's English pass as a discriminating factor when offering entry to high-demand courses such as Medicine and Veterinary Medicine. Certain jobs, e.g Civil Service, also expect a candidate to possess a suitable pass at Higher English, despite other degree qualifications.</p> <p><b>Careers:</b> English is applicable to a huge variety of careers. Common careers are journalism, publishing, research and information skills/librarianship, speech and language therapy, linguistics, media and advertising, law, politics, advocacy work, hospitality and tourism management, amongst many others.</p>
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<b>Course Format</b>	<p><i>The unit structure of the course, below, is now for use in exceptional circumstances only. For most pupils secure at Higher, units will not be entered.</i></p> <p><b>Unit 1:</b> Analysis &amp; Evaluation – listening and reading to show understanding, analysis and evaluation of 'detailed and complex' texts</p> <p><b>Unit 2:</b> Creation &amp; Production – talking and writing to create and produce detailed and complex spoken and written texts</p> <p><b>Course component:</b> Spoken Language – performance solo and group talk. This element has been temporarily removed by SQA and we await clarification if or when it may be reinstated.</p> <p><b>The new 'Spoken Language – performance' course assessment must be met before a course award for Higher English can be awarded</b></p> <p>Additional time to consolidate learning</p>
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**Course Details**

Although the Higher English course is very similar in *structure* to National 5 English, the level of demand is greater and more complex, with pupils not able to pick up marks for use of quotation alone, as they could in N5: all marks come from the quality and depth of explanation and insight.

**Pupils taking Higher English should be prepared for this and not expect it to be an easy continuation of Nat 5.** Pupils should already be familiar with the course structure and the requirement to produce a two-piece Portfolio of writing. Higher will allow for the detailed study of more challenging and complex texts, enabling pupils to further develop their ability to summarise, analyse and evaluate. Pupils will continue to study Scottish texts as well as a wide range of texts from a variety of times and genres. Reading of non-fiction remains essential to progress, and talking, listening and writing skills are further developed and assessed. Homework is set weekly and pupils are expected to complete an independent Broadsheet Review fortnightly between August and December.

**The Assessment structure** is very similar to Nat 5:

Paper 1: RUAE 30 marks, 1½ hours: **two** passages, questions and compare and contrast ideas of both.

Paper 2: Critical Reading, 1½ hours: Scottish set text (20 marks) and Critical Essay (20 marks)

A Folio of Writing (2 pieces, 30marks total) is submitted prior to the final exam.

Homework is a vital element to an individual's success and pupils should expect tasks to be set several times in a week. Regular study, revision and consolidation of learning should take at least three hours per week, including the Weekly Broadsheet Review. Pupils receive a course calendar with key dates given.



<b>Department</b>
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**GEOGRAPHY****Course**

Geography

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 in Geography <b>or</b> another Social Subject and English, with teacher recommendation. Pupils should be achieving A-C in National 5 for recommendation as well as having a developed portfolio of map skills.
<b>Entry Requirement S5 → S6</b>	National 5 Geography <b>or</b> Higher A or B in another Social Subject and National 5 English with teacher recommendation

<b>Progression Route</b>	<p>A or B pass at Higher may allow progress to Advanced Higher</p> <p><b>Careers:</b> Geography complements both the social and natural sciences and offers career paths in research, mapping and GIS, climatology, urban planning, community development and environmental management, as well as tourism, civil engineering, quantity surveying and business. In higher education the qualification is valued as an entry qualification to Arts, Social Science and Science faculties in many universities. Geography students are consistently ranked as being some of the most employable graduates.</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Physical Environments  <b>Unit 2:</b> Human Environments  <b>Unit 3:</b> Global Issues  <b>Unit 4:</b> Application of Geographical Skills  <b>Unit 5:</b> The Higher Geography Assignment</p>
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**Course Details**

Some topics are developed in more depth from National 5 to encourage progression with new topics are introduced with new case studies to add variety. Linking with Science pupils will build on the key skills of collecting, processing and evaluating information accurately, and expertise in the use of a range of maps, diagrams and statistical techniques.

A comprehensive and detailed course booklet summarising the course and providing exam technique and model answers is distributed to each pupil.

**Physical Environments:** Pupils study the interacting global systems of Atmosphere, Hydrosphere, Lithosphere and Biosphere and make links with all three science subjects. They consider how and why these systems work and their impacts on the earth's surface. Pupils also explore the intricate relationships between land-use and human influence, including a detailed study of the Cairngorms and Dorset in terms of land-use conflicts, solutions and evaluating the impact of these management strategies.

**Human Environments:** Pupils continue to consider the changing dynamics of world population and then explore how people cope with contemporary problems of both urban and rural life across a range of different countries. Case studies include Rio and Edinburgh, as well as exploring the demographics of Japan and Kenya. Migration case studies are relevant and unique- Indians to Qatar, Venezuelans to Columbia.

**Global Issues:** Pupils will study Global Climate Change and River Basin Management. They will explore the physical and human causes of climate change; the local (especially on Scotland) & national effects and the local & international mitigation and adaptation strategies including evaluating whether each solution is/was successful or not, and a particular emphasis on COP26 in Glasgow. They explore Colorado in USA and the water shortages being experienced in River Basin Management.

**Application of Map Skills-** Pupils answer source and map-based question exploring the social, economic and environmental impacts of a proposed development or route and justifying the physical and human factors for its site. Lots of map evidence and inferring facts from data sources required here!

**Assessment:** The final exam will consist of two papers, Paper 1 will assess both Physical and Human Environments and will be marked out of 100, lasting 1 hour 50 minutes. Paper 2 will assess Global Issues (Climate Change and River Basin Management) and the Application of Geographical Skills, lasting 50 minutes and marked out of 40, 40 marks for both global topics and 20 marks for the Application question. There are 6 assessments (Biosphere and Rural Land degradation; Lithosphere; Hydrosphere and River Basin Management; Urban and Population and Climate Change & Atmosphere) through the year, including the Prelim. The assessments draw knowledge from the different topics, and we feel combining Units with the most transferable links makes more sense.

**Homework:** Pupils must be prepared to spend 1-2 hours per week following up classwork and/or preparing for assessments on Teams. Homework is communicated via Teams under assignments and normally consists of practise SQA past paper questions.

**Additional Information:** In the 21st century, with growing awareness of the impact of human activity on the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. The importance of learning Geography has been emphasised through the Climate Crisis and gaining knowledge of the relationships between humans and the precious environment we live in. This qualification will furnish learners with the skills, knowledge and understanding to enable them to contribute effectively to their local communities and wider society. Geographers specialise in understanding and trying to improve society's most pressing problem, therefore the dynamism of a geography degree is sought-after by employers.

**Department**

**CRAFT, DESIGN & ENGINEERING**

Course

Graphic Communication

Level

Higher

<b>Entry Requirement S4 → S5</b>	National 5 A/B in Graphic Communication, Art and Design or Design & Manufacture
<b>Entry Requirement S5 → S6</b>	National 5 A/B in Graphic Communication, Art and Design or Design & Manufacture

<b>Progression Route</b>	<p>Other SQA qualifications in Graphic Communication or related areas further study, employment and/or training</p> <p><b>Careers:</b> Industrial designers, Architecture, Desk top publishers, Drafters, Multi-media designers, Graphic designers</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> 2D Graphic Communication</p> <p><b>Unit 2:</b> 3D and Pictorial Graphic Communication</p>
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**Course Details**

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

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

**The course consists of two focus areas:**

**Desktop Publishing:**

Students will learn advanced desktop publishing (DTP) terminology and techniques in order to produce attractive and engaging publications. These skills will be used to develop single and multipage publications including magazines, newspapers, posters and business cards.

This element of the course is assessed during the course assessment when each student will be required to show their knowledge of desktop publishing by producing a document which will showcase their skills and creative flair. During the exam, pupils will be shown published work and will be required to think critically in order to identify the techniques used and suggest improvements.

**Computer Aided Design:**

In this area students begin to master Autodesk Inventor, this program allows students and industry professionals alike to create, modify and produce products within a 3D environment. Students will be introduced to advanced commands, which will allow them to model and test a wide range of products, both existing and imaginary. Once they have designed their product, they will then have to produce a set of manufacturing blueprints, complete with manufacturing tolerances and dimensions to British standards.

Students are assessed on their proficiency within this workspace during their course assessment. During the assessment, pupils are required to make a 3D prototype from a set of design sketches given by the SQA. This assignment is time constrained which gives pupils a real insight into the work of a computer aided design technician. Questions regarding CAD also feature heavily in the exam, during their exam, students are presented with sketches and are asked to describe how they would produce these items on the computer.

**COURSE ASSESSMENT****Component 1 — Question Paper (64% of grade)**

The purpose of the question paper is to assess learners' skills, knowledge and visual literacy through the graphics techniques and practice they have acquired. The question paper has 90 marks available.

**Component 2 — assignment (36% of grade)**

The purpose of the Graphic Communication Assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course. Evidence will be produced through the learner's graphic response to a brief. The assignment will have 50 marks.

<b>Department</b>
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**HEALTH, FOOD & TEXTILE TECHNOLOGY****Course**

Health &amp; Food Technology

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 Practical Cookery Grade <b>or</b> National 5 English or Social Subject Grade A/B Discussion with Curriculum Leader for those who are highly committed.
<b>Entry Requirement S5 → S6</b>	National 5 Health & Food Technology Grade or Practical Cookery National 5 English or Social Subject Grade A/B <b>or</b> Interview with Curriculum Leader

<b>Progression Route</b>	<p>Advanced Higher Health and Food Technology</p> <p><b>Careers:</b> This qualification is particularly suited to those wishing to pursue: Careers in Education: HFT Teacher, PE Teacher, Science Teacher, Primary Teacher. Careers in the Health Sector: Dentist, Doctor, Ophthalmologist, Dietician Physiotherapist, Paramedic, Pharmacist, Nursing and Midwifery as these are all linked to diet, nutrition, and health.</p> <ul style="list-style-type: none"> <li>• Food Product Development</li> <li>• Environmental Health Officer</li> <li>• Public Health Advisor</li> <li>• Food Technologist</li> <li>• Food Scientist</li> <li>• Biochemist</li> <li>• QMU has just brought in this exciting BSC Honours in Food Science and Innovation qualification and excellent progression route.</li> <li>• <a href="https://www.qmu.ac.uk/study-here/undergraduate-study/2023/bsc-bsc-hons-food-science-and-innovation/">https://www.qmu.ac.uk/study-here/undergraduate-study/2023/bsc-bsc-hons-food-science-and-innovation/</a></li> </ul>
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<b>Course Format</b>	<p><b>Unit 1:</b> Food for Health</p> <p><b>Unit 2:</b> Food Product Development</p> <p><b>Unit 3:</b> Contemporary Food Issues</p>
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**Course Details**

This course addresses contemporary food issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices. Pupils analyse the relationships between, health, food and nutrition in order to plan, prepare and create a food product in relation to a brief, specific dietary needs and lifestyle.

**Food for Health**

The development of essential and detailed knowledge and understanding of the relationships between health, food, nutrition, current dietary advice; and their impact on health for the dietary needs of individuals and people at various stages of life. Learners will extend their practical skills and apply food preparation techniques using safe and hygienic practices.

**Food Product Development**

The development of knowledge and understanding of technological food processing activities which demonstrate the science and functional properties of food and its application in creating new products within a variety of contexts. Learners will apply a range of food preparation techniques to design, create, analyse and evaluate food products to meet specified needs.

**Contemporary Food Issues**

Learners will research a range of contemporary factors affecting food and nutrition, health and wellbeing and consumer choices exploring factors which may affect food choice and develop knowledge and understanding of contemporary food issues. They will also consider technological developments in food and food manufacturing, organisations which protect consumer interest and how food labelling helps consumers make informed food choices. Learners will apply knowledge and skills within practical contexts.

**Assessment**

**Exam:** A demanding question paper worth 60 marks, externally assessed by the SQA.

**Assignment:** This will require application of knowledge, understanding and skills from across the units in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice. The briefs are set by the SQA, externally assessed and worth 60 marks.

<b>Department</b>
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Course

**HISTORY**

History

Level

Higher

<b>Entry Requirement S4 → S5</b>	National 5 A or B pass in History and/or another Social Subject and English, alongside teacher recommendation if necessary.
<b>Entry Requirement S5 → S6</b>	As above or Higher A or B in another Social Subject and English, alongside teacher recommendation if necessary for crash higher.

<b>Progression Route</b>	<p>Advanced Higher.</p> <p><b>Careers:</b> Law, Politics, Publishing, Journalism, Diplomatic Careers and International Relations, Media and Advertising, Teaching, Archaeology, Science based careers.</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Historical Study – European and the World; The USA 1916-1968 - 40 hrs</p> <p><b>Unit 2:</b> Scottish History – Migration and Empire 1830-1939 – 40 hrs</p> <p><b>Unit 3:</b> Historical Study – Britain 1851-1950 – 40 hrs</p>
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**Course Details****Later Modern History – The USA 1918 – 1968 (Essay Work)**

A study of tensions between whites and non-whites and other ethnic groups in American society; focussing on racial divisions, economic problems, the growth of government and the struggle for civil rights. From slavery to freedom rides, Martin Luther King and Malcolm X, the story of USA is captivating and truly colourful.

**Later Modern History – Britain 1851-1951 (Essay Work)**

What would you do if you lived in a country where you had no say over who governed you and no means of speaking out? Once upon a time Britain was not the fair country it was today and few safety nets existed to catch the poorer sections of society from falling into abject poverty. This topic explores how the political make-up of Britain changed during the 19<sup>th</sup> and 20<sup>th</sup> centuries and how a fairer state was built. Students will explore the emergence of the early Labour party and the how the welfare system was built to help support the British citizens of the past. This topic dovetails with ease into more up-to-date politics which are taught in Modern Studies.

**Scottish History – Migration and Empire 1830 – 1939 (Source Evaluation Skills)**

What impact have the Scots had on the world around them? How did we contribute to the British Empire? Are we as thoroughbred a nation as we believe, or a wonderful melange of ethnicities from afar? In this topic pupils will study how the population movement of the nineteenth and twentieth centuries affected Scotland and the Empire.

**Assessment:** There are 2 papers both 1 ½ hours each. The essay paper requires students to complete 2 essays, worth 22 marks each. An additional paper, called the Scottish Paper is written over 1 ½ hours and tests pupil's source handling skills. This is worth 36 marks. A written assignment – 30 marks – is written under exam conditions, similar to the National 5 assignment and is marked externally by the SQA. Pupils are continually assessed according to SQA outcomes and achievement of this is required and recommended in order that students can sit the final exam.

**Homework:** Will be set each week. This will consist of: finishing work begun in class; additional set reading; essay writing under timed and non-timed conditions as well as source skills exercises.

**Attendance:** Pupils from S5 and S6 will be expected to attend all classes. If other commitments prevent attendance it is the pupil's responsibility to ensure their successful progress with the course using the appropriate resources on Teams and course reading booklets.

**Department****BIOLOGY****Course**

Human Biology

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 pass in Biology at Grade A to C
<b>Entry Requirement S5 → S6</b>	National 5 pass in Biology, Chemistry or Physics

<b>Progression Route</b>	Pupils achieving a grade A or B may progress to Advanced Higher Biology in S6. Pupils may find this subject useful if going on to study medicine, veterinary medicine, dentistry, any bioscience, Sport & Exercise or PE at college or university.
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<b>Course Format</b>	<p><b>Human cells:</b> The key areas covered are: Division and differentiation in human cells, structure and replication of DNA, gene expression, mutations, human genomics, metabolic pathways, cellular respiration and energy systems in muscle cells.</p> <p><b>Physiology and health:</b> The key areas covered are: Gamete production and fertilisation, hormonal control of reproduction, the biology of controlling fertility, antenatal and postnatal screening, the structure and function of arteries, capillaries and veins, the structure and function of the heart, pathology of cardiovascular disease (CVD), blood glucose levels and obesity.</p> <p><b>Neurobiology and immunology:</b> The key areas covered are: Divisions of the nervous system and neural pathways, the cerebral cortex, memory, the cells of the nervous system and neurotransmitters at synapses, non-specific body defences, specific cellular defences against pathogens, immunisation and clinical trials of vaccines and drugs.</p>
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**Course Details**

The Human Biology course develops understanding of human biology in the role in scientific issues and relevant applications including the impact on society and the environment. It develops analytical thinking skills including scientific evaluation and planning as well as continues to develop problem solving skills. Literacy is used to communicate ideas and make scientifically informed choices.

**Assessment:** Pupils will sit class tests, a prelim and an externally marked exam. There is also an externally marked assignment, which accounts for 20% of the course award.

**Home-study:** At least 3-4 hours a week are expected to consolidate as well as complete, class work and to prepare for assignments and assessments.

<b>Department</b>
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**MATHEMATICS****Course**

Mathematics

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 Mathematics A, B or C grade
<b>Entry Requirement S5 → S6</b>	National 5 Mathematics A, B or C grade

<b>Progression Route</b>	<p>Pupils may progress to any or all of</p> <ul style="list-style-type: none"> <li>• Advanced Higher Mathematics</li> <li>• Advanced Higher Mathematics of Mechanics</li> <li>• Advanced Higher Statistics</li> </ul> <p>Higher Mathematics is an entry requirement for a wide range of courses in higher/further education. It is a specific entry requirement for mathematics, engineering or science HNC, HND or degree courses</p>
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<b>Course Format</b>	<ul style="list-style-type: none"> <li>• Expressions &amp; Functions</li> <li>• Relationships &amp; Calculus</li> <li>• Applications</li> </ul>
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**Course Details**

This course aims to deepen the learner's skills in using mathematical language and exploring advanced mathematical ideas.

**Expressions and Functions (H)** Applying algebraic skills to logarithms and exponentials; applying trigonometric skills to manipulating expressions; applying algebraic and trigonometric skills to functions; applying geometric skills to vectors.

**Relationships and Calculus (H)** Applying algebraic skills to solve equations; applying trigonometric skills to solve equations; applying calculus skills of differentiation and of integration.

**Applications (H)** Applying algebraic skills to rectilinear shapes; applying algebraic skills to circles; applying algebraic skills to sequences; applying calculus skills to optimisation and area.

**Course Assessment:** There is an external SQA exam which is graded. There are two question papers requiring candidates to apply knowledge and skills acquired across the course to unseen situations. One of the papers is non-calculator.

