

Linlithgow Academy

Senior Phase Pathways Publication

2023-2024



Head Teacher Introduction

Your 'Senior Phase' (S4/S5/S6), is an important phase in your education. These three years are the period in your education when you will gain a range of nationally recognised qualifications. At this time you should explore all options and gather as much information and advice as you can. You should aim high and follow a programme that builds on your experience and strengths. That way you will have the greatest chance of success at the highest level you can. The success of your Senior Phase will help shape your future career and lifestyle.

The vast majority of you will opt to stay on at school through choice. Only make that choice if school takes your learning forward and you are prepared to commit one hundred percent to the expectations we have for you. That will help ensure success. For a few students school is not the place to take your learning forward and you may choose to leave. I wish those of you who decide to leave Linlithgow Academy every success for the future.

School Leaving Dates

The dates on which you may leave school are fixed by law:

- If you are 16 years old before 30 September 2023 you may leave on 31 May 2023
- If you are 16 years old after 30 September 2023 you must remain in full time education until at least the end of the Christmas term 2023

Christmas Leavers can get a great deal out of their last term in education. There are worthwhile courses that you can access via school which will help you gain employment or link into colleges. You may be able to do other things at school or in the community which will add to your experience and range of skills and qualities.

Subject pathways

If your decision is to return to school next session, I hope that this booklet will help you in designing the most appropriate programme to maximise your chances of gaining qualifications at the highest level you can. The courses described in this booklet give you a significant range of possibilities however; **some courses will only run if there is sufficient demand for them**. If you wish to do a course not on offer at Linlithgow Academy it may be possible for you to do the course at another school through the West Lothian Campus, via Virtual Campus (on-line learning) or at West Lothian College.

Your House Head will help you to identify your interests, strengths, needs and career aspirations. Through PSE, and an individual interview if required, you will be helped to choose an appropriate programme for your remaining years in school. This programme is based on your levels of attainment, your potential and your expected career path. By providing the range of courses and levels we do, we expect you to accept that you have certain responsibilities relating to yourself, your school work and to the life of the school.

We therefore expect that you:

- set yourself challenging, but attainable targets, and not to be satisfied with doing just enough to get by
- give a commitment to prepare for and attend classes, to contribute fully, to think about your performance, to ask for help as required and to use feedback from teachers in order to improve
- complete all required homework to the best of your ability
- persevere to achieve your goals and take more responsibility for your own studies
- give a commitment to behave appropriately and considerately within and out-with the school and to consider how you can contribute to enhancing the quality of life of the school
- give a commitment to establish and maintain good relationships with other students and staff and to do what you can to create an environment which encourages a willingness to learn among students
- embrace the range of experiences which we offer, both curricular and extra-curricular

I hope that all who progress into the Senior Phase have a successful and productive year and as a school we look forward to working with you in the year ahead.

Grant Abbot

Head Teacher



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Timeline and Guide for Senior Phase

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Timeline of Course Choice Activities Session 2023-2024

Current stage	Date	Activity
S2	Thursday 12 th January	<ul style="list-style-type: none"> S2 Online Parents Evening
	Monday 16 th January	<ul style="list-style-type: none"> S2-S3 Course Choice booklet available.
	Thursday 19 th January	<ul style="list-style-type: none"> 7pm -8pm: Evening Careers Fair https://linlithgowacademy.westlothian.org.uk/article/76725/Linlithgow-Academy-Careers-Fair (Sports Hall)
	Monday 23 rd – Friday 27 th January	<ul style="list-style-type: none"> Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required) PSE Input/ S2 Assembly
	Monday 30 th January – Friday 3 rd March	<ul style="list-style-type: none"> Course Choice Interviews
	Week beg 6 th March	<ul style="list-style-type: none"> Quality Assurance Checks and follow ups
S3	January	<ul style="list-style-type: none"> S3 PSE programme begins to look at planning for choices and changes
	Friday 12 th January	<ul style="list-style-type: none"> S3 Progress Report Issued
	Monday 16 th January	<ul style="list-style-type: none"> Senior Phase Course booklets available
	Thursday 19 th January	<ul style="list-style-type: none"> 6pm -7pm: Moving into Senior Phase Parents' Information Evening (Assembly Hall) 7pm -8pm Evening Careers Fair https://linlithgowacademy.westlothian.org.uk/article/76725/Linlithgow-Academy-Careers-Fair (Sports Hall)
	Monday 23 rd January – 27 th January	<ul style="list-style-type: none"> Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)
	Monday 30 th January – Friday 10 th March	<ul style="list-style-type: none"> Course Choice Interviews
	Tuesday 28 th February	<ul style="list-style-type: none"> S3 Parents Evening
S4	Week beg 13 th March	<ul style="list-style-type: none"> Quality Assurance Checks and follow ups
	January	<ul style="list-style-type: none"> S4 PSE programme begins to look at planning for choices and changes
	Monday 16 th January	<ul style="list-style-type: none"> Senior Phase Course booklets available
	Thursday 19 th January	<ul style="list-style-type: none"> 6pm -7pm: Evening Careers Fair https://linlithgowacademy.westlothian.org.uk/article/76725/Linlithgow-Academy-Careers-Fair (Sports Hall)
	Monday 23 rd January – 27 th January	<ul style="list-style-type: none"> Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)
	Thursday 9 th February	<ul style="list-style-type: none"> S4 Parents Evening
	Monday 30 th January – Friday 3 rd March	<ul style="list-style-type: none"> Course Choice Interviews
S5	Week beg 6 th March	<ul style="list-style-type: none"> Quality Assurance checks and follow ups
	January	<ul style="list-style-type: none"> S5 PSE programme begins to look at planning for choices and changes
	Monday 16 th January	<ul style="list-style-type: none"> Senior Phase Course booklets available
	Thursday 19 th January	<ul style="list-style-type: none"> 6pm -7pm: Evening Careers Fair https://linlithgowacademy.westlothian.org.uk/article/76725/Linlithgow-Academy-Careers-Fair (Sports Hall)
	Monday 23 rd January – 27 th January	<ul style="list-style-type: none"> Pupil course choice awareness raising timeslot; Faculty planned activities, to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)
	Monday 30 th January – Friday 3 rd March	<ul style="list-style-type: none"> Course Choice Input day
	Wednesday 22 nd February	<ul style="list-style-type: none"> S5/S6 Parents Evening
	Week beg 6 th March	<ul style="list-style-type: none"> Quality Assurance Checks and follow ups