**Homework:** At least 5 hours per week. This will be a mixture of

- textbook exercises and review of notes taken in class to consolidate new learning
- formal hand-in homework exercises with feedback from the teacher

<b>Department</b>
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**MEDIA STUDIES****Course**

Media

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 Media pass <b>OR</b> Pupils may crash by negotiation with subject teacher and Curriculum Leader if success in N5 English at A or B has been achieved in S4
<b>Entry Requirement S5 → S6</b>	National 5 Media pass <b>OR</b> Pupils may crash by negotiation with subject teacher and Curriculum Leader if success in N5 English at A or B has been achieved

<b>Progression Route</b>	Media Studies/Film Studies degree courses in Higher Education; media production courses in Further/Higher Education.  <b>Careers:</b> Creative industries; PR; journalism; advertising etc.
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<b>Course Format</b>	<b>Unit 1:</b> Analysing Media Content  <b>Unit 2:</b> Media Assignment
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**Course Details**

Higher Media Studies is a challenging course suitable for those who have achieved success in the subject at Nat 5 level. It may also be chosen by pupils new to Media, provided they satisfy entry requirements and have a genuine interest in film, media issues and current affairs. The course provides a good grounding for further study of film/media in the tertiary sector. Assessment is by way of extended written tasks and essays. Group discussion tasks run throughout the course and the Assignment involves both practical and extended writing tasks.

**Analysing Media Content** looks at film by focusing on one genre. We currently study Martin Scorsese' 1990 gangster/crime film 'Goodfellas' but this could change. Throughout the analysis we focus on the key aspects of media, Narrative, Language, Categories, Representation, Society Contexts, Institutions, Role of the Media, and Audience responses. It also demands understanding of social and economic factors in media production.

The **Assignment** allows well-motivated pupils to gain up to 50% of their final mark in a task that encompasses research, planning and making a media product.

Higher candidates new to the subject should not underestimate the challenges of the course. They should be highly self-motivated and willing to invest extra individual hours in the basics of the subject to which the Higher course cannot allocate time; **they should also have a strong record of attainment in English.**

**Department****MEDIA****Course**

National Progression Award (NPA) Film and Media

**Level**

SCQF 6

**Entry Requirement S5 → S6**

Higher Media pass **OR**  
Pupils may crash by negotiation with subject teacher and Curriculum Leader if success in Higher English at A or B has been achieved

**Progression Route**

Media Studies/Film Studies degree courses in Higher Education; media production courses in Further/Higher Education.

**Careers:** Creative industries; PR; journalism; advertising etc.

**Course Format**

**Unit 1:** Film and the Film Industry: An Introduction  
**Unit 2:** Creative Project

**Course Details**

Pupils will study the following mandatory units:

**The Film and the Film Industry: An Introduction** unit introduces learners to technical and/or cultural codes and narrative conventions in film through viewing and analysing films or film extracts in a range of film genres. Learners will also gain detailed knowledge and understanding of the film industry and current commercial factors that affect film production and distribution, including funding, marketplace developments and the impact of developments in technology on production, content and audience engagement.

**The Creative Project** unit allows learners to plan, implement and evaluate a media-based project in response to a given brief. The Creative Project gives learners the opportunity to put into practice knowledge and skills they have developed, and to further develop key skills such as planning, communication, problem solving and time management.

Along with these mandatory units, pupils must choose two optional SQA credits (12 SCQF credit points) from units such as, **Media: Feature Writing, Storytelling for the Creative Industries, Media: Understanding the Creative Process, Media: Directing a Single Camera Production, Media: Lighting for Single Camera, Media: Sound Recording for Single Camera**



## Department

## MODERN LANGUAGES

**Course** French/German/Mandarin/Spanish

**Level** Higher

<b>Entry Requirement S4 → S5</b>	A or B Pass at National 5 or C Pass by negotiation
<b>Entry Requirement S5 → S6</b>	A or B Pass at National 5

<b>Progression Route</b>	Advanced Higher in S6 if A or B Pass at Higher
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<b>Course Format</b>	Assessment - This makes up the final exam. Pupils are assessed in Reading, Listening, Speaking and Writing. Speaking is carried out in school and writing is split between an assignment completed in school, and the final exam
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### Course Details

The aim is to build on what has been learned in National 5, improving fluency and accuracy. Pupils develop a better awareness of how the language works, so that they can tackle more sophisticated tasks. We move on from the basic personal language, and there is now a greater emphasis on being able to understand different points of view, on being able to express a point of view and to exchange ideas accurately in spoken and written language. We also expect pupils to take more responsibility for their learning.

Reading, Listening, Speaking and Writing skills are developed throughout the course by studying the following contexts:

#### **Society** – Family and Friends

Lifestyles  
Media  
Global Languages  
Citizenship

#### **Employability** – Jobs

Work and CVs

#### **Learning** – Learning in context

Education  
Lifelong Learning  
Future Plans

#### **Culture** – Planning a Trip

Other Countries  
Celebrating a Special Event  
Film and Television  
Literature

### Assessment

All assessment is external (Reading, Listening, Speaking and Writing) though the speaking is assessed internally and subject to SQA verification. The final exam is made up of a speaking assessment, carried out with the class teacher and worth **25%** of the final grade, a writing assignment (**12.5%**) completed in school and sent away for external marking, and two exam papers:

#### **Paper 1: Reading (25%) and Directed Writing (12.5%)**

#### **Paper 2: Listening (25%)**

**Homework:** There will be 2-3 hours set homework per week

**Department**

**MODERN STUDIES****Course**

Modern Studies

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	Modern Studies National 5 Grade A-C and/or another Social Subject <b>plus</b> a National 5 Grade A-C in English, alongside teacher recommendation if necessary.
<b>Entry Requirement S5 → S6</b>	Higher A-B in another Social Subject and/or English, alongside teacher recommendation if necessary.

<b>Progression Route</b>	Advanced Higher Modern Studies  <b>Careers:</b> Modern Studies provides a useful qualification for a wide range of careers, e.g. Law, politics, international relations, civil service, journalism, broadcasting, police, social work and the health service.
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<b>Course Format</b>	<b>Unit 1:</b> Democracy in Scotland and the United Kingdom  <b>Unit 2:</b> Social Issues in the UK: Crime and the Law  <b>Unit 3:</b> International Issues; World Issues; Terrorism
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**Course Details**

Modern Studies provides pupils with knowledge and understanding of political, social and economic issues on a UK and international level. In the study of democracy, crime and the law, and terrorism, pupils will develop the core skill of 'critical thinking'. Modern Studies encourages learners to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

**Course Outline**

**Democracy in Scotland & the UK:** This unit covers the study of representative democracy in Scotland and/or the United Kingdom and the ways in which citizens are informed about, participate in, and influence the political process. Skills development will focus on detecting and explaining the degree of objectivity in political contexts.

**Social Issues: Crime & the Law:** This unit covers the role of law in society, theories and causes of crime, the impact of crime on society and methods of tackling crime and their effectiveness. The skills development in this unit will involve researching and evaluating a range of written, numerical and graphical sources of information in order to make and justify decisions.

**International Issues: Terrorism:** This unit involves the study of international terrorism. Focus is placed on the causes of terrorism and the impact it has on individuals, countries, regions and the international community as a whole. The focus of study then changes to looking at responses to terrorism from individual governments and international organisations such as the EU and NATO. Analysing and evaluating the success of these responses allows for significant skills development.

**Methods of Learning:** Pupils will use a wide variety of resources: PowerPoint, textbooks, videos, online learning, visiting speakers and outside visits where appropriate. There will be opportunities for debating, presentations and participation in outside competitions relating to the subject where appropriate. The investigative and critical thinking activities in this course give learners important experience in contributing to group work and working independently. Learners will acquire attributes, which will be important for their life and work.

**Form of Assessment:** End of course externally assessed exam in May worth 80 marks (73% of overall grade) and research assignment worth 30 marks (27% of overall grade).

**Homework will involve:**

1. Assignments related to key aspects of the course
2. Exercises based on exam questions
3. Interaction with coverage of current affairs via news sources

**Department****MUSIC****Course**

Music

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 Grade A/B with good passes in understanding and composing
<b>Entry Requirement S5 → S6</b>	As above or by audition and written examination

<b>Progression Route</b>	Advanced Higher Music/College/University/Vocational Work Schemes  <b>Careers:</b> Performer, composer, journalist, teaching both primary and secondary, sound engineer, media and TV, radio, film industry, music therapy, computer games design, graduate training schemes, music theatre.
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<b>Course Format</b>	<b>Unit 1:</b> Performing <b>Unit 2:</b> Understanding <b>Unit 3:</b> Composing
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**Course Details**

This course is designed with three groups of pupils in mind, the music lover who wishes to study music for pleasure, the pupil who is an able musician and would like to use music as one of their Highers to enter any university course and the pupil who wishes to continue with music into further education.

The Course consists of a Performance exam worth 50%, a Written Paper worth 35% and a Composition\* worth 15%.

You will study performance on two instruments, both worth 30% each of the overall mark. You can play any style of music as long as it is of an appropriate standard (grade 4 or equivalent). The overall performance time on both instruments should amount to 12 minutes with a minimum of 4minutes on one instrument.

The Written paper tests musical knowledge and understanding from The Renaissance through to the present day.

The composition assignment will be completed in class with support of your teacher, this is externally assessed and sent to SQA in March.

**Department****RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES****Course**

Philosophy

**Level**

Higher

**Entry Requirement S4 → S5**

National 5 in RMPS or another suitable social subject

**Entry Requirement S5 → S6**

National 5, Higher or equivalent in English or a Social Subject.

**Progression Route**

Pupils with either an A or B pass at Higher Philosophy may wish to progress to Advanced Higher RMPS

**Course Format**

**Unit 1:** Arguments in Action (40 Hours)

**Unit 2:** Knowledge and Doubt (40 Hours)

**Unit 3:** Moral Philosophy (40 Hours)

**Course Details****Three 40 hour Units**

Philosophy involves an exploration about knowledge, morality and the world we live in. This course enables you to become more aware of the complexity of philosophical questions and arguments. The course aims to challenge you to think clearly about problems by asking questions about the world we live in. You will develop the ability to analyse and evaluate philosophical positions and arguments to develop your own reasoning skills.

The three key skills that are covered in the course are analysing, evaluating and presenting a reasoned view. An understanding of philosophy can provide a useful background for a number of other areas such as the media, politics, social sciences, health professionals and law.

**Philosophy: Arguments in Action** – In this unit we develop our ability to analyse and evaluate arguments. We will develop knowledge on argument structure, philosophical techniques and common errors that people make in reasoning. We will examine issues such as plausibility, ambiguity and examine the different components of an argument.

**Philosophy: Knowledge and Doubt** – In this unit we will analyse and evaluate theories of knowledge such as rationalism, scepticism and empiricism. Looking at philosophers such as Descartes and Hume and concepts such as the unreliability of the senses.

**Philosophy: Moral Philosophy** – We will analyse and evaluate moral principles such as Kantian and Utilitarian theories. We will examine how these moral theories might respond to moral situations as well as presenting our own viewpoints on the response.

**Assessment:** Two exam papers. Paper 1 two 30 mark essays in 2 hours and 15 minutes on Knowledge and Doubt and Moral Philosophy. Paper 2 50 marks of short answer questions on all three units.

There is no assignment in Higher Philosophy.

**Homework:** 2 -3 hours per week.

<b>Department</b>
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**ART & DESIGN****Course**

Photography

**Level**

Higher (S6 only)

<b>Entry Requirement S4 → S5</b>	This course is not available to S5.
<b>Entry Requirement S5 → S6</b>	NPA photography at level 5 or <b>two</b> from Higher Art & Design, Higher English and Higher Media or after discussion with CL on skills level.

<b>Progression Route</b>	Higher Photography can lead to the study of photography at college or University and employment or study in the Creative Industries. Photography skills will benefit future visual presentation tasks and report illustration in all aspects of study and employment.
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<b>Course Format</b>	The Higher course assessment takes the form of a personal project (100 marks) and a written exam (30 marks). Candidates will develop and build on their practical photographic skills, working with studio lighting and DSLR cameras and other advanced photography equipment. They will learn how to understand and appreciate photography as a medium and analyse the work of photographers. The scale and scope of the final project will be the candidate's personal choice and their proposal will be agreed between candidate and teacher, based on their skills, abilities and interests.
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**Course Details**

The course is not a 'beginners' course and requires an advanced level of photography skills and understanding. Pupils will use a variety of cameras and photographic equipment on the course. It is a significant 'step up' from the NPA in terms of the ability and understanding required to gain a good grade. It requires a high degree of self-motivation and independent learning and would suit pupils who have a strong interest in photography. The Course has an integrated approach to learning. It includes experiential learning activities which are underpinned by knowledge and understanding of photography.

All pupils will follow the same initial course, furthering technical and creative photographic skills, and developing skills of analysis and understanding. By October / November pupils will review their progress and propose their own final project in discussion with their teacher.

The final project will take their proposal to completion, studying the work of influential selected photographers, planning shoots, explaining their decisions and outcomes to produce a series of final prints. Please note - the prints will need to be developed out of school as there is no facility in school to produce photographic prints. The final photographic prints will be printed and submitted along with the project to the SQA for assessment in April. There will also be a one hour written exam as part of the SQA exam diet in May.

<b>Department</b>
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**PHYSICAL EDUCATION****Course**

Physical Education

**Level**

Higher

<b>Entry Requirement S4 → S5</b>	National 5 PE A/B pass. A very keen interest in Sport & Physical Activity. Pupils who are performing/playing sport at a club level.
<b>Entry Requirement S5 → S6</b>	National 5 PE pass. A very keen interest in Sport & Physical Activity. Pupils who are performing/playing sport at a club level.

<b>Progression Route</b>	<p>Higher PE will provide progression to Advanced Higher Physical Education, Higher National Certificates, Higher Education degrees, further study, employment and/or training.</p> <p><b>Edinburgh University</b> head of admissions stated: "the university views <i>Higher Physical Education</i> on an equal basis as other subjects".</p> <p><b>Glasgow University</b> head of admissions stated: "please encourage your students to study <i>Higher PE</i> and I look forward to receiving applications for any discipline that contains this qualification".</p> <p><b>Careers:</b> Sports Administration, Sports Medicine, Sports Science, Sports Coaching, Sports development and Physical Education Teaching.</p> <p>Higher PE is regarded as <b>equal in value to all other subjects</b> (such as Maths, English, etc) and applicants will never be discriminated against (Glasgow University states).</p>
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<b>Course Format</b>	<b>Assessment:</b> Practical Performance (50%) and Final Exam (50%)
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**Course Details**

The Higher course enables pupils to demonstrate and develop movement and performance skills in a variety of physical activities. Learners will develop an understanding of how mental, emotional, physical and social factors can impact performance whilst investigating various ways to develop performance. Learners will use various methods to collect data/information on performance, which will allow them to identify performance strengths and areas requiring development. Learners will also gain knowledge of how to design, implement, record and monitor training programmes to successfully develop performance in variety of activities.

\*Please note that this course will involve activities such as Gymnastics and Dance. All pupils will be expected to engage in these activities while demonstrating their performances in front of others.

**Assessment 1: Performance (50%)**

All learners are required to be assessed in **two activities** of their choice. Performances are assessed in the following areas: Performance repertoire, control and fluency, effective decision making, roles/responsibilities and tactics/composition, rules/regulations, etiquette and the managing of emotions. Learners are expected to prepare for the Performance Assessment from the start of the course by regularly practising their activities at our extracurricular or local sports clubs. The Performance Assessment contributes to 50% of the overall course grade

**Assessment 2: Examination Paper (50%) – Final Exam**

Assessment of the learner's ability to apply knowledge and understanding from across the Units.

<b>Department</b>
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**PHYSICS**

Course

Physics

Level

Higher

<b>Entry Requirement S4 → S5</b>	National 5 pass in Physics at grade A to C Pupils <b>must</b> also be taking Maths in S5
<b>Entry Requirement S5 → S6</b>	National 5 pass in Physics, Chemistry or Biology <b>and</b> also a pass or studying Higher Maths in S6

<b>Progression Route</b>	Higher Physics, along with Higher Maths, is essential for pupils considering studying Engineering at College or University. Pupils gaining an A or B at Higher could proceed to Advanced Higher <b>Careers:</b> Higher Physics may be useful for pupils considering a range of careers in the Sciences, Engineering, Medicine, Sports Science, Architecture and Finance.
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<b>Course Format</b>	<p>The higher course consists of 2.5 taught units and an assignment, which is marked externally.</p> <p><b>Unit 1: Our Dynamic Universe:</b> The topics covered are: Motion - equations and graphs, forces, energy and power, collisions, explosions and impulse. Gravitation, special relativity, the expanding Universe.</p> <p><b>Unit 2: Particles and Waves:</b> The topics covered are: Forces on charged particles, the Standard Model, nuclear reactions, inverse square law, wave particle duality, interference, spectra, refraction of light.</p> <p><b>Unit 3: Electricity:</b> The topics covered are: Monitoring and measuring AC, current, potential difference, power and resistance, electrical sources and internal resistance, capacitors, semiconductors and p-n junctions.</p>
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**Course Details**

This course is designed to increase pupil's knowledge and understanding of the concepts of Physics and its many applications in modern society. It provides the opportunity to develop the skills necessary to find solutions to scientific problems, such as experimenting, investigating and analysing, and gives a deeper insight into the structure of the subject. The course makes a valuable contribution to your general education and provides a sound basis for further study at a more advanced level.

Higher Physics is a challenging course which demands commitment, application and effort.

**Assessment:** Pupils will sit class tests, a prelim and an externally marked exam. There is also an externally marked assignment, which accounts for 20% of the course award.

**Homework:** Pupils are expected to take responsibility for their learning and look over their work each week. This consolidation work is supported by resources available on the Physics Teams page. Additional Home study exercises take the form of practice questions, assessment revision and creative tasks allowing students to demonstrate understanding of course content.

## Department

## RELIGIOUS, MORAL AND PHILISOPHICAL STUDIES

**Course** Religious, Moral and Philosophical Studies

**Level** Higher

<b>Entry Requirement S4 → S5</b>	National 5 in RMPS or another suitable social subject
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<b>Entry Requirement S5 → S6</b>	National 5 or equivalent in English or a Social Subject.
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<b>Progression Route</b>	Pupils with either an A or B pass at Higher RMPS may wish to progress to Advanced Higher RMPS
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<b>Course Format</b>	<b>Unit 1:</b> World Religion (40 Hours) <b>Unit 2:</b> Morality and Belief (40 Hours) <b>Unit 3:</b> Religious and Philosophical Questions (40 Hours)
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### Course Details

#### Three 40-hour units plus Assignment

Religion is one of the most powerful forces the world has ever known; all societies contain elements of religious belief. Scotland is no different and our society is still influenced by the many religious faiths as well as by viewpoints independent of religious belief. RMPS deals with the “big questions” in life: what is life for? Is there a god? Why is there evil in the world? The course looks analytically at the response to these questions and encourages you to treat them critically and analytically. The aim of the course is to develop a philosophical approach to the study of beliefs, values and issues which are of importance in the world today. To analyse and think critically about our own beliefs and those of others.

**World religion:** Within this unit we will examine one religion with an in-depth analysis of the beliefs and practices, with a particular focus on the impact on people's lives. We will choose one religion from Buddhism, Christianity, Islam, Sikhism, Hinduism, or Judaism.

**Morality and belief:** In this unit we undertake an evaluation one of the moral issues facing the world today. Possible topic areas include Religion and Justice; Religion and Relationships; Religion, environment and Global issues; Religion, Medicine and the Human Body; Religion and Conflict. We will look at religious and non-religious viewpoints on the issue as well as examining our own beliefs and ideas.

**Religious and Philosophical Questions:** In this unit we will choose one unit and examine it from religious and non-religious perspectives. The topics we will choose from are: The Origins of Life; The Existence of God; The Problem of Evil and Suffering; Miracles.

**Assignment:** For the Assignment pupils must choose a Religious, moral, or philosophical issue for study. This is mainly self-directed with support from the teacher. They will carry out an in-depth study of the different viewpoints and present a carefully structured conclusion. Worth 30 Marks – 33% of the total mark. With an emphasis on the application of skills 20 marks for skills 10 marks for Knowledge and understanding of the issue.

**Question paper:** The question paper has two components one is worth 60 marks (2 hours and 15 minutes) and the other is worth 20 marks (45 minutes) and covers the skills and knowledge from the topics.

**Homework:** 2 -3 hours per week.



**Department****ART & DESIGN****Course**

Art &amp; Design

**Level**

Advanced Higher/Art College portfolio preparation

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher at A or B pass. Possible entry with a C pass after discussion with Curriculum Leader
<b>Progression Route</b>	<p>To first year study at a University or Art College practical arts course.</p> <p><b>Careers:</b> Career paths that would benefit from this course, in addition to all of the creative industries, would be Primary Teaching and Media Studies.</p>

**Course Details**

The Advanced Higher Course is essentially a project-based course where the pupil decides to undertake either a Design Project or an Expressive Project. The project is worth 100 marks, 30 of which constitute a written contextual analysis of 2000 words.

The course requires enthusiasm, commitment and the ability to work independently. It is ideal for pupils who have a high level of ability and interest in Art & Design and want to take their learning further. The focus of the course is more on research, development and experimentation, rather than the mainly finished work and skills of the Higher Course. Sketchbook work is essential.

The course will also provide the basis for an entrance folio for first year study at an art college, architecture and other folio courses.

**Course Content**

Pupils will work on a larger scale and have a personal studio area to work during their study time. We expect pupils to visit art galleries and take part in the many workshops and opportunities offered by museums and galleries in Edinburgh. They will also learn more about the work of artists and designers and their relation to careers and professional practices.

At the start of the course pupils will follow a similar generic course of activities which will open out into more personalised study as the course progresses.

Pupils will be expected to commit to a significant amount of personal study outside class time and need to be aware of this when planning their S6 course choice.

**Please Note:**

The entry requirements for specialised art college courses have changed recently, and pupils considering applying to art college after S6 are strongly advised to apply to the one-year full-time folio course at Edinburgh College (formerly Telford College), which provides a specialist portfolio course for direct entry to the second year departments in art college, for example sculpture, fashion, illustration, product design etc.

**Department****BIOLOGY****Course**

Biology

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Grade A or B in Biology or Human Biology

<b>Progression Route</b>	Pupils may find this subject useful if going on to study medicine, veterinary medicine, dentistry, any bioscience, Sport & Exercise or PE at college or university and may be eligible for advanced entry into year 2 of a degree program
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<b>Course Format</b>	<b>Unit 1:</b> Biology, Cells and Proteins <b>Unit 2:</b> Organisms and Evolution <b>Unit 3:</b> Investigative Biology
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**Course Details**

Unit 1 covers study of:

- Lab techniques for biologists
- Proteins

Unit 2 covers study of:

- Field techniques for biologists
- Organisms

Unit 3 covers study of:

- Scientific principles and processes
- Experimentation
- Critical evaluation of biological research

**Assessment:** Pupils will sit class tests, a prelim and an externally marked exam. There is also an externally marked project, this takes place over an extended period of time, requiring self-motivation and direct. The project accounts for 25% of the course award.

**Home-study**

Considerable home-study is expected to consolidate course content and complete the investigation. Students will be expected to be self-directed, motivated learners who can manage their time effectively.

**Department****BUSINESS EDUCATION****Course**

Business Management

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	S6 pupils only. Higher in Business Management at grade A-C

<b>Progression Route</b>	Gaining an award at Advanced Higher in Business Management are for those who are interested in entering the world of business, as an employee, a manager, or a self-employed person. It offers excellent preparation for, and transition to, higher education, by developing many transferable skills, such as autonomous learning.
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<b>Course Format</b>	<b>Unit 1:</b> The external business environment <b>Unit 2:</b> The internal business environment <b>Unit 3:</b> Evaluating business information
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**Course Details**

This course prepares pupils to play an active part in Scotland's vibrant and innovative business culture, by equipping them with an understanding of the local, national, and global nature of business. This includes the challenges posed by globalisation and the effect it has on Scotland's businesses and the business environment.

The course has three areas of study:

**The external business environment**

Pupils will develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. They gain an in-depth understanding of current issues affecting organisations in an economic, social and environmental context, and consider the effectiveness of various courses of action.

**The internal business environment**

Pupils will expand their knowledge of both traditional and contemporary management theories used by organisations to maximise efficiency, and evaluate theories relating to internal factors that influence the success of teams.

**Evaluating business information**

Pupils will develop skills in evaluating a range of business information used by organisations to reach conclusions.

**Assessment**

Regular tests are used to inform pupils of their progress. Grades are determined by the final examination (80 marks, 67%) and a research project (40 marks, 33%). Project is a report based on a topic and company chosen by the pupil and requires a lot of independent research.

**Homework**

Homework will be done on a regular basis with the completion of work from lessons and preparation for weekly/fortnightly timed questions – completed in class.

In addition, pupils will be asked to read course notes in preparation for lessons. Pupils will be given access to on-line resources provided by Scholar at Heriot Watt University that can be used for revision and to help with homework assignments.

**Department****CHEMISTRY****Course**

Chemistry

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Chemistry Grade A, B or C Pupils achieving a Grade D should consider resitting Higher Chemistry <i>This course is not suitable for anyone wanting to take Chemistry for the first time. Choose Higher Chemistry.</i>

<b>Progression Route</b>	<b>Careers:</b> Chemical engineer Forensic scientist Finance (including accountancy, banking) Business Graduate Programmes Analytical chemist, Healthcare scientist, clinical biochemistry. Pharmacologist Research scientist (physical sciences) Toxicologist
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<b>Course Format</b>	<b>Unit 1:</b> Inorganic chemistry <b>Unit 2:</b> Physical chemistry <b>Unit 3:</b> Organic chemistry and instrumental analysis <b>Unit 4:</b> Researching Chemistry (including an individual Practical Assignment`)
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**Course Details**

Advanced Higher Chemistry continues to develop problem solving, practical skills and knowledge and understanding by a more in-depth study of the major branches of the subject. Particular emphasis is placed on application of knowledge. Click [here](#) for more information.

Students will complete an individual practical assignment/project as part of the Researching Chemistry Unit and will work unsupervised after completing the necessary risk assessments. This project counts towards 25% of the final grade with the remaining 75% is being assessed by an external question paper.

**Home study** should involve a **MINIMUM** of 3 hours per week. In addition, pupils are expected to allocate additional time during the school week for independent study, practical work and accessing the Heriot-Watt Scholar programme.

**Department****COMPUTING SCIENCE****Course** Computing Science**Level** Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	S6 pupils only. Higher in Computing Science at Grade A-C

<b>Progression Route</b>	Gaining an award at Advanced Higher in Computing Science provides a pathway for those who want to progress to more specialised training, further education, or entry into employment. The skills in the course are transferable to all areas of computing-related study including robotics, artificial intelligence, e-commerce, networking, cyber security, and systems analysis and testing.
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<b>Course Format</b>	<b>Unit 1:</b> Software Design and Development <b>Unit 2:</b> Web Design and Development <b>Unit 3:</b> Database Design and Development <b>Unit 4:</b> Computer Systems <b>Project</b>
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**Course Details**

This course highlights the central role of computing professionals as creative problem-solvers and designers, able to conceive, design, implement, and operate complex systems. It provides pupils with an understanding of contemporary computing technologies and develops a wide range of practical skills that underpin our modern, digital world. The course also builds awareness of the importance of computing in meeting our needs today and for the future, in many fields including science, education, business, and industry. Many organisations regard computing skills as vital to their growth and sustainability, while a growing number of individuals use computing technologies as a way to create entrepreneurial, social and enterprise-building opportunities.

**Software Design and Development**

In this unit pupils will develop object-oriented programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these modular programs work. They use their knowledge of data types and constructs to create efficient programs to solve advanced problems.

**Web Design and Development**

Pupils will apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and PHP.

**Database Design and Development**

In this topic, pupils will develop knowledge, understanding, and advanced practical problem-solving skills in database design and development. They do this through a range of practical tasks, using SQL to create and query relational databases. Candidates apply computational thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools.

**Computer Systems**

Pupils will develop their understanding of how data is stored in hexadecimal form and how flags are used during the fetch-execute cycle. They become aware of the environmental impact of data centres and the security risks of code injections.

**Assessment**

Pupils will sit an assessment for each topic which they will be expected to pass. The course award will be achieved by a question paper (50%) and a project (50%). The project is an open brief and pupils are expected to choose a topic to demonstrate their skills in two of the areas above.

**Department****CRAFT, DESIGN & ENGINEERING**

**Course** Design & Manufacture

**Level** Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher A/B pass in Design and Manufacture

<b>Progression Route</b>	<ul style="list-style-type: none"><li>• a range of design and/or manufacturing related Higher National Diplomas (HNDs)</li><li>• degrees in design and/or manufacturing related disciplines</li><li>• careers in design and/or manufacturing design fields</li></ul>
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<b>Course Format</b>	<b>Unit 1:</b> Design <b>Unit 2:</b> Manufacture
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**Course Details**

This course has two areas of study.

**Design**

Candidates study the evolution of products, the design of products and the design process. This helps them develop the skills, knowledge and understanding required to initiate, develop, articulate and communicate design proposals, and appreciate the impact design has on society, the economy and the environment. Candidates enhance their understanding of the iterative nature of the design process by using the design, make and test process to reach a viable solution.

**Materials and Manufacture**

Candidates study the manufacture of commercial products. They develop knowledge of materials, processes, assembly, production and planning systems, and strengthen their understanding of how these influence the design of products. This gives them the knowledge and understanding required to develop a viable design proposal for a commercial product, and to plan its production. Integrating the two areas of study is fundamental to delivering the course successfully. It helps candidates to understand the relationship between designing products and manufacturing products, and it helps them appreciate how this connection influences a product's life cycle. By combining the study of design with the study of manufacturing, candidates also develop a better understanding of the impact design and manufacturing technologies have on society, the environment and the workforce.

some of the subject skills, knowledge and understanding developed in the course is outlined below:

- analysing and evaluating the design and manufacture of commercial products
- exploring a range of traditional and contemporary techniques for visualising, modelling, testing and evaluating design proposals
- developing skills, techniques and strategies for communicating ideas appropriate to a range of audiences and users
- developing knowledge and understanding of the role of design and manufacturing in contributing to a global economy
- developing a critical understanding of factors which influence and support the design and manufacture of commercial products — past, present and future
- developing knowledge and understanding of the ethical, social, and environmental impact of the design and manufacture of commercial products
- planning, managing and undertaking a significant design and manufacture assignment

**Department****DRAMA**

Course

Drama

Level

Advanced Higher

Entry Requirement S4 → S5	N/A
Entry Requirement S5 → S6	Higher Drama Grade A Higher English Grade A/B

Progression Route	Further/Higher education. <b>Careers:</b> Theatre, Law, Media, Design, Technical theatre, Medicine, Education
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Course Format	<b>Unit 1:</b> Drama Skills <b>Unit 2:</b> Production Skills
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**Course Details**

In Advanced Higher Drama you will be expected to work independently to research theatre practitioners, theatre companies and playwrights. You will analyse theory and performance and apply your experiences and knowledge to your own performance as an actor, director or designer.

**Drama Skills:** You will research and explore a theatre practitioner's methodologies and productions. You will then devise, direct and design your own theatrical statement.

**Production Skills:** You will research a second practitioner and analyse their influence on contemporary theatre performances. You will explore and apply your research and knowledge as an Actor, Director or Designer. You will undertake a practical exam specialising in either Acting, Directing or Design. This is worth 50% of the overall grade. You will also complete a 3000 word project, worth 30% of the final grade and an assignment analysing performance worth 20%.

**Homework**

You will be expected to complete preparatory and research based and/or essay tasks on a weekly basis.

**Department****CRAFT, DESIGN & ENGINEERING****Course**

Engineering Science

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher A/B pass in Engineering Science <b>or</b> Physics

<b>Progression Route</b>	Degrees in Engineering and related disciplines A range of engineering related Higher National Diplomas (HNDs)  <b>Careers:</b> Careers in Engineering
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<b>Course Format</b>	<b>Unit 1:</b> Engineering Project Management  <b>Unit 2:</b> Electronics and Control  <b>Unit 3:</b> Mechanisms and Structures
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**Course Details**

This course aims to:

- extend and apply knowledge and understanding of key engineering concepts, principles and practice through independent learning
- understand and apply the relationships between engineering, mathematics and science
- develop skills in investigation and research in an engineering context
- analyse, design, construct and evaluate creative solutions to complex engineering problems
- communicate advanced engineering concepts clearly and concisely, using appropriate terminology
- develop an informed understanding of the role and impact of engineering in changing and influencing our environment and society, including ethical implications

The course will also give learners the opportunity to develop thinking skills and skills in numeracy, employability, enterprise and citizenship.



**Department**

ENGLISH

Course

English

Level

Advanced Higher

Entry Requirement S4 → S5	N/A
Entry Requirement S5 → S6	Higher English A or B

Progression Route	<p>English is recognised by prestigious universities such as those in The Russell Group as a key 'facilitating' subject which shows a level of ability with language, argumentation and analysis desirable for any subject. It is particularly useful for Literature, International Relations, Languages/Linguistics, Law, Philosophy, History, Politics, Psychology, Theatre studies and Media and communication awards. 'STEM' subjects are starting to use the quality of a candidate's English pass as a discriminating factor when offering entry to high-demand courses such as Medicine and Veterinary Medicine and view AH level English as a desirable subject, sharing a high level of analytical, evaluative and communicative skills. Careers such as in the Civil Service also expect a candidate to possess a good pass in English, regardless of university degree subject.</p> <p><b>Careers:</b> English is applicable to a huge variety of careers. Common careers are journalism, publishing, research and information skills/librarianship, speech and language therapy, linguistics, media and advertising, law, politics, advocacy work, hospitality and tourism management, amongst others.</p>
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Course Format	<p><b>Unit 1:</b> Analysis &amp; Evaluation – reading of fiction and non-fiction for internal assessment and final exam; production of dissertation</p> <p><b>Unit 2:</b> Creation &amp; Production – folio of writing</p>
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**Course Details**

The Advanced Higher course follows a broadly similar structure as the Nat 5 and Higher, with two units familiar to all. However, A & E now includes compulsory unseen textual analysis as well as a critical essay on literature, and the Literature Dissertation. C & P requires a Folio of two pieces of writing as well as a writer's log detailing progress and editing towards the final piece. The course provides learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of sophisticated texts from different genres. Learners will develop sophisticated writing skills.

**Please note:** at this level, candidates must be able to work and think independently, read and discuss critically, and cope with a high level of demand for reading and essay writing. **Pupils wishing to progress to Advanced Higher must show a genuine interest in literature and creative writing, along with a commitment to engage in university-level discussion and research. This is not the course for you if you haven't voluntarily read a book since S2, no matter how much you enjoyed Higher!**

**Assessment:** 1 x Literature essay 25 marks 1 x unseen textual analysis 15 marks  
plus Folio (two pieces, total of 30 marks) and 2,500 – 3,500 word Dissertation of Literature (30 marks)

**Homework** will take at least four hours per week, and significantly longer at key times such as Dissertation drafts and deadlines. It is the pupil's responsibility to arrange meetings with their Dissertation Supervisor, on a regular basis. Failure to meet deadlines, including for Creative Writing, will result in removal from the course.

**Department****GEOGRAPHY****Course**

Geography

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Geography A or B pass

<b>Progression Route</b>	<b>Careers:</b> Geography compliments the humanities, social and natural sciences and offers career paths in the environmental industry, research, mapping and GIS, climatology, urban planning, community development and environmental management, as well as tourism, civil engineering and quantity surveying and business. In higher education the qualification is valued as an entry qualification to Arts, Social Science and Science faculties in many universities.
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<b>Course Format</b>	<b>Unit 1:</b> Geographical Methods and Techniques <b>Unit 2:</b> Geographical Study
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**Course Details**

The course focuses on Geographical Skills and is split up into 3 units.

**Geographical Methods and Techniques Unit:** concentrates on map interpretation, gathering and processing techniques and statistical data handling. Practice using these skills is essential for completing the geographical study in the Geographical Issues unit.

**Geographical Issues Unit:** This will be assessed by the production of a folio comprising:

Section A: Geographical Study — a report on geographical research.