Making your Choices [MainContents](#)

Five big questions when you're choosing your subjects

Answering these questions will help when you're making your decision. You can use them to put together a shortlist of subjects.

 How do you like to learn?	 Where could they take you?	 What subjects do you enjoy?	 What subjects are you good at?	 What do others think you're good at?
Do you like English and drama because you get to talk and listen? Or woodwork because you are good with your hands? Working out how you like to learn can help you choose your subjects.	Know what you want to do when you leave school? Picking the right subjects could help you get there, or keep your options open if you haven't decided yet.	You're more likely to get better marks in subjects that you find interesting. Does time fly by in some subjects and go at a snail's pace in others?	What do you get your best marks in? There may be some you've never studied before but would do well in. Use your My World of Work account and try the Strengths quiz for ideas.	Talk to your parents, friends, family, teachers and careers adviser. What do they think would suit you and why? Ask for their opinions, and see how they weigh up with your own thoughts.

[Click here to access the My World of Work \(WOW\)](#) website which provides further guidance on choosing subjects.

What to avoid



It's easy to choose subjects for the wrong reasons, too. Avoid picking subjects just because:

1. You like the teacher – the teacher may change
2. There isn't much homework – that will change
3. Your friends are taking the subject – it might be right for them, but not for you

Stereotypes

Think something is a boys or girls subject? There's no such thing. Careers expert Beth Urquhart explains [why you shouldn't let stereotypes get in the way of picking the subjects you want](#).

Have you considered an Apprenticeship?

Apprenticeship pathways now begin in schools in S5/6 with Foundation Apprenticeships. These can lead into Modern Apprenticeships on leaving school, or even Graduate Apprenticeships which can lead to achieving a university degree qualification.

Foundation Apprenticeships



Are you thinking about your S5 subject choices? A Foundation Apprenticeship (FA) could be a good option for you.

An FA:

- Is the same level as a Higher. You take it as one of your S5 subject choices and work towards a qualification over one or two years
- Gives you the chance to find out what working life is really like. You'll get real work experience with an employer and spend some time learning at college too
- Is available in a range of industries including engineering, financial services and digital technology

Interested? Find out what's available in your school on Apprenticeships.scot.

Foundation Apprenticeships can now be undertaken in S5 and S6 and are completed in association with West Lothian College. It may be possible to take some of these courses over 1 year if you are an S6 pupil. The following Foundation apprenticeships are available to you this year:

- **FOUNDATION APPRENTICESHIP IN CONSTRUCTION (LEVEL 4)**
- **FOUNDATION APPRENTICESHIP IN CREATIVE AND DIGITAL MEDIA**
- **FOUNDATION APPRENTICESHIP IN ENGINEERING**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES AND HEALTHCARE**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES: CHILDREN AND YOUNG PEOPLE**

Apprenticeships in a Nutshell

Apprenticeships are a great way for young people to gain skills while working – 'earning while learning'. They used to be mainly for traditional trades, but this is definitely no longer the case. Scottish apprenticeships are supported by the Scottish Government and respond to industry to fill skills gaps and create a closer link between education and employers. There's an incredible variety on offer and many of them are in sectors where there is a real shortage of suitably skilled workers. Employers recognise the benefits to them of a truly diverse workforce.

Scottish apprenticeships provide flexible, practical opportunities for young people to pursue work-based learning that suits their needs, goals and aspirations, while giving them first-hand experience of the world of work. Whether a young person is still in school or looking at their options once they leave, an apprenticeship could be for them. This guide tells you everything you need to know about apprenticeships so you can help them get on the right path to a bright future.

There are three types:

Foundation Apprenticeships
combine learning and training with school subjects

Modern Apprenticeships
combine paid work with training

Graduate Apprenticeships
combine paid work with learning up to masters level

All three types share the same aim: to give young people the skills and knowledge they need to develop a career in their chosen industry. Apprentices earn industry-recognised qualifications. They can go on to further study or more advanced training, and to rewarding, well-paid careers.

Getting started

The www.apprenticeships.scot website is full of tips, videos and case studies of young people who have taken the apprenticeship route. It also has an up-to-date list of what's available in your area.

Another good place to start is the **My World of Work** website. It explains how to match strengths and interests to school subjects and future careers. It also has tips and tools for writing CVs, filling application forms and preparing for interviews.

**Skills
Development
Scotland**



They don't treat you like children or students. They treat you like you're working in the actual place.

MONISHA, FOUNDATION APPRENTICE IN FINANCIAL SERVICES WITH BARCLAYS

It's the best of both worlds. You gain an academic qualification with on-the-job training - you're earning while learning.

MOHAMMAD, LAB TECHNICIAN MODERN APPRENTICE WITH GLASGOW UNIVERSITY SCHOOL OF CHEMISTRY

I feel my apprenticeship has given me a starting point which will help me through a journey for a lifetime. It has given me such confidence.

BETHANY, GRADUATE APPRENTICE IN CIVIL ENGINEERING WITH BALFOUR BEATTY

Foundation Apprenticeships

A work-based qualification for secondary-school pupils

- Foundation Apprenticeships are designed for school students, usually starting in fifth year and studying for Highers and Nationals, and are an ideal way for young people to gain experience and an industry-recognised qualification in areas of key growth sectors.
- Some of Scotland's biggest organisations are involved, including Scottish Water, the NHS and local authorities.
- They're a great way for young people to try out a career and see if it's right for them.
- Apprentices spend part of the school week at college (or a learning provider) and with an employer, to gain practical work experience as well as an industry-recognised qualification at SCQF Level 6 - the same level of learning as a Higher.
- They normally take up to two years to complete.



How does it work?

Time out from school will be included in the apprentice's class timetable alongside the other subjects they're studying. This time out, usually a couple of afternoons a week spent in a local college (or at a learning provider) and with an employer, gives them the chance to learn the skills of their chosen field, develop useful industry contacts and gain hands-on experience in the workplace.

Even if this taster shows this is not the right career for them, they will still have gained an industry-recognised qualification and developed general skills such as timekeeping, problem-solving and teamwork – which all employers want to see in the people who work for them.



Who pays?

There's no cost to the apprentice or their family.

What surprised me when I started was how much you got treated like adult. It has built my confidence right up.

CALLUM, FOUNDATION APPRENTICE IN ENGINEERING WITH SCORE EUROPE

I wanted to become a nurse when I was older, so I thought a Foundation Apprenticeship would be a good qualification for that.

HEATHER, FOUNDATION APPRENTICE IN SOCIAL SERVICES AND HEALTHCARE

Both technically and commercially, we have a group of young people who are better trained, better educated and better ready for work than we have ever seen before.

BOB WATSON, MANAGING DIRECTOR OF GREENFOLD SYSTEMS

When I started I was pretty scared because I was going into a completely different place where I didn't know people. But you get so much support from the teachers, from the lecturers, from everyone.

MONISHA, FOUNDATION APPRENTICE IN FINANCIAL SERVICES

Foundation Apprenticeships are available in a range of subjects which relate to growth sectors:

- accountancy
- business skills
- civil engineering
- creative and digital media
- engineering
- financial services
- food and drink technologies
- hardware and system support
- scientific technologies
- social services and healthcare
- social services – children and young people
- software development



Where can a Foundation Apprenticeship lead?

Armed with new skills, more confidence, an industry-recognised qualification and a track record of practical experience, a young person will have excellent options on completing a Foundation Apprenticeship.

- **They could gain accelerated entry to a Modern Apprenticeship**, if it's in the same subject area as their Foundation Apprenticeship. If it's in a different subject, they'll already have experience of learning on the job, which looks good to employers who are recruiting Modern Apprentices.
- **They could go on to study for a degree or a diploma**: Scottish universities and colleges view the Foundation Apprenticeship as the equivalent of a Higher.
- **They could start a Graduate Apprenticeship**, going to work for an employer while studying for a degree.
- **They could enter the jobs market**: their practical experience, work-readiness and new skills will make their CV stand out and give them an advantage over other candidates.