Section B: Geographical Issue — a critical evaluation of an issue from a geographical perspective. The pupil will be expected to critique sources of a geographical nature and evaluate them to form a reasoned conclusion.

**Final Exam:** The final exam assesses the Geographical Methods and Techniques Unit, lasting 2 hours 30 minutes and marked out of 50.

The folio work assessed in the Geographical Issues Unit is also externally assessed.

Section A: Geographical Study is marked out of 60.

Section B: Geographical Issue is marked out of 40.

**Self-Study:** Pupils must be prepared to spend at least 3 hours per week following up classwork and/or preparing for assessments.

**Additional Information:** Today, the importance of Geography and the significance of contemporary geographical research is clearly apparent when applied globally and nationally in a continually changing world repeatedly facing environmental, political and economic issues. Geography examines how the physical world is shaped, how it affects human activity.

<b>Department</b>
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**CRAFT, DESIGN & ENGINEERING**

**Course** Graphic Communication

**Level** Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher A/B in Graphic Communication.

<b>Progression Route</b>	<p>Other SQA qualifications in Graphic Communication or related areas further study, employment and/or training</p> <p><b>Careers:</b> Industrial designers, Architecture, Desk top publishers, Drafters, Multi-media designers, Graphic designers</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Commercial and Visual Media Graphics</p> <p><b>Unit 2:</b> Analysis of Digital Media.</p> <p><b>Unit 3:</b> Evaluation of Technical Graphics</p> <p><b>Unit 4:</b> Demonstration of Marketing and Technical Graphics</p> <p><b>Course assessment Task:</b> Produce A Graphical Response to A Brief</p>
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**Course Details**

**The Advanced Higher graphic communication course brings together aspects of technology, engineering, design, creativity as well as visual and digital communication. Candidates are encouraged to exercise imagination, creativity and logical thinking as they explore graphic communication in realistic & contemporary contexts.**

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

- skills in developing and presenting effective graphic communications which support and inform business, industrial and/or built environment sectors
- analysing often complex features of graphic communications which support and inform business activities
- investigating, evaluating, and skilfully applying common and contemporary technologies and techniques to produce graphic communications which support technical activities
- an understanding of the key concepts that support the planning, design and production of technical graphics, and commercial and visual media graphics

The course consists of Four key units of work which challenge candidates to demonstrate skills in Planning, Graphic Types, Drawing standards, CAD modelling & CAD illustrations. There are new topics at advanced Higher where pupils will investigate the built environment, Commercial Manufacturing and Animation within computer aided design.

These skills will be used to develop single and multipage publications including information leaflets, Packaging, marketing strategies and Animated Marketing such as billboards or online Adverts.

**COURSE ASSESSMENT**

Component 1 — Question Paper (50% of grade)

The purpose of the question paper is to assess learners' skills, knowledge and visual literacy through the graphics techniques and practice they have acquired. The question paper has 90 marks available.

Component 2 — Assignment (50% of grade)

The purpose of the Graphic Communication Assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course. Candidates will be expected to identify opportunities to present solutions to specific graphic needs, research and identify their own market and audience. The areas for assessment are analysis, research, planning, evaluation and finally preliminary, production and promotional Graphic. Evidence will be produced through the learner's graphic response to a brief. The assignment will have 90 marks and be 20 A3 Pages.

**Department**

**HEALTH, FOOD & TEXTILE TECHNOLOGY**

**Course** Health & Food Technology

**Level** Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Health & Food Technology Grade A/B <b>or</b> Higher English or Social Subject Grade A/B <b>or</b> Interview with Curriculum Leader

<b>Progression Route</b>	<p>Degrees for entry into any University course as well as food science and technology, food product design, human nutrition and dietetics or food, nutrition, and health. Higher National Diplomas in areas such as food science and food technology, further study, employment and/or training such as health promotion or food testing</p> <p><b>Careers:</b> This qualification is particularly suited to those wishing to pursue: Careers in Education : HFT Teacher, PE Teacher, Science Teacher, Primary Teacher. Careers in the Health Sector: Dentist, Doctor, Ophthalmologist, Physiotherapist, Paramedic, Pharmacist, Nursing and Midwifery as these are all linked to diet, nutrition, and health.</p> <ul style="list-style-type: none"> <li>• Food Product Development</li> <li>• Environmental Health Officer</li> <li>• Public Health Advisor</li> <li>• Food Technologist</li> <li>• Nutritionist</li> <li>• Food Scientist</li> <li>• Biochemist</li> <li>• QMU has just brought in this exciting BSC Honours in Food Science and Innovation qualification and excellent progression route.</li> <li>• <a href="https://www.gmu.ac.uk/study-here/undergraduate-study/2023/bsc-bsc-hons-food-science-and-innovation/">https://www.gmu.ac.uk/study-here/undergraduate-study/2023/bsc-bsc-hons-food-science-and-innovation/</a></li> </ul>
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<b>Course Format</b>	<p><b>Topic 1:</b> Health and Food Technology: Food for Health</p> <p><b>Topic 2:</b> Food Science Production and Manufacturing</p>
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**Course Details**

This is a challenging and demanding course for those who have enjoyed the content covered in Higher Health and Food Technology. There is minimal teacher input with a focus on independent learning, students will:

- Develop skills of independent enquiry, critical thinking and analysis and evaluation
- Apply knowledge and understanding of the relationships between nutrition, food and health, and the importance of these relationships
- Develop detailed knowledge and understanding of food science
- Apply knowledge and understanding of the functional properties of food in food product development
- Develop detailed knowledge and understanding of commercial food manufacturing
- Analyse contemporary issues affecting consumer food choices

**Assessment.**

**Question Paper:** The question paper will require demonstration and application of knowledge, understanding and skills from across the topics.

**Project:** The project will require application of skills, knowledge and understanding from across the Units. Learners will produce a project proposal, carry out research and analyse the evidence they have gathered to come to conclusions. The project will be sufficiently open and flexible to allow for personalisation and choice.

**Department****HISTORY****Course**

History

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher A or B in History alongside teacher recommendation.

<b>Progression Route</b>	University - Pupils who complete the course may be eligible for advanced entry into Year 2 of a degree programme at a Scottish University
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<b>Careers</b>	Law, Philosophy, Politics; International Relations and Journalism, Diplomatic careers, jobs in Arts and Humanities as well as Sciences and Medicine.
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<b>Course Format</b>	<b>Unit 1 - Historical Study (8) – South Africa: 1910-1984</b> <b>Unit 2 – Historical Research Related to Topic Studied in Unit 1</b>
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**Course Details**

A fascinating exploration of South Africa's complex history. This course focuses on the emergence and development of the apartheid regime in South Africa. With in-depth studies about issues of race and class conflict in a rapidly industrialising society and of international pressures on that society. Key themes discussed will be ideology, authority, rights and resistance as well as the role played by US and UK governments. Pupils will learn about the significant individuals who played vital roles in this tragic story of South Africa's past. From oppressors to resisters, like PW Botha, Nelson Mandela, Ghandi and Steve Biko, this course will help develop empathetic skills within pupils.

Pupils will develop their skills in analysis, drawing conclusions and evaluating the reliability of sources. Pupils are given membership of Edinburgh University Library and are expected to make use of this facility to produce a comprehensive dissertation on a related topic of their choice.

**Component 1: Question paper 90 marks**

Candidates will be prepared for this by teacher led tutorials, class work and independent study.

**Part A:** Historical Issues will have 50 marks. This section will allow for detailed examination of the main issues and will be assessed by essay questions requiring the learner to draw on the knowledge, understanding, and skills acquired during the course. Learners will answer two 25-mark questions from a choice of five.

**Part B:** Historical Sources will have 40 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the Course and apply these to unseen historical sources. Candidates who have previously studied National 5 and particularly Higher History will find that their sources skills will have provided them with a good foundation for this aspect of the course.

**Component 2: Dissertation 50 marks-** Candidates will be given guidance on how to research and complete a detailed dissertation on an issue of their choosing. The completed dissertation will be submitted to the SQA for marking.

**Department****MATHEMATICS****Course**

Mathematics

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Mathematics A or B

<b>Progression Route</b>	This course offers an introduction to a broad range of mathematical techniques, meeting the needs of those pursuing a wide variety of post school studies and careers. The course is suitable for all who wish to follow a degree course in Mathematics, Physics, Chemistry, Engineering or Computing.
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<b>Course Format</b>	<ul style="list-style-type: none"><li>• Methods in Algebra and Calculus</li><li>• Applications in Algebra and Calculus</li><li>• Geometry, Proof and Systems of Equations</li></ul> <p>Preparation for course assessment</p>
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**Course Details**

**Methods in Algebra and Calculus (AH)** Applying algebraic skills to partial fractions; applying calculus skills through techniques of differentiation; applying calculus skills through techniques of integration; applying calculus skills to solving differential equations.

**Applications in Algebra and Calculus (AH)** Applying algebraic skills to the binomial theorem and to complex numbers; applying algebraic skills to sequences and series; applying algebraic skills to summation and mathematical proof; applying algebraic and calculus skills to properties of functions; applying algebraic and calculus skills to motion and optimisation.

**Geometry, Proof and Systems of Equations (AH)** Applying algebraic skills to matrices and systems of equations; applying algebraic and geometric skills to vectors; applying geometric skills to complex numbers; applying algebraic skills to number theory; applying algebraic and geometric skills to methods of proof.

**Course Assessment:** There is an external SQA exam which is graded. The exam assesses

- mathematical reasoning skills to think logically, provide justification and solve problems
- reasoning skills to interpret information and to use complex mathematical models
- explaining and justifying concepts through rigorous proof

There are two question papers requiring candidates to apply knowledge and skills acquired across the course to unseen situations. One of the papers is non-calculator.

**Homework:** At least 5 hours per week. This will be a mixture of

- textbook exercises and review of notes taken in class to consolidate new learning
- formal hand-in homework exercises with feedback from the teacher

**Department**

**MATHEMATICS****Course**

Mathematics of Mechanics

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Mathematics A or B

<b>Progression Route</b>	This course offers a depth of mathematical experience that is relevant to further study or employment in Mathematics & Applied Mathematics, Physics, Engineering, Design and Architecture.
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<b>Course Format</b>	<ul style="list-style-type: none"> <li>• Linear and Parabolic Motion</li> <li>• Force, Energy and Periodic Motion</li> <li>• Mathematical Techniques for Mechanics</li> </ul>
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**Course Details****Linear and Parabolic Motion (AH)**

Applying skills to

- motion in a straight line
- vectors associated with motion
- projectiles moving in a vertical plane
- forces associated with dynamics and equilibrium

**Force, Energy and Periodic Motion (AH)**

Applying skills to

- principles of momentum, impulse, work, power and energy
- motion in a horizontal circle with uniform angular velocity
- simple harmonic motion
- centres of mass

**Mathematical Techniques for Mechanics (AH)**

- applying algebraic skills to expansion of expressions and to partial fractions
- applying calculus skills to differentiation of functions
- applying calculus skills through techniques of integration
- applying calculus skills to solving differential equations

**Course Assessment:** This is graded and is an external SQA exam consisting of one question paper.**Homework:** At least 5 hours per week.

<b>Department</b>
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**MATHEMATICS****Course**

Mathematics – Statistics

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Mathematics A or B

<b>Progression Route</b>	<p>This course offers a depth of mathematical experience that is relevant to further study or employment in:</p> <ul style="list-style-type: none"> <li>• Mathematical &amp; Physical Sciences</li> <li>• Computer Science</li> <li>• Medicine &amp; Biological Sciences</li> <li>• Accounting, Economics, Business &amp; Management</li> <li>• Social Sciences</li> </ul>
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<b>Course Format</b>	<ul style="list-style-type: none"> <li>• Data Analysis and Modelling</li> <li>• Statistical Inference</li> <li>• Hypothesis Testing</li> </ul>
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**Course Details****Data Analysis and Modelling (AH)** Applying skills to:

- data collection, presentation and interpretation
- probability theory
- discrete random variables
- particular probability distributions

**Statistical Inference (AH)**

- applying skills to sampling and central limit theory, intervals and estimation and bi-variate analysis.
- carry out a statistical investigation by collecting and analysing relevant information and communicating the conclusion.

**Hypothesis Testing (AH)**

- applying skills to parametric tests, non-parametric tests and bi-variate tests.
- carry out a statistical test by posing the hypothesis, collecting & analysing data and communicating the conclusion.

**Course Assessment:** There is an external SQA exam which is graded. There are two question papers requiring candidates to apply knowledge and skills acquired across the course to unseen situations.

**Homework:** At least 5 hours per week.



## Department

## MODERN LANGUAGES

**Course** French/German/Spanish

**Level** Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Level A or B

<b>Progression Route</b>	Modern Language at University. This can be combined with a wide range of other subjects and offer the chance to study abroad. Careers include - Interpreting, Translating, Travel and tourism, Engineering, Scientific research, Games manufacturing/design/testing, (and last but not least!) Teaching
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<b>Course Format - Mandatory Units</b>	Understanding Language (Reading & Listening) Using Language (Speaking and Writing) Portfolio Speaking, Reading, Translation, Listening, Discursive Writing
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### Course Details

Advanced Higher is aimed at a broader range of pupils, than just those who want to study languages in Higher Education. There is much value in an award at Advanced Higher, as an extra skill to bring to a wide range of degree. The aims are to develop what was learnt for Higher, in terms of fluency, accuracy and sophistication. The expression of opinions and exchanging of ideas stressed at Higher will be taken forward to more complex cultural topics. As we begin to consider current affairs from the viewpoint of those living in the country of the target language, there will be a greater opportunity to compare and contrast these issues with our experience in Britain.

#### **Society** – Personal Relationships

Lifestyles

Media

Globalisation

The environment

Citizenship

#### **Learning** – Learning in context

Education

#### **Employability** – Jobs

Work and CVs

#### **Culture** – Planning a Trip

Other Cultures

Traditions, Customs and Beliefs

Film and Media

Literature of Another Country

The final exam is made up of a Speaking assessment, carried out by a visiting assessor and worth **25%** of the final grade, a Portfolio (**15%**) and two exam papers:

**Paper 1: Reading (25%) and Translation (10%)**

**Paper 2: Listening (15%) and Discursive Writing (20%)**

<b>Department</b>
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**MODERN STUDIES**

<b>Course</b>	Modern Studies
<b>Level</b>	Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher A or B in Social Subject and English, alongside teacher recommendation if necessary

<b>Progression Route</b>	<p>The Advanced Higher course has been designed to prepare pupils for the working patterns and demands of higher education at Scottish or English universities</p> <p><b>Careers:</b> Modern Studies provides a useful qualification for a wide range of careers e.g. journalism, law, politics, civil service, television, police and social work, and the health service</p>
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<b>Course Format</b>	<p><b>Unit 1:</b> Law and Order and Research Methods</p> <p><b>Unit 2:</b> Project Dissertation</p>
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**Course Details**

The Advanced Higher course builds on work covered at Higher. Candidates are required to study the topics 'Contemporary Issues' and 'Researching Contemporary Issues' within the United Kingdom and the USA while adopting an international comparative approach; develop skills of evaluation, analysis and synthesis of evidence on contemporary issues; and critically evaluate a range of social science research methods

**Progression of Learning.** Pupils gaining an 'A' or 'B' pass in Modern Studies and/or any other Social Subject and/or English could be considered for entry.

**Methods of Learning:** Pupils will use a wide variety of resources – PowerPoint, textbooks, DVDs and the Internet, visiting speakers, use of Edinburgh University Library and outside visits where appropriate. Pupils will be expected to undertake course reading at home, with time in class used to discuss it in a seminar-style setting. In addition, candidates are expected to be able to undertake parts of the course with minimal supervision.

**Form of Assessment:** Internal Assessment: a number of Assessment Outcomes need to be successfully completed before the course award can be made. External assessment: one exam paper and a project (dissertation) must be completed. The external exam paper consists of 90 marks, 60 marks being allocated to questions on comparative politics and 30 marks allocated to research methods. The project (dissertation) is worth 50 marks and should not exceed 5000 words. Total marks: 140.

**Homework:** will involve:

1. Research for project (dissertation) and course content
2. Exercises based on suitable SQA assessments
3. Background reading from appropriate political journals and current affairs
4. Assignments issued during class

In addition, the Advanced Higher course has been designed to specifically cater for pupils who intend to embark upon a social science course within higher education at either Scottish or English universities.

**Department****MUSIC****Course**

Music

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher Music grade A or by negotiation with Curriculum Leader

<b>Progression Route</b>	College/University/Employment  <b>Careers:</b> Performer, composer, journalist, primary and secondary teaching, sound engineer, media and TV, radio, film industry, music therapy, computer game design, graduate training schemes, music theatre
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<b>Course Format</b>	<b>Unit 1:</b> Performing <b>Unit 2:</b> Understanding <b>Unit 3:</b> Composition and Analysis
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**Course Details**

This course is designed with three groups of pupils in mind. The first is the music lover who wishes to study music for pleasure, the second is the pupil who wishes to gain the qualification for entrance into a non-music course. The final pupil is the young person who wishes to continue studying music in further education.

The Course consists of a Performance exam worth 50% and a Written Paper worth 35% and an assignment\* worth 15%. You will study performance on two instruments, both worth 30% each of the overall mark. You can play any style of music as long as it is of an appropriate standard (grade 5 or equivalent). The overall performance time on both instruments should amount to 18 minutes with a minimum of 6 minutes on one instrument.

The Written paper tests musical knowledge and understanding from The Renaissance through to the present day, anything from electronic dance music to opera!

Also, as part of the course you will compose a piece of music and analyse the key features of a piece of music of your choice

\*Composition is currently not part of the course but is subject to change. The timings for performances may also be changed, but please ask Miss MacLeod for further information.

**Department**

**PHYSICAL EDUCATION****Course**

Physical Education

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Higher A/B pass. Higher English (essential) – A/B Pass. Pupils who are performing/playing sport at a high level

<b>Progression Route</b>	<p>Higher National Diplomas (HNDs) in areas such as sports science, sports coaching, or health and fitness.</p> <p>Degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion, or sports psychology.</p> <p>Further study, employment and/or training related to personal training or health promotion</p> <p><b>Careers:</b> Sports Administration, Sports Medicine, Sports Science, Sports Coaching, Sports development and Physical Education Teaching. Advanced higher PE will also develop critical thinking, research and writing skills that are essential for ALL college and university courses. Advanced Higher PE is equal to all other Advanced Highers.</p>
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<b>Course Format</b>	<p><b>Assessment 1:</b> 5000 Word Project</p> <p><b>Assessment 2:</b> Performance Assessment (1 Activity)</p>
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**Course Details**

The purpose of this course is to investigate factors which underpin and impact on performance. Learners will build on the knowledge gained in Higher Physical Education and develop their research skills to allow for a more in-depth study into performance.