BUILDING CONFIDENCE
PRACTICAL OPPORTUNITIES
IMPROVING SKILLS
WORK FULFILMENT

BUILDING CONFIDENCE
PRACTICAL OPPORTUNITIES
IMPROVING SKILLS
WORK FULFILMENT

Modern Apprenticeships

Learning on the job, while gaining a qualification and getting paid

- Modern Apprenticeships are designed for anyone who is over 16 and has left school.
- Modern Apprentices are employees, so they start earning straight away. Through a combination of work and on-the-job training, they develop valuable skills and experience as they work towards an accredited, industry-recognised qualification.
- Most Modern Apprentices would recommend this route.



How does it work?

Modern Apprenticeships are run as a partnership between an employer, a local training provider and Skills Development Scotland. They have three basic components:

- a relevant qualification (SCQF 5 to 11)
- core skills
- industry-specific training

Training usually takes place in the workplace, but there may be off-the-job learning at a training centre or college too.



Who pays?

Skills Development Scotland makes a contribution towards the cost of training, and the employer pays the Modern Apprentice.



Where does a Modern Apprenticeship lead?

With their training complete and equipped with an industry-recognised qualification, Modern Apprentices are in a great position to make progress in their careers. The latest figures

from Skills Development Scotland show that of those who finished their apprenticeship:

- 91% are in work or have gone on to further education.
- Three-quarters were kept on by the same employer.
- Four out of five have already seen at least one form of career progression, such as working for higher pay or doing a job with more responsibilities.

Successful Modern Apprentices might also be able to gain accelerated entry to a Graduate Apprenticeship in a related subject.

There are around 80 different types of Modern Apprenticeship. Looking at skills, strengths, interests, ambitions and education will help a young person to find an apprenticeship that suits them. They could start their career with an apprenticeship in areas such as:

- accountancy
- childcare
- construction
- creative industries
- cyber-security
- digital marketing
- engineering
- finance
- healthcare
- hospitality
- IT and digital
- renewable energy
- science
- textiles and fashion

I wanted the hands-on experience. I learn better that way compared to sitting reading a book. It was the structure of the apprenticeship that really appealed to me - the chance to work, learn and earn all the same time.

ANNA MANSON, AERONAUTICAL ENGINEERING APPRENTICE SPIRIT AEROSYSTEMS

My apprenticeship has been a good experience and a great way to learn. I would say to anyone to go for an apprenticeship. I think it is one of the best ways to go about getting skilled.

CIARA MCMILLAN, ELECTRICAL APPRENTICE, DIAGEO

I am getting the chance to get trained, while I am earning and getting hands-on skills rather than going to university and maybe building up lots of debts before looking for a job.

ERIN DE GROOME, APPRENTICE STONEMASON ST MARY'S CATHEDRAL

76%
are more
enthusiastic
about learning

81%
say they now are
more
confident

74%
feel they have
better
long-term career
prospects

I would say to anyone who is considering an apprenticeship to go for it. It will open your eyes to so many areas where you can progress. You can go as far as you want to go and the sky is the limit.

SAMANTHA CARRICK,
FINANCIAL SERVICE APPRENTICE LLOYDS BANKING GROUP

Graduate Apprenticeships

A new way to work, learn and earn

- Graduate Apprentices are in paid jobs and spend most of their time learning at work, but they are also students at university or college.
- Graduate Apprenticeships allow young people to put their learning into practice right away, to solve problems on real projects, in the real world.
- They are designed by industry and for industry, so apprentices can be confident that what they are learning is relevant and right for the job.
- They are currently available from SCQF level 8 (DipHE) through to SCQF level 11 (Master's degree level).
- A Graduate Apprenticeship could be the next step after a Foundation or Modern Apprenticeship in the same subject area.



How does it work?

Apprentices spend the majority of their time with their employer and the remainder at university or college.

They'll have access to the same facilities and benefits as any other student.

The employer and the university decide on the split between work and learning. In some cases the apprentices will go to classes one day a week. In other cases, there might be online learning, or blocks of learning for several weeks throughout the year.



Who pays?

College or university is fully funded and, as employees, apprentices also earn a salary.



Where can a Graduate Apprenticeship lead?

The courses and qualifications are designed by industry for industry to create well-trained, highly skilled workers. Everything a Graduate Apprentice learns will be relevant to their future career.

Available across a number of colleges and universities across Scotland there are eleven courses to choose from so far:

- IT: Software Development at SCQF level 10
- IT: Management for Business at SCQF level 10
- IT: Cyber Security at SCQF level 10
- IT: Cyber Security at SCQF level 11
- Engineering: Design and Manufacture at SCQF level 10
- Engineering: Instrumentation, Measurement and Control at SCQF level 10
- Civil Engineering at SCQF level 8
- Civil Engineering at SCQF level 10
- Construction and the Built Environment at SCQF level 10
- Business Management at SCQF level 10
- Business Management; Financial Services at SCQF level 10

Further information on colleges and universities involved can be found at www.apprenticeships.scot

More information

Head to www.apprenticeships.scot for all the latest vacancies, as well as advice and information about how to get started.

The school careers advisor or guidance teacher will also have more details about all three types of apprenticeship.



Young people with additional support needs

There is help available for young disabled people who want to take up an apprenticeship, and they may be eligible for additional support such as Access to Work grants. The Two Ticks (now known as Disability Confident) symbol on the job vacancies on www.apprenticeships.scot means that candidates are guaranteed an interview if they identify themselves as disabled and meet the minimum criteria for the job.

Useful websites

Apprenticeships.scot

www.apprenticeships.scot

My World of Work

www.myworldofwork.co.uk

Skills Development Scotland

www.skillsdevelopmentscotland.co.uk



EUROPE & SCOTLAND
European Social Fund
Investing in a Smart, Sustainable and Inclusive Future



the National Parent Forum of Scotland

www.parentforumsScotland.org

enquiries@parentforumsScotland.org

[parentforumsScotland](https://www.facebook.com/parentforumsScotland)

[parentforumsScotland](https://www.instagram.com/parentforumsScotland)

IMAGE: NPS

Things you need to know [MainContents](#)

Our [Senior Course Choice Sheet](#), which can be viewed at the back of this booklet, sets out the courses available for our senior students to choose from. Our Senior Curriculum encompasses opportunities for pupils to experience wider achievement and leadership opportunities, vocational experiences or bespoke individual planning options that best suit their learner journey.

S4

All S4 pupils must do English and Maths (English will consist of 4 60 minute period). Pupils will choose a further 4 subjects which they will undertake 5 periods per week. Pupils will have 1 period PSE (where they will complete L5 SCQF Customer Services). All S4 pupils will also undertake a level 6 SCQF qualification in Emergency First Aid at Work.

S5

Pupils will choose 6 options. Pupils will have 1 period PSE (where they will complete L6 SCQF Customer Services and 2 periods PE (they can opt to use these for supervised study).

S6

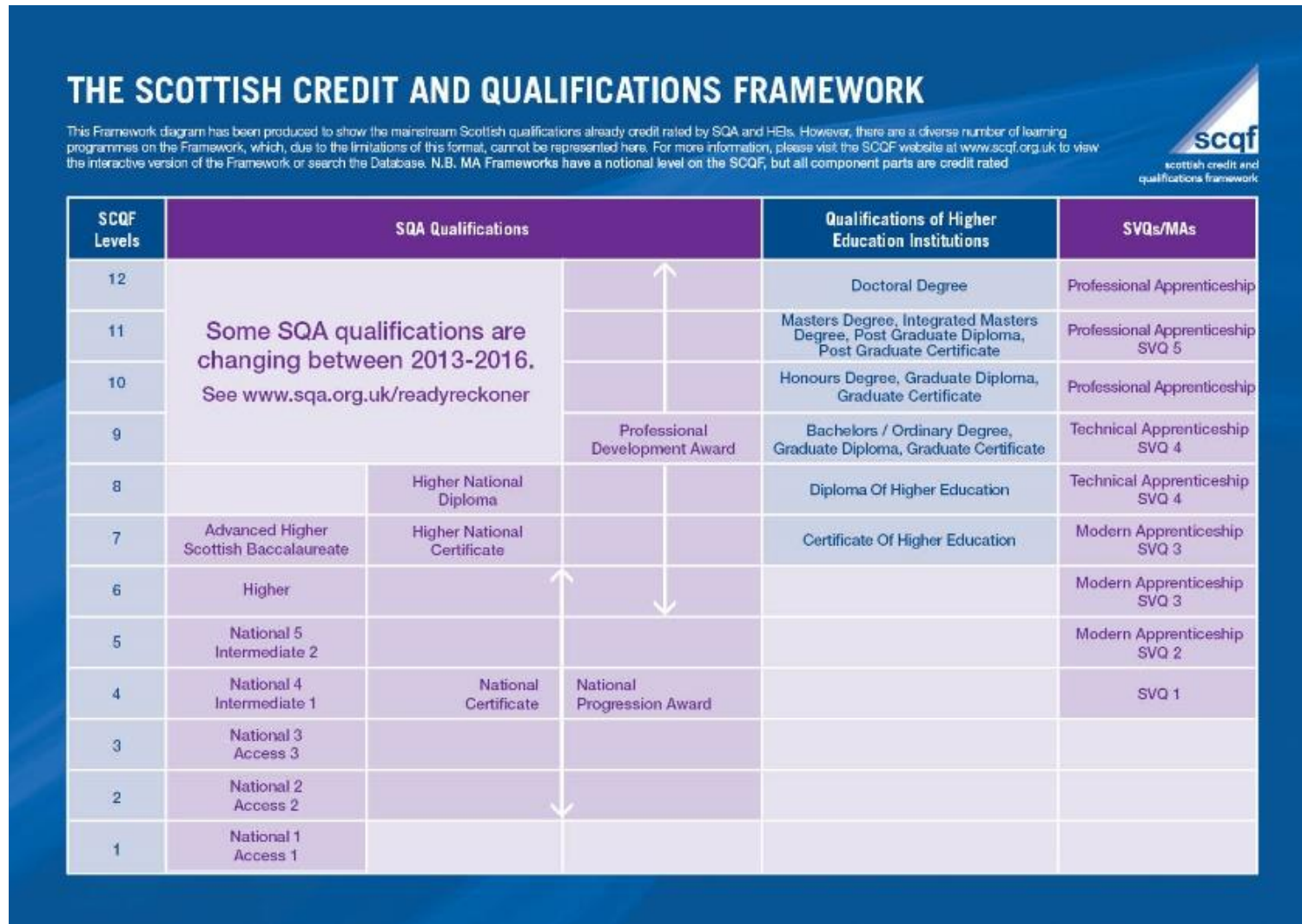
S6 Pupils choose a minimum of 4 subjects which they will undertake 5 periods per week. S6 pupils undertaking 4 curricular choices will also be involved in further leadership development activities across the year.