**Assessment 1: Project (70%):** The project will allow learners to develop their knowledge of factors impacting on performance and will require them to select an activity and area of performance that requires development. Learners will be given the skills and knowledge to carry out detailed academic research into their chosen topic using journals, the internet and various literature.

The Project will consist of a 5000-word written assignment which will cover the following areas:

- Demonstrating independent research and investigation skills
- Investigating how factors impact on performance
- Understanding and applying approaches to develop performance
- Analysing and evaluating the process of performance development including future needs

Please note that this course is predominantly classroom based and the practical aspects of the course will consist of individual training programmes only.

**Assessment 2: Performance (30%):** Learners will be assessed in one activity of their choice in a challenging performance context. Learners should be regularly performing at club/local, district or national level to be successful in this section of the course.

**Department**

**PHYSICS****Course**

Physics

**Level**

Advanced Higher

<b>Entry Requirement S4 → S5</b>	N/A
<b>Entry Requirement S5 → S6</b>	Physics Higher Grade A or B <b>plus</b> Pass at Higher Maths in S5 <b>or</b> studying Higher Maths in S6

<b>Progression Route</b>	Pupils may find this subject useful if going on to study science or engineering subjects at College or University and may be eligible for advanced entry into Year 2 of a degree programme
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<b>Course Format</b>	<p>The Advanced Higher Physics course contains 2.5 taught units as well as a supplementary section which can be applied throughout the course. Students will also be required to complete a large-scale project which is marked externally.</p> <p><b>Unit 1: Rotational Motion and Astrophysics</b> Topics covered are: kinematic relationships, angular motion, rotational dynamics, gravitation, general relativity, stellar physics</p> <p><b>Unit 2: Quanta and Waves</b> Topics covered are: introduction to quantum mechanics, particles from space, simple harmonic motion, waves, interference, polarisation</p> <p><b>Unit 3: Electromagnetism</b> Topics covered are: fields, circuits, electromagnetic radiation</p> <p><b>Units, prefixes and uncertainties:</b> Topics covered are: units, prefixes and scientific notation, uncertainties, data analysis, evaluation and significance of experimental uncertainties</p> <p><b>Project:</b> Long term investigation into an aspect/aspects of Physics, usually combining 3 thorough experimental procedures and their review</p>
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**Course Details**

This course is designed to provide you with a deeper understanding of the nature of Physics and its applications. It builds on the skills, attitudes and abilities that pupils have developed at Higher level and provides a challenging experience for those who wish to study the subject in greater depth. The study of Advanced Higher Physics encourages an interest in current developments and applications of physics.

Units 1, 2 and 3 are subdivided into smaller sub sections. Assessment at the end of each sub section which will involve key area questions along with course level questions.

Pupils will also complete a Project consisting of an extended period of practical work and analysis. This accounts for 25% of the final award. It is essential that pupils engage with this and commit time in school to carrying out practical work as well as time at home to write up their work as it progresses.

**Homework:** Pupils are expected to review their notes and do any required additional reading and preparation as this is viewed as essential consolidation of coursework. Summary notes and tutorial questions are also made available to help consolidate learning beyond the classroom.

Considerable home-study is expected to consolidate course content and complete the investigation. Students will be expected to be self-directed, motivated learners who can manage their time effectively.

**Department****RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES**

**Course** Religious, Moral and Philosophical Studies

**Level** Advanced Higher

**Entry Requirement S5 → S6**

Learners should have achieved a Higher in Religious, Moral and Philosophical Studies, Higher English, or a social subject at Higher A,B or an Interview with Curriculum Leader

**Progression Route**

**Careers:** Journalism, teaching, nursing, medicine, law, social work, archaeology, psychology

**Course Format**

**Unit 1:** Philosophy of Religion

**Unit 2:** Medical Ethics or Religious Experience

**Course Details****Two units plus Dissertation**

The course explores how religion, morality and philosophy are the core of human history and culture. You will develop an understanding of the significance and continuing impact of these subjects on the world today. You will apply skills knowledge and understanding to a range of religious, moral, and philosophical questions, and learn to critically evaluate how these questions affect people's lives and values. We will explore your understanding of different viewpoints and beliefs and look at a variety of viewpoints. We will also explore the challenges to these viewpoints. The course aims to deepen your understanding of significant ethical, theological, and philosophical themes and of societies religious and social diversity.

**Philosophy of Religion:** Compulsory unit – in this unit you will develop skills to critically evaluate a range of issues arising from the philosophy of religion, including the cosmological argument, the Kalam argument, the teleological argument, the intelligent design argument, and atheism and the improbability of God argument and the incoherence of the God of classical theism.

**Medical Ethics:** optional unit – Develop skills to critically evaluate a range of issues involving medical ethics, including treatment and use of embryos, abortion, organ procurement and allocation, end-of-life care and assisted dying. We will develop in-depth knowledge and understanding of the issues, and of religious and other responses to them including the philosophical reasoning behind these responses.

**Religious Experience:** optional unit – in this unit you will develop skills to critically evaluate a range of issues concerning religious experience, including James', Otto's and Swinburne's ideas about religious experience, faith perspectives on mystical experiences, miracles, and conversion, as well as psychological, sociological, and scientific accounts of religious experience.

**Question Paper:** The Question paper is worth 90 marks and allows the candidate to demonstrate their depth of knowledge and understanding of course content.

**Dissertation:** For the dissertation you must choose a Religious, Moral or Philosophical issue to research, it should allow you to examine a wide range of views. This is mainly self-directed with guidance from the teacher. You will carry out an in-depth study of the different viewpoints and present a carefully structured conclusion. Worth 50 marks – 35% of the total mark, it has an emphasis on the application of skills: and will be between 3,000 and 4,000 words. It is skills focused and will allow you to demonstrate a wide variety of skills including presenting relevant, in-depth factual knowledge, analyse and evaluate arguments and present supported and coherent conclusions.

**Homework:** 2 - 3 hours per week.

**Department****SCIENCE****Course**

Scottish Science Baccalaureate Interdisciplinary Project

**Level**

CFE Advanced Higher (0.5 of a full AH course)

<b>Entry Requirement S5 → S6 for the Interdisciplinary Project only</b> (please note the Interdisciplinary Project can be awarded as a standalone unit or as part of the Scottish Science Baccalaureate) <b>Higher Requirement</b>	Any Higher pass in Biology, Chemistry or Physics
<b>Scottish Science Baccalaureate</b>	Any Higher pass in Biology, Chemistry or Physics For the award of an overall Scottish Science Baccalaureate graded as a pass or distinction you must be taking a selection of Higher and Advanced Higher courses to qualify. Every pupil will be credited with the IP on their final certificate but some will be credited with the Scottish Science Baccalaureate.

**Course Format****Part 1:** Progress log (ongoing) and Project Proposal**Part 2:** Project Plan**Part 3:** Presentation of project findings**Part 4:** Evaluation of project**Part 5:** Self-evaluation of generic/cognitive skills development**Course Details****The interdisciplinary project:**

The project is given a suggested time of 80 hours (this means you should expect up to 160 hours). It must be based on a science investigation or practical assignment, will explore and bring out the relevance of either science in one or more of the following broad contexts:

♦ employability

♦ enterprise

♦ citizenship

♦ sustainable development

♦ economic development

Must take science and put it into its context and relevance. It will develop the generic core skills sought by employers and universities. Will involve learning environments and experiences outside of school and link to other subjects. You can build on your Advanced Higher work - but is not just an extension of the AH project. It can be completed as part of a group – however, you are assessed as an individual on your own work.

**Please note this course will have one period of staff contact per week to oversee the project.**

## **Course descriptors and Entry requirements for School College Partnership Courses 2024-25**

Transport - pupils will use their bus passes for their journey to and from college

An application form for these courses which run in the travel column must be made online.

<http://www.edinburghcollege.ac.uk/courses/schools>

Please let your Guidance teacher know which course you are intending to apply for.

Course Title	SCQF Level	Qualification	Course Outline	What will I study	Entry Requirements	Progression	Attendance	Duration	Location	Essential Information
Foundation Apprenticeship Creative & Digital Media with Graphic Design	6	Foundation Apprenticeship	S5 PUPILS ONLY Suitable for pupils going into S5 who are capable of learning at SCQF Level 6 and interested in a career in Graphic Design.	Year 1 - NPA in Creative and Digital Media: Technologies, Processes and Practices  Year 2 - 4x Units from Diploma in Creative Digital Media	Achieved or working towards National 5 Maths and National 5 English Applicants will be required to submit a completed personal statement highlighting suitability for the course as part of the application process.	Successful completion will provide direct access to any full time Edinburgh College NC, or HND courses in Art & Design, Visual Communication: Graphic Design/Illustration/User Experience Design and to the University of Arts London (UAL) Diploma. • Progress to University - FA is recognised as partial entry criteria for degrees in media related subjects • Gain accelerated entry onto a Modern Apprenticeship in the Creative and	Tuesday and Thursday afternoons	2 Years	Granton Campus	In Year 1 pupils will complete a National Progression Award in Creative and Digital Media (SCQF level 6) at College attending 2 afternoons per week. In year 2 pupils will spend around 10 hours per week (Tuesday and Thursday afternoons, some Friday afternoon attendance might be required) attending college and undertaking an extended workplacement with an employer to complete four units of the Diploma in Creative and Digital Media (SCQF level 7) and a media project.



						<div>Media sectors</div> <div><div>• Progress onto a Graduate Apprenticeship</div><div>• Progress to College - Direct access to NC UAL or HND Art &amp; Design courses in Art DesignVisual Communication: Graphic Design/Illustration/User Experience Design</div><div>• Progress to University - FA is recognised as partial entry criteria for degrees in media related subjects</div></div>				
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UAL Diploma Level 2 (SCQF 5) Award and Certificate in Drawing	5	University of the Arts London Diploma	S5 PUPILS Suitable for school pupils studying a broad range of school subjects at N5 level. The Level 2 Award and Certificate in Drawing has been designed to provide students with an exciting and challenging experience, which will introduce them to the rigours and rewards of exploring and working within the most fundamental of creativity activities. The development of good drawing skills are essential to progress within the field of Art and Design and this course will supplement students' portfolios for successful College applications. Drawing skills are used within a wide range of other professions including: sport, law, archaeology, medicine, science, mathematics, cartography, anthropology, music and performance.	UAL Level 2 Award in Drawing (2 units in semester 1) UAL Level 2 Certificate in Drawing (4 units over 1 year)	Studying National 5 in a broad range of subjects, preferably along with Art & Design. Applicants will be required to submit a completed personal statement highlighting suitability for the course as part of the application process.	The development of good drawing skills are essential to progress within the field of Art and Design and this course will supplement students' portfolios for successful College applications. Progress to College - Direct access to NC or UAL Diplomas dependant on portfolio and other qualifications	Tuesday and Thursday afternoons	1 year	Granton Campus	May run dependant on FT recruitment and available staffing but need to keep open to gauge response.
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UAL Diploma Level 3 (SCQF 6) Award and Certificate in Drawing	6	University of the Arts London Diploma	S6 PUPILS Suitable for school pupils studying Art and Design at Higher / Advanced Highers along with other subjects. The Level 3 Award and Certificate in Drawing has been designed to provide students with an exciting and challenging experience, which will introduce them to the rigours and rewards of exploring and working within the most fundamental of creativity activities. The development of good drawing skills are essential to progress within the field of Art and Design and this course will supplement students' portfolios for successful UCAS and College applications. Drawing skills are used within a wide range of other professions including: sport, law, archaeology, medicine, science, mathematics, cartography, anthropology, music and performance.	UAL Level 3 Award in Drawing (2 units in semester 1) UAL Level 3 Certificate in Drawing (4 units over 1 year)	Studying Highers or Advanced Highers subjects preferably including one of: Art & Design, Photography, Craft and Technology or Graphic Communication. Applicants will be required to submit a completed personal statement highlight suitability for the course as part of the application process.	The development of good drawing skills are essential to progress within the field of Art and Design and this course will supplement students' portfolios for successful College applications. Progress to College - Direct access to NC or UAL Diplomas or HND dependant on portfolio and other qualifications	Tuesday and Thursday afternoons	1 year	Granton Campus	May run dependant on FT recruitment and available staffing but need to keep open to gauge response
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Cisco Cyber Security Essentials	5	CISCO certificate	<p><b>SENIOR PHASE PUPILS</b></p> <p>If you are interested in a career in IT, Cyber Security or Computer Networking, then this course is a great place to start. CISCO, the largest global tech infrastructure company, which to businesses in the sector is a household name for quality graduates. Computing and Technology is one of the biggest growth areas in the job market today and is one of the most exciting and subject diverse sectors to work in.</p>	<p>Learn procedures to implement data confidentiality, integrity, availability and security controls on networks, servers and applications. Understand security principles and how to develop security policies that comply with cybersecurity laws. Apply skills through practice, using labs and Cisco Packet Tracer activities. Get immediate feedback on your work through built-in quizzes and tests. The course is delivered through CISCO netAcad Portal, giving flexibility to work at your own pace if you want to read ahead.</p>	<p>Students should have a minimum of 4 national 4's one of which should be in Maths and be studying towards 5 National 5's one of which should be in Maths. The 5 National 5's are the minimum requirement for progression to a higher level course in the area of Computing. If an applicant wants to study this course without progression, then other entry requirements will be considered. We have a screening activity which can be used to help assess students ability to do this course. A completed personal statement must be submitted as part of the application process.</p>	<p>With this Qualification and the National 4 entry requirements you could be considered for: Access to Cyber Security, Software and Web</p> <p>With sufficient National 5's and this qualification you can be considered for: NPA Cyber Security and Networking and Forensics NPA Software Development and Web NPA Software Development and Digital Design NPA Software Development (SCP) if still at school With Relevant Highers in addition to this qualification you could be considered for: HND Cyber Security</p>	Friday Afternoons	1 year	Sighthill Campus	Out with core school timetable
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						HND Networks and Systems HNC Computer Science				
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Computer Games with IT Software NPA	5	National Progression Award	<p><b>SENIOR PHASE PUPILS</b></p> <p>This course provides a pathway to the Foundation Apprenticeship in IT Software and will provide a range of vocational skills and life skills, such as computer programming and problem-solving skills. The qualification will also improve pupils' computational thinking skills, a competence which is increasingly recognised as vital in the 21st century. Pupils can progress to NC Games Development if they have National 5 maths at grade B, or pass a maths screening. Pupils who wish to progress to a Higher National Certificate (HNC)/Higher National Diploma (HND) in Computer Games Development will require further study at a higher level and a complementary maths qualification.</p>	<p>Computer Games: Design</p> <p>Computer Games: Development</p> <p>Computer Games Media Assets</p> <p>Computer Games: Portfolio</p> <p>Computer Programming Gameplay</p>	<p>Pupils should be studying towards National 5 maths, English and computing or a science-related subject.</p> <p>A completed personal statement demonstrating suitability for the course must be submitted as part of the application process.</p>	<p>Foundation Apprenticeship in IT Software Development</p> <p>Full time college computing courses - If combined with Nat 5 maths B - NC Games Development</p>	Friday Afternoons	1 year	Milton Road Campus	Outwith core school timetable
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Foundation Apprenticeship in Information Technology: Software Development	6	Foundation Apprenticeship	<p>S5 PUPILS ONLY</p> <p>Suitable for pupils going into S5 who are capable of learning at SCQF Level 6 and interested in a Computing</p>	<p>Year 1 - An NPA where topics will be: Computing Applications: Development Computing: Authoring a Website Software Design and Development</p> <p>Year 2 - Five units of a Diploma for IT &amp; Telecommunications Professionals at SCQF level 6</p>	Applicants should be working towards achieving one or two Highers over S5 and S6, one of which must be Computing. Submission of a completed personal statement is required as part of the application process.	<p>Software Development and Web Software Development and Digital Design</p> <p>If combined with other qualifications:</p> <p>HND Software Development</p> <p>HND Web Development</p> <p>HND Digital Design</p> <p>University entry</p>	Tuesday and Thursday afternoons	2 Years	Sighthill Campus	<p>In year one (S5) you will complete the following units at Edinburgh College:</p> <p>Computing Applications: Development</p> <p>Computing: Authoring a Website</p> <p>Software Design and Development</p> <p>Year two (S6) you will have a mixture of College and workplace delivery where you will develop work ready skills undertake a project for your employer and complete the following units:</p> <p>Personal Effectiveness</p> <p>Health and Safety in IT</p> <p>Telecom Investigating</p> <p>Defining Customer Requirements for IT &amp; Telecoms Systems</p> <p>Data Modeling 1</p> <p>Object Oriented</p> <p>Computer Programming</p>
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NPA Software Development	6	National Progression Award	<p>S5 &amp; S6 PUPILS</p> <p>Discover the world of software development as you are introduced to core industry concepts and skills in web and software development. This course is designed to be used as a progression towards further study of specialist web development or Software development course at the college. You will gain an up-to-date award taught by industry-experienced College lecturers and learn a diverse range of knowledge in; computer programming for apps with python or JavaScript, and web development with HTML and CSS As part of the course you will build your own website and an App.</p>	<p>Computer programming with Python or javascript</p> <p>HTML</p> <p>CSS</p> <p>How to build a website</p> <p>How to build an App</p>	<p>Applicants should have achieved National 5 Maths, English and a science-related subject and will be working towards achieving one or two Highers over S5 and S6, one of which must be Computing. Consideration will still be given to applicants who have not met these exact qualifications by way of completing a screening activity to establish eligibility.</p>	<p>NPA Software Development and Web</p> <p>NPA Software Development and Digital Design</p> <p>If combined with other qualifications:</p> <p>HND Software Development</p> <p>HND Web Development</p> <p>HND Digital Design University entry</p>	Tuesday and Thursday afternoons	1 year	Midlothian Campus or Sighthill Campus	
NPA Data Science	6	National Progression Award	<p>S5 &amp; S6 PUPILS</p> <p>Last year in Scotland there were 11,000 unfilled data science jobs. Data skills are important for everyone, irrespective of their vocational or academic ambitions. Data citizenship relates to the need for everyone to possess a basic understanding of data to permit them to participate in contemporary society and engage in the political process. More focus is being placed on data literacy among the</p>	<p>Data Science - Level 6</p> <p>Data Citizenship - Level 6</p> <p>Data Science Project - Level 6</p>	<p>Applicants must have achieved National 5s and be able to demonstrate ability to work at level 6. Submission of a personal statement is required highlighting suitability for the course as part of the application process. The course can be delivered flexibly - either online/self-directed/live</p>	<p>Professional Development Award in Data Science</p> <p>SCQF Level 7: This course is scheduled to commence in February 2025 at Edinburgh College.</p> <p>Entry onto the BSc in Data Science at Edinburgh Napier</p>	Tuesday and Thursday Afternoons	1 year	Milton Road Campus	