NOTE: As part of school improvement plans for the session we are looking to ensure that our Curriculum pathways meet the needs of all learners so this is subject to change

The Scottish Credit and Qualifications Framework

[MainContents](#)

The Scottish Credit and Qualifications Framework Partnership promote lifelong learning in Scotland. Through the Framework you can gain a better understanding of qualifications in Scotland and plan your future learning. [Link here.](#)



Progression Routes through the Senior Phase

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Entry requirements to courses can vary dependent on numerous factors. However, as a general, but by no means rigid, rule the following table can be considered a starting guide.

Minimum Attainment	Progresses to
Completion of the Broad General Education Of CfE	Multi-level National courses Presentation may be at N3, N4 or N5 level depending on the engagement and achievements of each pupil throughout each course
National 4 pass	National 5
National 5 pass (A-C)	Higher (Pupils with a C Pass at Nat 5 will be interviewed prior to securing a place)
An appropriate grouping of National 5 passes (all at A-C)	Foundation Apprenticeship (in partnership with West Lothian College)
Higher (A-B pass)	Advanced Higher



Availability of courses and levels at a glance.

The following subject pages give specific information about courses, entry attainment levels based on Principal Teacher recommendations and other information which may be useful in deciding which courses are appropriate. Progression pathways are illustrated so you can plan for future years.

Courses	Level of study						
	Nat 4	SCQF L5	Nat 5	SCQF L6	Higher	SCQF L7	AH
Administration and IT							
Applications of Mathematics							
Art & Design							
Biology							
Business & Enterprise							
Business Management							
Chemistry							
Communications and Literature							
Computing Science							
Cyber Security							
Design and Manufacture							
Drama							
Early Education and Childcare							
English							
Geography							
French							
Future Skills							
Graphic Communication							
Health and Food Technology							
History							
Hospitality: Practical Cookery							

Courses	Level of study						
	Nat 4	SCQF L5	Nat 5	SCQF L6	Higher	SCQF L7	AH
Hospitality: Skills for Work							
Lab Skills							
Mathematics							
Modern Studies							
Music							
Music Technology							
Musical Theatre							
Physical Education							
Physics							
Photography							
Politics							
Practical Woodworking							
Religious, Moral & Philosophical Studies							
Scientific Technologies							
Sport and Recreation							
Spanish							
Travel and Tourism							
West Lothian Campus *							
West Lothian Academy**							

* Courses undertaken within the West Lothian Campus are completed at West Lothian College or in one of the 11 Secondary Schools across West Lothian.

**West Lothian Academy allows S6 Pupils to access AH courses as well as H Politics or H Psychology amongst other H opportunities via through mainly virtual learning. [Click here](#) for further information.

curriculum for excellence



Senior Phase

Subject information

Contents Page: Subjects on offer in this academic session (*dependant on uptake*) are listed below.

Course levels and progression routes can be seen on each subject page. If reading this electronically, hyperlinks will take you straight to subject pages and then back to this page.

Languages

[English p.14](#)

[French p.16](#)

[Spanish p.17](#)

[Communication and Literature p.15.](#)

Mathematics

[Mathematics p.18](#)

[Application of Mathematics p.19](#)

Computing

[Computing Science p.20](#)

[Cyber Security p.21](#)

Business

[Admin & IT p.22](#)

[Business Management p.23](#)

[Business and Enterprise p.24](#)

Science

[Biology p.25](#)

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Technologies

Social Studies

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Expressive Arts

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Health and Wellbeing

[Physical Education p.46](#)

[SFW: Sport and Recreation p.47](#)

[Health & Food Technology p.48](#)

[Hospitality: Practical Cookery p.49](#)

[SFW Hospitality p.50](#)

[Future Skills p.51](#)



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Students will study different genres of literature and will develop the core skills of reading, writing, talking and listening The Added Value Unit (AVU) combines different elements of a course into overall assessment which learners are required to pass in order to achieve a course at National 4 	<p>English: Analysis and Evaluation (National 5) Learners will develop listening and reading skills in the context of literature, language and media. They will understand, analyse and evaluate detailed texts, including specified Scottish texts.</p> <p>English: Creation and Production (National 5) Learners have the opportunity to develop talking and writing skills in a range of contexts and will create and produce detailed texts in both written and oral forms.</p> <p>Spoken Language Unit: The purpose of this performance-spoken language is to provide evidence of the candidates' skills in talking and listening. It is a compulsory requirement for a course award. There are four aspects to the spoken language performance, and candidates must achieve them all.</p>	<p>English: Analysis and Evaluation (Higher) Learners will develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.</p> <p>English: Creation and Production / Creation and Production (Higher) Learners will develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex language in both written and oral forms.</p> <p>Spoken Language Unit: The purpose of this performance-spoken language is to provide evidence of the candidates' skills in talking and listening. It is a compulsory requirement for a course award. There are four aspects to the spoken language performance, and candidates must achieve them all.</p>	<p>English: Analysis and Evaluation (Advanced Higher) Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.</p> <p>English: Creation and Production (Advanced Higher) Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.</p>
Course Assessment			
Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application.			
Possible career path Click here for more information on the career options below			
This will enable you to access a wide variety of careers as communication is a skill required across all jobs and further education courses			

**SCQF Level 6****Course Content**

This course provides successful students with the opportunity to gain the equivalent of a C pass in Higher English without the pressure of sitting the Higher exam. The course primarily focuses on developing comprehension, analysis and evaluation skills in situations that are more directly relevant to situations/scenarios that would be expected in further education and the workplace.

Course Assessment

There is no final exam for this course – instead you will undertake a number of assessments through the year – these will include such things as: writing a business paper/proposal; drawing conclusions from a complex report; engage in formal solo or group discussions analysing TED talk style lectures.

Possible career path

[Click here for more information on the career options below](#)

This will enable you to access a wide variety of careers as communication is a skill required across all jobs and further education courses



CURRICULAR AREA: LANGUAGES		SUBJECT: FRENCH		2023-24	MYWORLDOFWORK	CONTENTS	COURSECHOICES
National 4 (SCQF Level 4)		National 5 (SCQF Level 5)			Higher (SCQF Level 6)		
Course Content		Course Content			Course Content		
<ul style="list-style-type: none">Through N4, pupils will study the key concepts of the target language and will have developed the core skills of reading, writing, talking and listening in a wide variety of contexts.The Added Value Unit (AVU) combines different elements of a course into overall assessment which learners are required to pass in order to achieve a pass at National 4		<p>Understanding Language (N5) learners have the opportunity to develop reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.</p> <p>Using Language : learners have the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.</p>			<p>Understanding Language (Higher) Learners will be required to provide evidence of their reading and listening skills in the modern language, using detailed and complex language, in one of the following contexts: society, learning, employability, or culture.</p> <p>Using Language (Higher) Learners will be required to provide evidence of their talking and writing skills in the modern language, using detailed and complex language, in one of the following contexts: society, learning, employability, or culture.</p>		
Course Assessment							
Courses from National 4 to Advanced Higher include assessment of added value ¹ . At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.							
Possible career path							
Click here for more information on the career options below							
Air Cabin Crew Airline or Airport Passenger Service Assistant Broadcast Journalist Call Centre Agent Children’s Holiday Representative Conference Producer Cruise Ship Worker Diplomatic Service Operational Officer		Export Sales Manager Freight Forwarder Games Tester Government Intelligence Officer or Analyst Hotel General Manager Hotel Receptionist Immigration Officer and Assistant Officer			Investment Banker Literary Agent Patent Attorney Patent Examiner Researcher – Broadcasting Resort Representative Retail Buyer Stockbroker		Teacher - Primary or Nursery School Teacher - Secondary School - Modern Foreign Languages Teacher of English as a Foreign Language Tour Guide Tour Leader or Manager Tourist Information Centre Assistant Translator