			general workforce, as more organisations become data driven and opportunities to apply data analytics to an ever increasing range of tasks becomes apparent.			University: Candidates who successfully complete the PDA Data Science Level 7 at Edinburgh College may be eligible for entry into the BSc in Data Science program at Edinburgh Napier University				
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Film & Media NPA	6	National Progression Award	<p>S5 &amp; 6 PUPILS</p> <p>The NPA in Film and Media will give pupils an insight into working in areas such as film, TV and the visual arts. The course is made up of a mixture of practical and theoretical units building from initial ideas to working on productions. Pupils will explore job roles in the media industry and meet and work with other like-minded young people.</p>	<ul style="list-style-type: none"><li>• Technical Skills for Media</li><li>• Content Development for Media</li><li>• Film and the Film Industry: An Introduction</li><li>• Film and Media</li><li>• Storytelling for the Creative Industries</li><li>• Creative Project</li></ul>	<p>Two relevant National 5 Qualifications</p> <p>Applicants should be able to demonstrate a keen interest in and knowledge/experience of the film and media industries and will be required to submit a completed personal statement highlighting suitability for the course. Submission of a task may also be required as part of the application process.</p>	HNC Media and Communications HNC in Creative Industries	Tuesday and Thursday afternoons	1 Year	Milton Road Campus	
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<p>NPA Sound Production: Recording</p> <p>NPA Sound Production: Live Sound</p> <p>(Two level 6 NPAs)</p>	6	Two National Progression Award	<p><b>S5 &amp; S6 PUPILS</b></p> <p>This course will provide an introduction to working in the area sound production in a studio and live sound setting. Pupils will learn both creative and technical processes in sound production including composition, MIDI sequencing, editing, arranging and mixing. They will also learn basic live sound skills and the differences between the areas of studio recording and live sound. The course is taught by industry experienced lecturers in sector leading facilities. These include 4 Presonus studios, 3 MIDI suites, over 10 fully equipped rehearsal rooms and a 96 seat auditorium.</p>	<ul style="list-style-type: none"> <li>• Creative Project</li> <li>• Sound: Understanding the Signal Path</li> <li>• Sound Engineering and Production Sound: Reinforcement</li> </ul> <p>Achieving the 4 units results in gaining both NPA qualifications.</p>	<p>Applicants should be studying at Higher level and have good writing skills. A completed personal statement is required highlighting suitability for the course as part of the application process.</p>	<p>HND Sound Production</p> <p>HND Music Business</p> <p>HND Music</p>	Tuesday and Thursday afternoons	1 Year	Milton Road Campus	
Digital Media Editing NPA	5	National Progression Award	<p><b>Senior Phase Pupils</b></p> <p>This course will allow pupils to develop technical skills in the creation and editing of digital media but also recognise the importance of planning and design. Pupils will also have the opportunity to follow a development lifecycle from planning through to design and then on to creation and editing. It will also enable pupils to experience a contemporary technological subject and gain skills that can be used in future employment.</p>	<ul style="list-style-type: none"> <li>• Digital Media Editing Practice</li> <li>• Digital Media: Audio Editing</li> <li>• Digital Media: Video Editing</li> <li>• Digital Media: Still Images Editing</li> </ul>	<p>Minimum 3 passes at SCQF Level 4. Applicants should be able to demonstrate a keen interest in video production and practical camera work that demonstrates creative potential. Applicants will be required to submit a completed personal statement highlighting suitability for the course as part of the application process.</p>	<p>FA Creative &amp; Digital Media</p> <p>FA Creative &amp; Digital Media with Graphic Design</p> <p>NC Audio Media FT</p>	Tuesday and Thursday afternoons	1 Year	Sighthill Campus	

Foundation Apprenticeship Creative & Digital Media	6	Foundation Apprenticeship	S5 PUPILS ONLY Suitable for pupils going into S5 who are capable of learning at SCQF Level 6 and interested in a career in the Creative Industries, particularly in Television, Film Industry, Media and Audio Visual	Year 1 - NPA in Creative and Digital Media: Technologies, Processes and Practices Year 2 - 4x Units from Diploma in Creative Digital Media & Media Project	Achieved or working towards National 5 Maths and National 5 English. Applicants will be required to submit a completed personal statement that highlights suitability for the course as part of the application process.	<ul style="list-style-type: none"> <li>• Gain direct employment at entry level in the Creative Industries</li> <li>• Gain accelerated entry onto a Modern Apprenticeship in the Creative and Media sectors</li> <li>• Progress onto a Graduate Apprenticeship</li> <li>• Progress to College - Direct access to a variety of HNC/D courses in Media, Television and Radio</li> <li>• Progress to University - FA is recognised as partial entry criteria for degrees in media related subjects</li> </ul>	Tuesday and Thursday afternoons	2 Years	Sighthill Campus	In Year 1 pupils will complete a National Progression Award in Creative and Digital Media (SCQF level 6) at College attending 2 afternoons per week. In year 2 pupils will spend around 10 hours per week (Tuesday and Thursday afternoons, some Friday afternoon attendance might be required) attending college and undertaking an extended work placement with an employer to complete four units of the Diploma in Creative and Digital Media (SCQF level 7) and a media project.
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Modern Musicianship (Performance & Production) NPA Live Performance	6	National Progression Award	S5 & S6 PUPILS  Project-based based course involving working in a band or small group to plan, arrange, rehearse, record and perform a programme of music in a chosen style. In addition to learning how to re-arrange existing material learners will collaboratively write and arrange an original song which will also be recorded and performed. This will involve working in rehearsal rooms, DAW suites, auditorium and studio settings with a completely practical focus.	National Progression Award along with Edinburgh College accredited units in Song Writing, Studio Recording and Digital Audio Workstation Skills	Applicants should be studying at Nat 5 or Higher level and will be required to complete a personal statement highlighting suitability for the course as part of the application process. Due to the performance nature of the course some instrumental skill is required to the level of being able to participate in band/group rehearsal. Applicants must also submit a short recording of themselves playing a piece on an instrument or singing (in any style). They may subsequently be contacted by a member of the curriculum team to follow up on the application if required.	NC/HND Music Sound Production Music Business	Tuesday and Thursday afternoons	1 year	Sighthill Campus	
NPA (5) Radio Broadcasting and NPA (6) Journalism (course name: NPA Radio Broadcasting and Journalism. Two NPA Awards).	5/6	National Progression Award	S5 & S6 PUPILS  The media industry is experiencing significant growth with radio and TV journalism now having a wider reach than ever. This industry focussed, project-based course will provide a realistic insight and experience of working in the Radio Broadcast and Journalism sector. Sitting within the school of Media, the course will cover:  Radio programme production Interviewing skills Presenting for radio and TV	NPA Radio Broadcast (L5) Media: Radio Interviewing Media: Presenting for Radio and TV Media: Radio Journalism Media: Making a Radio Programme  NPA Journalism (L6) Research and Interview Skills for Journalism Feature Writing News Writing for Print	Two relevant National 5 Qualifications. Applicants should be able to demonstrate a keen interest in and knowledge/experience of the media industry and will be required to submit a completed personal statement highlighting suitability for the course.	HNC Media and Comms HND Next Generation TV HND Audiovisual Technology HND Sound Production	Tuesday and Thursday Afternoons	1 year	Sighthill (TBC)	

			<p>Feature and news writing Research for journalism Website development</p> <p>Completion of the course will be through realistic, industry focussed projects in the role of journalist, presenter, producer (including audio content production/podcast), communication/PR. The assessment of the course is through the participation and submission of creative projects, resulting in two NPA qualifications at SQCF L5 and L6, allowing for progression onto a range of Broadcast Media (Film and TV), and Media and Comms courses in Higher Education.</p>	Basic Website Development						
Dance NPA	5	National Progression Award	<p><b>SENIOR PHASE PUPILS</b> This is an introductory qualification in Dance in which pupils will explore choreography and gain an appreciation of dance skills and techniques. It allows pupils to develop knowledge, understanding and skills in choreography and different styles of dance.</p>	<ul style="list-style-type: none"> <li>• Dance: Contemporary</li> <li>• Dance: Choreography</li> <li>• Dance: Jazz</li> </ul>	Applicants should have a desire to learn dance techniques and demonstrate a passion for performance and choreography. A completed personal statement highlighting suitability for the course must be submitted as part of the application process and applicants may be required to participate in a dance related activity.	Full time course at Edinburgh College: NC Level 6 Dance PASS Dance	Tuesday and Thursday afternoons	1 Year	Granton Campus	You may be required to participate in performances or events outwith normal school timetable or off campus.

NPA Acting & performance	6	National Progression Award + 3 additional SQA units at level 6	<b>S5 Pupils</b> This is an introduction to the skills required for acting and performance and an opportunity to build knowledge about the arts sector in Scotland and beyond as well as the potential job opportunities associated with acting and performance. This culminates in a performance opportunity to an audience.  Pupils gain an NPA at level 6 and three further SQA credits at this level	Units: Drama: Theatre skills in Performance Professional Theatre in Context Drama skills in a Scottish Context Performing Arts industry an introduction Professional Practice	Ideally, pupils will be studying towards Higher English and will have achieved a pass (grade C or above) in National 5 English. A completed personal statement highlighting suitability for the course must be submitted as part of the application process.	Progression on to NPA Professional theatre preparation (SCP) in S6 Full time college courses	Tuesday and Thursday afternoons	1 Year	Granton Campus	You may be required to participate in performances or events outwith normal school timetable or off campus.
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NPA Musical Theatre	6	National Progression Award	<p>This course is for S5 and S6 pupils who are still at school.</p> <p>This course is being offered through Performing Arts Studio Scotland (PASS) at Edinburgh College. It gives young people the opportunity to study at college and gain a qualification and range of experience in Musical Theatre to gain the knowledge and skills they might need to progress. It will provide pupils with the opportunity to develop skills in acting, dance and singing. They will also be introduced to dance techniques appropriate to musical theatre, approaches to prepare for auditions and group singing.</p>	<p>Preparation for Audition</p> <p>Acting through Song</p> <p>Group Dance Performance Musical Theatre</p>	<p>Applicants should have a desire to learn musical theatre techniques and demonstrate a passion for performance. Some previous experience in dance or movement will be beneficial although most important is a passion for musical theatre and an enthusiasm to learn. A personal statement must be completed for this course and should include</p> <p>Previous experience in Acting, Dance, Singing or any other Performing Arts area.</p> <p>Any workshops you have been part of</p> <p>What performances you have seen</p> <p>What do you hope to gain from the course</p> <p>It is also important to list your previous experience or qualifications on your application form to prevent duplication.</p>	<p>UAL performing and Production Arts specialising in Dance or Acting, HND Musical Theatre, HND Dance Artists, HND Acting &amp; Performance</p> <p>All of the above are through audition.</p>	Tuesday and Thursday afternoons	1 Year	Granton Campus	You may be required to participate in performances or events outwith normal school timetable or off campus.
NPA Professional Theatre Preparation	6	National Progression Award + 2 additional SQA units	<p><b>S6 Pupils</b></p> <p>This develops skills in acting and performance by exploring a range of different styles and approaches to performance, it prepares pupils for an audition situation which may be useful for progression on to college or university course and also provides an opportunity to be part of a live performance for an audience.</p>	<p>Units:</p> <p>Preparation for Audition</p> <p>Drama: Acting Skills</p> <p>Acting styles &amp; practitioners</p> <p>Theatre Performance</p>	<p>Ideally, pupils will be studying towards Higher English and will have achieved a pass (grade C or above) in National 5 English. A completed personal statement highlighting suitability for the course must be submitted as part of the application process.</p>	<p>Progression on to a range of Full-time college or university courses</p>	Tuesday and Thursday afternoons	1 Year	Granton Campus	You may be required to participate in performances or events outwith normal school timetable or off campus.



NPA Technical Theatre	6	National Progression Award	S5 & S6 PUPILS  This course will introduce pupils to techniques that are important in Technical theatre. It develops practical, technical and transferable skills and gives the opportunity to build skills for progression to next level courses.	<ul style="list-style-type: none"> <li>• Technical Theatre in context</li> <li>• Theatre Stage lighting operations</li> <li>• Theatrical design including: Lighting, Sound, Prop Making and Model Set Construction</li> </ul>	Applicants must have an interest in Theatre Production and will be required to submit a completed personal statement highlighting their suitability for the course as part of the application process.	Possible access to Technical Theatre level 7 subject to interview.	Tuesday and Thursday afternoons	1 year	Granton Campus	
NPA Theatre Costume	5	National Progression Award	S5 & S6 PUPILS  This course will introduce pupils to techniques that are important in the costume design sector. It develops practical, technical and transferable skills and gives the opportunity to build skills and portfolios for progression to next level courses.	<ul style="list-style-type: none"> <li>• Introduction to cutting, Sewing and Surface Decoration</li> <li>• Introduction to Garment Pattern Construction</li> <li>• Introduction to Sewing Machine Skills</li> </ul>	Applicants should have an Interest in theatre/costume making and will be required to submit a personal statement highlighting suitability for the course as part of the application process. Applicants will also require a portfolio and will be invited to attend an interview which will have a practical element.	Possible access to HND Costume for Stage and Screen Costume Theatre Design course at level 7 QMU articulation	Tuesday and Thursday afternoons	1 Year	Granton Campus	A kit cost of £15.50 per pupil will be required to be met by school
Photography Higher	6	Higher	S5 & 6 PUPILS  This course includes the technical and creative aspects of photography. The course comprises a series of units covering basic camera controls and use of research skills and digital imaging. These skills are then combined in the thematic course project	<ul style="list-style-type: none"> <li>• Research Skills</li> <li>• Digital Imaging</li> <li>• Portfolio Production</li> </ul>	National 5 Photography or three National 5 qualifications A completed personal statement must be submitted highlighting suitability for the course as part of the application process.	Foundation Photography	Tuesday and Thursday Afternoons	1 Year	Sighthill Campus	ASSESSMENT ARRANGEMENTS  Although enrolled at college, pupils sitting SQA exams will be required to sit at school.

Introduction to the Motor Vehicle Industry: Paint & Body Repairs	4	Edinburgh College accredited units	<p><b>SENIOR PHASE PUPILS</b></p> <p>This course offers a practical hands-on approach to learning and is delivered in our specialist Automotive workshops. Pupils will study Certificated Edinburgh College units specifically developed to include the latest industry paint &amp; body techniques which are in demand by employers and will undertake an exciting project which will enable them to apply the skills and techniques they have learned. Successful completion will guarantee progression to a full time course in this discipline.</p>	<ul style="list-style-type: none"> <li>• Health &amp; Safety in the Body and Paint Environment</li> <li>• Vehicle Body Panel Fitting</li> <li>• Vehicle Dent Repair</li> <li>• Painting Techniques</li> <li>• Body and Paint Repair</li> <li>• Introduction to Automotive Graphics and Lettering</li> <li>• Automotive Valeting and Detailing</li> </ul>	There are no formal entry requirements but due to high demand for places, applicants will be required to participate in a course information event as part of the application process before applying.	On successful completion of this programme, pupils are guaranteed a place on IMI Certificate in Transport Maintenance Level 1. The skills and knowledge gained in the SCP programme may also support application to National 5 Engineering Skills.	Tuesday and Thursday afternoons	1 Year	Sighthill Campus	Personal Protective Equipment (PPE) is mandatory to participate in this course. The PPE cost of £25.00 must be met by school.
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Introduction to the Motor Vehicle Industry & Technologies	4	Edinburgh College accredited units	<p>SENIOR PHASE PUPILS</p> <p>Introduction to Motor Vehicle Industry &amp; Technologies provides a hands-on practical learning experience and is ideal for young people who are interested in a career in the automotive industry. The course is delivered in our specialist Automotive workshops and units have been developed to include the latest electric &amp; hybrid vehicle technologies which are in demand by employers. Pupils will study Certificated Edinburgh College units and will undertake an exciting automotive project which will enable them to apply the skills and knowledge they have learned. Successful completion of this course will guarantee progression to a full-time course in this discipline.</p>	<ul style="list-style-type: none"> <li>• Health &amp; Safety in the Automotive Industry</li> <li>• Braking Systems</li> <li>• Electric &amp; Hybrid Vehicle Technology</li> <li>• Engine Components and Operation</li> <li>• Reducing the Effects of Vehicles on the Environment</li> <li>• Service &amp; Repair</li> <li>• Introduction to chassis &amp; drive trains</li> </ul>	There are no formal entry requirements. However, due to the high demand for places, interested applicants will be required to attend a mandatory campus based course information session before an application can be submitted. Dates will be notified in advance.	On successful completion of this programme pupils can apply for IMI Level 1 Certificate in Transport Maintenance . The skills and knowledge gained in the SCP programme may also support application to National 5 Engineering Skills.	Tuesday and Thursday afternoons	1 Year	Midlothian Campus or Sighthill Campus	Personal Protective Equipment (PPE) is mandatory to participate in this course. The PPE cost of £25.00 must be met by school.
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Construction Craft NPA	4	National Progression Award	<p><b>SENIOR PHASE</b></p> <p>This course provides the opportunity to try a variety of trade disciplines, including Plumbing and Electrical.</p> <p>The main focus is on developing good hand tool skills and employability skills. There may also be opportunities for work placements and visits to building sites. Pupils will study towards and gain NPA level 4.</p>	<ul style="list-style-type: none"> <li>• Intro to Brickwork; Half Brick, One brick and Decorative</li> <li>• Introducing ground operations; Preparation, Concrete screed, Slabbing and mono-blocks.</li> <li>• Carpentry and Joinery; Tools and uses, Different materials and joints, Finishing Skills and Decorative piece</li> <li>• Tiling; Use of tools and Materials, Wall Tiling, Floor tiling and decorative pattern work</li> </ul> <p><b>Electrical and plumbing units have been incorporated into this course</b></p>	There are no formal entry requirements. However, due to high demand for places, interested pupils will be required to attend a campus based course information session before an application can be submitted. Dates will be notified in advance.	Pupils who successfully complete this course will have the opportunity to progress into the Level 5 NPA course or to employment as an Apprentice.	TBC	1 Year	Bespoke Offer - refer to Local Authority	Personal Protective Equipment (PPE) is mandatory to participate in this course. The PPE cost of £60.00, which includes protective clothing and tools, must be met by school.
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Construction Craft NPA	5	National Progression Award	<p>SENIOR PHASE - PROGRESSING STUDENTS</p> <p>This is a progression pathway from Level 4.</p>	Plastering Joinery Painting Wall Tiling	Pupils must have successfully completed the NPA 4 Construction Craft Award delivered by College to gain entry to this course.	Progressing students would go onto a Trades Specific Award at Level 5	TBC	TBC	Bespoke Offer - refer to Local Authority	Personal Protective Equipment (PPE) is mandatory to participate in this course. The PPE cost of £60.00, which includes protective clothing and tools, must be met by school.
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Foundation Apprenticeship in Engineering	6	Foundation Apprenticeship	<p><b>S5 PUPILS ONLY</b></p> <p>Suitable for pupils going into S5 with strong mathematical ability and working towards Highers in Mathematics and Physics or another science based subject. Pupils should be capable of learning at SCQF Level 6 and interested in a career in Engineering. The course covers mechanical, electrical, pneumatic and hydraulic systems and also includes a project based engineering element. Successful completion of this course may allow you onward progression to a HNC in Mechanical, Electrical or Renewable Energy Engineering course.</p>	<p>Year 1 - NC in Engineering Systems: Subjects will include: Mathematics, Dynamics, Thermofluids, Electrical and Mechanical Principles, Test and Measurement.</p> <p>Year 2 - 5 x Units from SVQ in Performing Engineering Operations</p>	<p>Applicants must have achieved National 5 Maths &amp; Physics (grade A-C). They should be studying towards Higher Maths in S5 and preferably Higher Physics as well, although another science related subject would be acceptable. A completed personal statement must be submitted as part of the application process.</p>	<ul style="list-style-type: none"> <li>• Gain direct employment at entry level in the engineering sector</li> <li>• Gain accelerated entry into Modern Apprenticeships in various Engineering disciplines</li> <li>• Progress onto a Graduate Apprenticeship in an Engineering discipline</li> <li>• Progress to College - Direct access to HNC/D in Mechanical, Electrical and Engineering Systems</li> <li>• Continue your studies at university, the FA counts as partial entry criteria for degrees in various Engineering disciplines</li> </ul>	Tuesday, Thursday and Friday afternoons	1 year	Midlothian Campus	<p>Personal Protective Equipment (PPE) is mandatory to participate in this course. The PPE cost of £25.00 must be met by school.</p>
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Skills for Work Engineering Skills National 5	5	Skills for Work National 5	<p><b>SENIOR PHASE PUPILS</b></p> <p>This course will provide the broad practical skills base needed in engineering manufacture systems and processes. Pupils will develop the skills and knowledge necessary for basic engineering processes and maintenance working on a range of engineering systems including fitting using hand skills, fabrication engineering, manufacturing project design and electrical and electronic engineering. Pupils will also gain an insight into other engineering occupations such as mechanical, automotive, electrical and electronic.</p>	<ul style="list-style-type: none"> <li>• Mechanical and Fabrication Practical Skills</li> <li>• Electrical and Electronic Practical Skills</li> <li>• Repair and Maintenance Skills</li> <li>• Design and Manufacture Skills</li> <li>• Skills and Attitudes for Employability plus An Understanding of the Workplace</li> <li>• Engineering Materials</li> <li>• Fitting Using Hand Skills</li> <li>• Employability and Essential Core Skills</li> </ul>	Applicants should be working towards National 5 Maths and Physics or Science related subject. A completed personal statement highlighting suitability for the course must be submitted as part of the application process. Interested applicants may be required to participate in a course information event.	Full time courses in engineering related disciplines	Tuesday and Thursday afternoons	1 year	Midlothian Campus	Personal Protective Equipment (PPE) is mandatory to participate in this course. The cost of £25.00 must be met by school.
Higher Childcare and Development	6	Higher	<p><b>S5 &amp; S6 PUPILS</b></p> <p>This Higher Childcare and Development course covers the key areas of how children develop and learn, how the adult supports this and theoretical approaches around these areas. The course is assessed by a project and external assessment. This course is an ideal progression route to HNC Childhood Practice or as a supporting Higher when applying for Primary Teaching.</p>	Higher Childcare and Development	Applicants must have achieved National 5 English and at least two other National 5 's. Ideally applicants should have achieved or be working towards Higher English. Applicants will be required to complete a personal statement highlighting suitability for the course as part of the selection process. Further selection process may be required if applications exceed availability.	Successful achievement of this unit alongside Higher English (at C or above) will meet progression entry requirements for the HNC Childhood Practice SCQF Level 7 course at Edinburgh College.	Tuesday and Thursday afternoons	1 year	Sighthill Campus	<p><b>ASSESSMENT ARRANGEMENTS</b></p> <p>Although enrolled at college, pupils sitting SQA exams will be required to sit at school.</p>

Introduction to Early Years & Childhood Practice	4/5	SQA & Edinburgh College Units	<p><b>SENIOR PHASE PUPILS</b></p> <p>The Level 4 and Level 5 courses provide an excellent introduction to further study in this exciting and fast growing Sector. Pupils can study towards level 4 or 5 SQA units, depending on ability.</p> <p>This course is an ideal progression route to the full-time Level 5 or Level 6 Childhood Practice course at Edinburgh College or a Modern Apprenticeship.</p>	<p>Level 4</p> <ul style="list-style-type: none"> <li>• Play in Early Learning &amp; Childcare</li> <li>• Child Development</li> <li>• Introduction to Meta-Skills for Childhood Practice SCP Level 5</li> </ul> <p>Development and Wellbeing of Children and Young People</p> <p>Play in Early Learning and Childcare</p> <p>Developing Meta-Skills for Childhood Practice SCP</p>	There are no formal requirements but demand for places on this course is high. Applicants will be required to complete a personal statement as part of the application process. Interested applicants will be invited to participate in a course information event prior to applying.	Successful completion of this course and a progression meeting will guarantee progression on to the next level of full-time Childhood Practice course at Edinburgh College.	Tuesday and Thursday afternoons	1 year	Granton, Milton Road or Sighthill Campus	
Health & Social Care Academy	5	SQA & Edinburgh College Units	<p><b>SENIOR PHASE PUPILS</b></p> <p>This course provides an agile pathway to a career in Health Care Professions. It offers multiple options for progression to full time courses in Healthcare, Social Care, Dental &amp; Pharmacy and supports development of essential digital skills for the Care Sector. The course offers job related practical experience which employers are looking for and provides transferable skills which can be applied across a range of disciplines. Pupils at Sighthill Campus will study in the Digital Care Hub which is equipped with a replica ward setting , infection prevention &amp; control classroom, transition to home room and Virtual Reality Technology</p>	<ul style="list-style-type: none"> <li>•Digital Skills for Health &amp; Social Care</li> <li>•Mental Health</li> <li>•Human Body (SQA unit)</li> <li>•Infection Prevention &amp; Control</li> <li>•Safe Beginners for Health &amp; Social Care</li> </ul>	Four National 4's (including English) and a genuine interest in working in/studying Health Care or Social Care. Pupils who want to progress onto health courses at SCQF Level 6 must have National 5 Biology.	Level 5 or 6 Dental Courses Level 5 or 6 Pharmacy Courses SFW Health & Social Care (Higher), Modern Apprenticeships in Health or Social Care, progression to full time level 6 college courses or employment in the sector.	Tuesday and Thursday afternoons	1 Year	Milton Road Campus or Sighthill Campus	



			which enables pupils to experience life through the eyes of a dementia patient. Milton Road pupils will have a satellite version of the Digital Care Hub augmented with live streaming from Sighthill Campus.							
Skills for Work Health & Social Care (Higher)	6	Skills for Work Higher	<p>S5 &amp; S6 PUPILS</p> <p>This course introduces pupils to the nature of health and social care work. It includes investigating the types of health and social care establishments that are available and the roles of care workers in these settings. Pupils will also be investigating the principles of good care practice and exploring what constitutes day to day care work, for example identifying people's needs and strengths and learning how care workers try to meet those needs through development and implementation of care plans.</p>	<p>•Understanding and Supporting People in Health and Social Care Settings</p> <p>• Care Principles and Practice</p> <p>• Working in Health and Social Care Settings</p> <p>• Health, Safety and Protection Issues in Care Settings</p> <p>• Preparation for Work in Health and Social Care</p>	<p>Health and Social Care National 5 or four National 5's (including English) and a genuine interest in working/studying health and social care.</p> <p>Pupils who want to progress onto full time health courses at SCQF Level 6 must have National 5 Biology. Higher Biology is required for entry to HNC Care and Administrative Practice. Applicants will be required to submit a completed personal statement highlighting suitability for the course as part of the application process.</p>	<p>If you have the required qualifications then this can lead to Level 6 Route to Health Professions or HNC Care and Administrative Practice or University. N.b. pupils who wish to use this course for entry requirements for a Nursing Degree must also have Higher English and Higher Biology.</p>	Tuesday and Thursday afternoons	1 Year	Sighthill Campus	

NPA Criminology (Social Science)	5	SQA & Edinburgh College Units	S5 & S6 PUPILS This National Progression Award (NPA) in Criminology is delivered with a social science focus. It develops knowledge and understanding of the impact of crime on individuals, communities and wider society. It also includes an exploration of crime scenes. The nature of criminology is challenging and includes sensitive topics such as domestic violence and sexual abuse.	Criminology: Crime in the Community  The History and Development of Criminology  Criminology: Crime Scenes	National 4 English along with a completed personal statement highlighting suitability for the course as part of the application process.	Successful completion of NPA Criminology along with National 5 English will support entry to NC Social Science level 6 full time course at Edinburgh College. Suitable for young people wishing to pursue a career in Criminology/ Sociology/History/Psychology/Politics.	Tuesday and Thursday afternoons	1 year	Sighthill Campus Blended Learning (1 afternoon in college and 1 afternoon online)	
Psychology (National 5)	5	National 5	S5 PUPILS The National 5 Psychology course will develop your understanding of psychological explanations for human behaviour. You will explore the fascinating topic of sleep and dreams - why do humans spend 1/3 of their lives sleeping, what happens to the brain and body when we are asleep, do dreams have meaning, why do adolescents tend to be wide awake late at night but tired in the morning. In addition, you will investigate how the environment can influence the way in which we behave and think. We often change our behaviour and opinions to fit in with a group - why is conformity more	Individual Behaviour (which includes sleep and dreams) Social Behaviour (which includes conformity) Research (which includes writing a research plan)	N4 English & N4 History <b>OR</b> N4 Geography <b>OR</b> N4 Modern Studies. Applicants will be required to submit a completed personal statement highlighting suitability for the course as part of the application process.	Higher Psychology	Tuesday and Thursday afternoons	1 Year	Sighthill and Milton Road Campus Blended Learning (1 afternoon in college and 1 afternoon online)	ASSESSMENT ARRANGEMENTS  Although enrolled at college, pupils sitting SQA exams will be required to sit at school.

			important to some cultures while individuality is more important to others, why are there gender differences in conformity levels, when is conformity positive and when is it a bad thing.							
Psychology Higher	6	Higher	<p><b>S6 PUPILS ONLY</b></p> <p>Studying Psychology will enable pupils to develop an understanding of the study of the human mind and behaviour in a range of contexts and to enhance their ability to use evidence to explain behaviour. The course will develop pupils' understanding of psychology as the scientific study of the mind and behaviour. As Psychology is both an evidence and research-based subject it provides pupils with the opportunity to conduct practical research. This will include working with human participants in accordance with recognised ethical standards.</p>	<ul style="list-style-type: none"> <li>• Research: Understand the research process and methods used in psychology and develop the skills needed to conduct and evaluate psychological research using numerical skills and psychological terminology</li> <li>• Individual Behaviour: Analyse individual behaviour by investigating various topics and how they can be explained using psychological approaches and theories</li> <li>• Social Behaviour: Examine how interactions with others</li> </ul>	<p>Applicants need to have gained Higher English and another relevant subject at Higher level e.g. History, Modern Studies, Biology</p> <p>This is an extremely demanding, academic course and applicants need to ensure they are able to give the time and commitment required. They need to be able to work independently and juggle the demands of their school and college workload.</p> <p>Applicants will be required to submit a completed personal statement highlighting suitability for the course as part of the application process.</p>	HNC Social Science	Tuesday and Thursday afternoons	1 year	Sighthill and Milton Road Campus Blended Learning (1 afternoon in college and 1 afternoon online)	<p><b>ASSESSMENT ARRANGEMENTS</b></p> <p>Although enrolled at college, pupils sitting SQA exams will be required to sit at school.</p>

				shape everyday social behaviour. Pupils will investigate psychological explanations for social behaviour and will use research evidence to analyse how the thoughts, feelings and behaviours of individuals are influenced by their social environment						
Advanced Higher English	7	Advanced Higher	S6 PUPILS This course provides learners with the opportunity to develop skills of reading, writing, talking and listening in the context of complex and sophisticated literature and language	The course is made up of 4 components: Literary Study; Textual Analysis; Portfolio–writing; Project–dissertation	Higher English at a C or above	Range of HE courses	Tuesday and Thursday afternoons	1 year	Sighthill Campus	ASSESSMENT ARRANGEMENTS  Although enrolled at college, pupils sitting SQA exams will be required to sit at school.

NPA Achieving Excellence in Women's Football	6	National Progression Award	<b>S5 &amp; S6 pupils</b> This course is designed to support football performance - specific to female players, through theoretical and practical learning. You will learn about key aspects of football performance such as Nutrition, Physiological systems, individual development, personal wellbeing and recovery.	Anatomy, Physiology and Nutrition Individual Performance in Sport Codes of Conduct Analysis & Evaluation of Performance	Three National 5 qualifications at Grade C or above, with the inclusion of English and either PE or a science subject. You must be a registered player at any club level (e.g. NAP/League one/Championship/SWP L2 & SWPL1). Applicants will be required to submit a completed personal statement highlighting suitability for the course as part of the application process.	This course is designed for progression on to full time study at SCQF level 7 e.g. HNC Fitness, Health & Exercise, Sports Coaching or Sports Therapy. You will also require Higher English at Grade C or above.	Tuesday and Thursday afternoons	1 Year	Sighthill Campus	
NPA Exercise and Fitness Leadership	6	National Progression Award	<b>S4 &amp; S5 PUPILS</b> This course will provide students with a structured opportunity to experience a number of recognised ways to lead others in fitness activities. The award helps students develop personal their leadership qualities and knowledge and skills in fitness.	NPA Exercise and Fitness Leadership Cardiovascular Training Fixed and/or Free Weight Training Circuit Training	Applicants need passes at grade C or above for Nat 5 qualifications preferably in PE and English alongside an active interest/participatin in fitness activites such as gym based training, indoor group exercise or outdoor group fitness training.This can be in a sport or personal fitness context	HNC/D Fitness Health and Exercise Yr1	Tuesday and Thursday afternoons	1 year	Sighthill Campus	PE Kit/Appropriate footwear
NPA Team Sports	5	National Progression Award	<b>S4 &amp; S5 PUPILS</b> This course will introduce students to sports coaching development, officiating and organising sport and sports participation and performance. They will learn how to think critically and to understand human behaviour from different perspectives.	NPA Team Sports Coaching and Developing Sport Sports Officiating and Organising Sporting Activity: Participation and Performance	Applicants must have either achieved or be working towards National 4 or 5 PE and English in 23/24. Volunteering or assisting with school or after school team sport activity would be advantageous but not essential.	Access to HNC/D Sports Coaching and Development	Tuesday and Thursday afternoons	1 year	Granton Campus	PE Kit/Appropriate footwear

AAT Business Skills Level 1	5	AAT Certificate Level 1 Business skill	<p>The Level 1 Award in Business Skills certificate, offers students the opportunity to develop key practical skills used in every business as a route into employment. On completion of this qualification, learners will also be equipped with a strong foundation from which to progress to further study with AAT in either accountancy or bookkeeping if they would like to do so.</p> <p>This qualification will particularly suit those learners with minimal work experience or younger students, those on traineeships seeking basic employability skills or those who want to study higher level.</p>	AAT Level 1 Award Business Skills Working in the Business Environment Using numbers in Business Meta Skills	<p>Three relevant *National 4 qualifications</p> <p>Other equivalent qualifications or experience</p> <p>*Relevant subjects include English, Administration, Business Management, Economics, Geography, History, Mathematics, Modern Studies or a Science subject.</p>	<ul style="list-style-type: none"> <li>• Gain direct employment at entry level in the business sector</li> <li>• Gain accelerated entry onto Level 2 AAT Certificate Business Skills</li> </ul> <p>Access to Business &amp; Marketing</p>	Tuesday and Thursday afternoons	1 year	Sighthill Campus	Students will receive a professionally recognised certificate from AAT in Business Skills. While studying the course students will develop meta skills in the following areas: Initiative, Communication, Collaboration, Creativity
AAT Bookkeeping	5	AAT Bookkeeping Certificate Level 1	<p>The purpose of the Book keeping with Data Analysis course is to offer students the opportunity to develop practical bookkeeping skills that are needed to progress to employment or further study in accountancy and finance, alongside business and personal skills that are transferable to any sector and additional business knowledge relevant to accountancy. The qualification offers a broader focus across several subject areas which enhances employability prospects.</p> <p>This qualification will particularly suit those learners with minimal work experience or</p>	AAT Level 1 Award Bookkeeping Bookkeeping Fundamentals Meta Skills	<p>Three relevant *National 4 qualifications</p> <p>Other equivalent qualifications or experience</p> <p>*Relevant subjects include English, Administration, Business Management, Economics, Geography, History, Mathematics, Modern Studies or a Science subject.</p>	<p>Gain direct employment at entry level in the business sector</p> <p>Gain accelerated entry onto Level 2 AAT Certificate Bookkeeping Skills</p> <p>Preparation for Finance and Accounts</p>	Tuesday and Thursday afternoons	1 year	Sighthill Campus	

			younger students, those on traineeships seeking basic employability skills or those who want to study higher level.							
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Marketing with Entrepreneurial Skills	5	SQA & Edinburgh College Units	<p>S5 &amp; S6 PUPILS</p> <p>This course will provide learners with a vocationally relevant introduction to Marketing and Entrepreneurial Skills to enable progression to further study.</p> <p>The course is designed to provide learners with an understanding of the concepts of the marketing mix, the impact of digital marketing developments and the importance of marketing strategies in order to identify and maintain the success of an entrepreneurial business venture. Learners will gain knowledge and skills in the following :</p> <p>Market Research Target Markets Digital Developments Alternative Marketing Strategies</p>	<p>Digital Marketing Introduction</p> <p>Critical &amp; Creative Thinking Skills</p> <p>Digital Marketing Entrepreneurship</p> <p>Entrepreneurial Practical Skills</p>	<p>Relevant qualifications at SCQF level 5</p> <p>English Business Management Modern Studies History</p> <p>Or another written based relevant subject. Along with completion of a personal statement highlighting suitability for the course. Applicant's experience, life skills and potential ability will also be taken into account</p>	HND Year 1 Marketing Communications , HNC Business with marketing subject to entry requirements.	Tuesday and Thursday afternoons	1 Year	Sighthill Campus	
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NPA Criminology (Legal)	6	National Progression Award	<p>S5 &amp; S6 PUPILS</p> <p>This National Progression Award (NPA) allows pupils to study criminology, including the complex nature of crime and the problems of measuring crime. Learners will develop an understanding of the criminal justice system and gain insight into the way crime and justice operates. Pupils will also develop transferable skills and an open and evaluative approach to study.</p>	<p>Crime in Society</p> <p>Crime Control Strategies</p> <p>Criminology: the nature and extent of crime</p> <p>Meta Skills</p>	<p>Relevant qualifications at SCQF level 5</p> <p>English, Business Management Modern Studies History</p> <p>Or another written based relevant subject.</p> <ul style="list-style-type: none"> <li>• NC Social Sciences, Legal Services or Police Studies</li> </ul> <p>Applicant's experience, life skills and potential ability will also be taken into account</p> <p>Acceptance onto the course will be based on individual ability. A completed personal statement must be submitted as part of the application process. Interested applicants may be required to participate in a course information event as part of the application process.</p>	HNC legal services	Tuesday and Thursday afternoons	1 year	Sighthill Campus	Requires self-directed study
NPA Legal Services	6	National Progression Award	<p>S4 PUPILS</p> <p>This course will provide pupils with an introduction to the Scottish Legal System and has been developed with the purpose of providing candidates with the basic legal skills and knowledge required to broaden their understanding of law and society and enhance future study or career prospects. Pupils will be introduced to a range of subjects within the legal sector and on completion will develop the skills and knowledge required to progress HNC Police studies.</p>	<p>Crime in Society</p> <p>Scots Law: An Introduction</p> <p>Meta Skills</p>	<p>Applicants should be working towards National 5 qualifications and will be required to submit a personal statement highlighting suitability for the course as part of the application process.</p>	HNC Police Studies (SCP) HND legal services Full Time Course	Tuesday and Thursday afternoons	1 year	Sighthill Campus	This course comprises 3 SQA units which will augment CV and college applications.

Higher French, German, Spanish, Italian	6	Higher	<p>S5 &amp; 6 PUPILS</p> <p>This course aims to continue the progressive development of pupils' knowledge and competence by extending the range and complexity of the language encountered. Higher Modern Languages courses enable pupils to read, listen, talk and write in a modern language. Pupils also develop language skills of translation.</p>	<ul style="list-style-type: none"> <li>•Consolidate and develop the skills of reading, listening, writing speaking</li> <li>•Translation within the four contexts, covering topics such as family and friends, lifestyles, learning in context, jobs, and other cultural aspects of the language</li> </ul>	Minimum B pass in National 5 in same language. Applicants will be required to complete a personal statement highlighting suitability for the course as part of the application process.	Advanced Higher	<p>Tuesday afternoon and/or Thursday afternoon digital classroom (might differ for German)</p> <p>Possible alternative slots depending on numbers and pupils' availabilities</p>	1 year	Digital Classroom /Open Learning	<p>Courses will all run online using Microsoft Teams.</p> <p>ASSESSMENT ARRANGEMENTS</p> <p>Pupils sitting SQA exams will be presented by College but will sit at school (sit-at forms organised by College).</p> <p>Prelims papers will be sent to schools for supervision or supervised online if needed..</p>
Advanced Higher French, German, Spanish, Italian	7	Advanced Higher	<p>S6 PUPILS ONLY</p> <p>This course will continue pupils' development and knowledge through increased exposure to the language. This will give pupils the opportunity to acquire greater fluency flexibility accuracy and confidence.</p>	<ul style="list-style-type: none"> <li>• Consolidate and develop the skills of reading, listening, writing and speaking within the four contexts of society, learning, employability and culture</li> <li>•translation skills</li> </ul>	Minimum B pass at Higher in same language.	Various University Modern Language Degrees	<p>Tuesday afternoon and/or Thursday afternoon digital classroom (might differ for German).</p> <p>Possible alternative slots depending on numbers and pupils' availabilities</p>	1 year	Digital Classroom /Open learning	<p>Courses will all run online using Microsoft Teams.</p> <p>ASSESSMENT ARRANGEMENTS</p> <p>Pupils sitting SQA exams will be presented by College but will sit at school (sit-at forms organised by College for final exam and speaking exam). Prelims papers will be sent to schools for supervision or supervised online if needed.</p>

National 5 French, German, Spanish	5	National Qualification	<p><b>SENIOR PHASE PUPILS</b></p> <p>This course aims to continue the development of learners' knowledge and competence in speaking writing reading and listening skills in the French language by extending your range of grammar and vocabulary.</p>	<ul style="list-style-type: none"> <li>• Consolidate and develop the skills of reading, listening, writing speaking</li> <li>• Translation within the four contexts, covering topics such as family and friends, lifestyles, learning in context, jobs, and other cultural aspects of the language</li> </ul>	National 4 in same language or equivalent.	Higher	Tuesday afternoon and/or Thursday afternoon digital classroom (might differ for German) Possible alternative slots depending on numbers and pupils' availabilities	1 year	Digital Classroom /Open Learning	<p>Courses will all run online using Microsoft Teams.</p> <p><b>ASSESSMENT ARRANGEMENTS</b> Pupils sitting SQA exams will be presented by College but will sit at school (sit-at forms organised by College).</p> <p>Prelims papers will be sent to schools for supervision or supervised online if needed.</p>
ESOL National 4	4	National 4 Units	<p><b>SENIOR PHASE PUPILS</b></p> <p>This online digital course provides learners with the opportunity to develop English language skills to help with school work and achieve National 4 ESOL SQA units by learning in a supportive and friendly environment with other young people who share similar experiences.</p>	<ul style="list-style-type: none"> <li>• Pupils will develop English for reading, listening, and speaking by taking part in a range of activities. In addition, they will learn how to prepare presentations and write formal and informal letters and articles. They will build their vocabulary, grammatical accuracy, study skills and confidence.</li> <li>• The courses cover a range of topics relevant to life and study in Scotland</li> </ul>	For entry to National 4 ESOL applicants will require SQA ESOL National 3 or result of initial placement test	<p>SQA ESOL National 5 SCP course</p> <p>NC ESOL for Employability Level 5 (F/T at Sighthill campus)</p>	Tuesday & Thursday 4.30pm to 6.30pm	1 year	Digital Classroom /Open Learning	Timing outwith SCP timetable

				<ul style="list-style-type: none"> <li>• The blended model of delivery will consist of timetabled online classes as well as independent learning with teacher support. This will accommodate pupils' individual needs and allow them to study at their own pace.</li> <li>• The platform for digital delivery will be Microsoft Teams and Moodle</li> <li>• High quality teaching enhanced with the use of technology will facilitate the development of students' digital skills.</li> </ul>						
ESOL Higher	6	Higher	S5 & 6 PUPILS	<ul style="list-style-type: none"> <li>• Pupils will develop English for reading, listening, and speaking by taking part in a range of activities. In addition, they will learn how to prepare presentations and write formal and informal letters and articles. They will build their vocabulary,</li> </ul>	<p><b>For entry to Higher Level 6:</b> applicants will require SQA ESOL National 5 (preferably A or B pass) or result of initial placement test</p> <p><b>For entry to National 5:</b> applicants will require SQA ESOL National 4 or result of initial placement test.</p>	Vocational college courses or university	Choice of: Higher - Monday & Wednesday 4.30pm-6.30pm National 5- Tuesday & Thursday 4.30pm - 6.30pm	1 year	Digital Classroom /Open Learning	<p>Timing out with campus SCP timetable</p> <p><b>ASSESSMENT ARRANGEMENTS</b> Prelims can be hosted in school or delivered online.</p> <p>PUPILS sitting SQA exams will be required to sit at school.</p>
ESOL National 5	5	National 5	This online digital course provides learners with the opportunity to develop English language skills to achieve the Higher ESOL SQA qualification by learning in a supportive and friendly environment with other young people who share similar experiences.							

				<p>grammatical accuracy, study skills and confidence.</p> <ul style="list-style-type: none"><li>• The Digital Model of delivery will consist of on-line face to face classes with independent learning with teacher support. This will accommodate pupils' individual needs and allow them to study at their own pace.</li><li>• The platform for digital delivery will be Microsoft Teams and Moodle</li><li>• High quality teaching enhanced with the use of technology will facilitate the development of students' digital skills.</li></ul>						
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VTCT Level 1 Extended Certificate in Hair and Beauty Skills (VRQ) (SCQF Level 4) progression to Level 2 Certificate in Hair & Beauty Skills (Semester 2) (SCQF Level 5)	4/5	VTCT (Internationally recognised)	S4 & S5 PUPILS This course provides an introduction to a variety of skills required for the Hairdressing and Beauty industry. By developing these skills learners will have a greater insight into each discipline enabling progression to their chosen field within the industry. Depending on ability, learners can study at SCQF level 4 or 5 and gain essential practical experience in our professional salon environment and academies with our high-end product companies and equipment. Alongside this learners will also have the opportunity to work in our employability salons, which will further enhance employability prospects. Edinburgh College is the first flagship Vocational Training Charitable Trust (VTCT) College in Scotland. This professional recognition reflects the exceptional standard of facilities and training. Working with peers in the college environment gives learners the opportunity to see the progression routes that are on offer within the two disciplines and the opportunity to gain feedback from the pupil that are currently on these programmes.	Level 4 Units VTCT Level 1 Extended Certificate in Hair and Beauty Skills (VRQ) • Building Skills for a Hair and Beauty Image • Hand and Nail Care • Make-Up Application • Skincare • Create a Hair And Beauty Image Using Colour • Colour Hair Using Temporary Hair Colour • Blow Dry Hair • Shampoo And Condition Hair • Level 5 Units • VTCT Level 2 Certificate in Hair and Beauty Skills (VRQ) • Basic Manicure • Basic Skincare • Create an Image Based on a Theme • Blow Dry and Finish Hair • Shampoo and Treat Hair	Applicants must demonstrate a true passion for the Hair & Beauty Industry. A completed personal statement highlighting suitability for the course is required as part of the application process. Due to high demand for places, interested applicants may be required to attend in a course information event or complete a task in support of their application.	On successful completion of both awards pupils can apply for our full-time courses starting August 2025: Level 1 Hairdressing & Barbering Introduction to Level 3 Beauty Make Up NC Beauty Care & Make-Up (SCQF Level 5) NC Beauty Care (SCQF Level 6) Award in Wellness Therapies (SCQF Level 6)	Tuesday and Thursday afternoons	1 year	Granton Campus or Milton Road Campus	Protective Personal Equipment is mandatory to participate in this course which takes place in a professional training salon. Pupils will be provided with an apron as PPE and a hair & beauty kit to support their studies. The cost of £65 will require to be met by schools.
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NPA in Hospitality	6	SQA Units	<p>S5 &amp; S6 PUPILS</p> <p>The aim of this course is to provide pupils with the knowledge and skills required for a career within the Hospitality industry. The course will cover an exciting range of subjects aimed at developing pupils' cooking skills and front of house skills, providing the practical experience to enhance future employment prospects. Teaching will be delivered in our professional training kitchens and commercial restaurants. There will be opportunities for pupils to participate in a programme of visits to hotels and other hospitality businesses and ample opportunities for work experience to provide further insight into this exciting and fast-paced industry.</p>	<ul style="list-style-type: none"> <li>• Food Hygiene for the Hospitality Industry</li> <li>• Function Waiting</li> <li>• Cookery Processes</li> <li>• Customer Care</li> </ul> <p>Excellence in Hospitality</p>	<p>Applicants must have an interest in the Hospitality Industry. Four relevant National 4s are required along with a completed personal statement as part of the application process.</p>	<p>Full time college courses subject to entry requirements. Access to HN Events and Hospitality HND year 1 in Events or Hospitality Management (subject to course entry requirements) HNC Hospitality</p>	<p>Tuesday and Thursday afternoons</p>	<p>1 year</p>	<p>Granton Campus and Milton Road Campus</p>	<p>Pupils will be required to attend 2 hospitality events outwith the core timetable as part of their learning and will have the opportunity for work experience with industry partners. Protective Personal Equipment is mandatory to participate in this course which takes place in a professional training Restaurant. Pupils will be provided with Chef trousers, jacket apron, hat &amp; safety shoes. The kit cost of £65 will require to be met by schools.</p>
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Professional Cookery NPA	3/4	National Progression Award	<b>SENIOR PHASE PUPILS</b> This course introduces pupils to techniques that are important in professional cookery. It supports development of practical, technical and transferable skills in food preparation and cooking. The course covers areas such as food hygiene, food preparation techniques, cookery processes and organisational skills and introduces pupils to a variety of skills and techniques needed to work in a professional kitchen.	<ul style="list-style-type: none"> <li>• Cooking Skills</li> <li>• Kitchen Skills</li> <li>• Knife Skills</li> <li>• Food Hygiene</li> <li>• Team Working Understanding and using ingredients</li> </ul>	There are no formal entry requirements for the level 3 course but pupils should show a keen interest in food and cooking and complete a personal statement as part of the application process. For the Level 4 course students need to already hold NPA Level 3 professional cookery	City & Guilds Entry 3 Introduction to the Hospitality Industry This course will prepare pupils for entry into the catering, hospitality or bakery industries or further training at College	Tuesday and Thursday afternoons	1 year	Granton Campus or Milton Road Campus	Protective Personal Equipment is mandatory to participate in this course which takes place in a professional training Kitchen. Pupils will be provided with Chef trousers, jacket apron, hat & safety shoes, The kit cost of £65 will require to be met by schools.
NPA Travel & Tourism with Hospitality	6	National Progression Award	<b>S5 &amp; S6 PUPILS</b> This level 6 qualification (Higher level) will allow pupils to gain important skills and knowledge required for work in a variety of jobs in the travel and tourism sector, such as, travel agents, air cabin crew, resort representative or the wider industry. Pupils will have the opportunity to develop a knowledge and understanding of the nature of travel and tourism products and services. There will also be an opportunity to get hands on experience in our simulated aircraft classroom.	<ul style="list-style-type: none"> <li>• Travel and Tourism in the UK</li> <li>• Working as Air Cabin Crew</li> <li>• Resort Representation: An Introduction</li> <li>• Leisure &amp; Business Tourist Destinations</li> </ul>	Candidates must have achieved 3 National 5 qualifications at grade C or above and be capable of working independently on research projects.  Learners would benefit from having attained or be working towards: English at National 5 (SCQF level 5) or above Travel and Tourism Units at SCQF level 5 (Skills for Work) Social Subject at National 5 (SCQF level 5) or above  A completed personal statement is required to highlight suitability for the course as part of the application process.	This will count as equivalent to an SQA Higher for the purpose of progression to our HN Travel and Tourism.	Tuesday and Thursday afternoons	1 year	Granton Campus	



Introduction to College – EC units	1/2	Edinburgh College Accredited Units	*The level 1/2 course is specifically aimed at pupils who attend special education, or receive significant levels of support in a mainstream schools.		No formal qualifications required. Pupils who attend these courses typically come from special education or receive significant levels of support in a mainstream school.	Pupils are assessed for suitability for progression within the Access & Continuing Education department	Tuesday and Thursday mornings	18 weeks	Milton Road Campus or Sighthill Campus	
Introduction to College - EC Units	3/4	Edinburgh College accredited units	<p><b>SENIOR PHASE PUPILS</b></p> <p>These courses are for pupils thinking about coming to college after they leave school and who have a barrier to learning or receive learning support at school*The aim is to give pupils a positive transition experience and to assess their suitability for a course at college. A wide range of practical and classroom-based subject areas is covered. This gives pupils a broad experience of the college environment, the topics they would learn about on our full-time courses and a general taste of student life. Courses are taught in a supported nurturing environment. Pupils will work as part of a group and learn new ways of engaging with other people, whilst benefitting from a transition from school to college.</p>	<p>A typical programme will include:</p> <ul style="list-style-type: none"> <li>Social skills</li> <li>Teambuilding and group work</li> <li>Learning and Study techniques</li> <li>Improving your Digital skills</li> <li>Environmental issues</li> <li>Health &amp; Wellbeing</li> <li>Learning about diversity &amp; international issues</li> <li>Photography</li> <li>Topical subjects</li> </ul>	No formal qualifications required. Pupils who attend these courses typically come from special education or a mainstream school where they receive some form of support.	On completion pupils are assessed for suitability for progression within ACE or to full time college courses.	Tuesday and Thursday afternoons	1 year	Sighthill Campus or Milton Road Campus	SQA & Edinburgh College Certificated units which support progression to employment and further study across a range of disciplines