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Through N4, pupils will study the key concepts of the target language and will have developed the core skills of reading, writing, talking and listening in a wide variety of contexts. The Added Value Unit (AVU) combines different elements of a course into overall assessment which learners are required to pass in order to achieve a pass at National 4 	<p>Understanding Language (N5) learners have the opportunity to develop reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.</p> <p>Using Language : learners have the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.</p>	<p>Understanding Language (Higher) Learners will be required to provide evidence of their reading and listening skills in the modern language, using detailed and complex language, in one of the following contexts: society, learning, employability, or culture.</p> <p>Using Language (Higher) Learners will be required to provide evidence of their talking and writing skills in the modern language, using detailed and complex language, in one of the following contexts: society, learning, employability, or culture.</p>
Course Assessment		
<p>Courses from National 4 to Advanced Higher include assessment of added value¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.</p>		
Possible career path		
Click here for more information on the career options below		
Air Cabin Crew Airline or Airport Passenger Service Assistant Broadcast Journalist Call Centre Agent Children's Holiday Representative Conference Producer Cruise Ship Worker Diplomatic Service Operational Officer	Export Sales Manager Freight Forwarder Games Tester Government Intelligence Officer or Analyst Hotel General Manager Hotel Receptionist Immigration Officer and Assistant Officer	Investment Banker Literary Agent Patent Attorney Patent Examiner Researcher – Broadcasting Resort Representative Retail Buyer Stockbroker
		Teacher - Primary or Nursery School Teacher - Secondary School - Modern Foreign Languages Teacher of English as a Foreign Language Tour Guide Tour Leader or Manager Tourist Information Centre Assistant Translator



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
N/A	Unit 1-Expressions & Formulae Unit 2- Relationships Unit 3 - Applications & overall external SQA assessment.	Unit 1-Applications Unit 2-Relationships & Calculus Unit 3-Expressions & Functions & overall external SQA assessment.	Unit 1-Methods in Algebra & Calculus Unit 2-Applications of Algebra & Calculus Unit 3-Geometry, Proof and Systems of Equations & overall external SQA assessment.
Additional Information	Additional Information	Additional Information	Additional Information
	A or B pass recommended for progression to Higher.	Highly recommended for students progressing on to Further/Higher education.	Highly recommended for students progressing on to Further/Higher education. A or B recommended for progression to AH
Possible career path			
Click here for more information on the career options below			
Accountant - Industry and Commerce Accountant - Private Practice Accountant - Public Sector Accounting Technician Actuary Aerospace Engineer Air Traffic Controller Airline Pilot Architect Architectural Technologist Astronomer or Astrophysicist Bank or Building Society Customer Branch Adviser Bank or Building Society Manager Biochemist Bookmaker Broadcast Engineer Building Standards Surveyor Cardiac Physiologist Cashier Civil Engineer Civil Engineering Technician Civil Service Administrator - Fast Stream Clinical or Biomedical Engineer	Credit Manager Croupier Data Analyst Data Scientist Database Administrator Diplomatic Service Operational Officer Economic Development Officer Economist Estimator Financial Adviser Forensic Scientist Games Designer Games Programmer Games Tester Geologist Geophysicist Helicopter Pilot Insurance Account Manager Insurance Broker Insurance Claims Handler Insurance Loss Adjuster Insurance Risk Surveyor Insurance Underwriter	Investment Banker Investment Operations Administrator IT Security Co-ordinator or Specialist Market Research Executive Materials Scientist or Engineer Mathematician Medical Physicist Merchant Navy Deck Officer Merchant Navy Engineering Officer Meteorologist Motor Vehicle Technician Mudlogger Nanotechnologist Naval Architect Network Architect Network Engineer Nuclear Engineer Oceanographer Operational Research Officer Patent Attorney Patent Examiner Petroleum or Reservoir Engineer Pharmacist	Rehabilitation Engineer Risk Manager Royal Air Force Airman or Airwoman Software Engineer or Developer Statistician Stockbroker Structural Engineer Structural Engineering Technician Subsea Engineer Surveyor - Building Surveyor - Hydrographic Surveyor - Land or Geomatics Surveyor - Minerals or Waste Management Surveyor - Planning and Development Surveyor - Quantity Surveyor - Rural Practice Surveyor - Valuation Systems Analyst Teacher - Primary or Nursery School Teacher - Secondary School - Computing Teacher - Secondary School - Mathematics Technical Surveyor Web Developer



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content		
<p>The N4 Applications course is an SQA course with the same weighting as N4 Maths.</p> <p>The National 4 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.</p> <p>The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:</p> <ul style="list-style-type: none"> ◆ analyse real-life situations and problems involving mathematics ◆ identify valid mathematical operational skills to tackle real-life situations or problems ◆ select and apply numeracy skills ◆ select and apply skills in finance, statistics, measurement, geometry, graphical data and probability ◆ use mathematical reasoning skills to draw conclusions or justify decisions ◆ communicate mathematical information in an appropriate way 	<p>The N5 Applications course is an SQA course with the same weighting as N5 Maths.</p> <p>The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.</p> <p>The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:</p> <ul style="list-style-type: none"> ◆ analyse real-life situations and problems involving mathematics ◆ identify valid mathematical operational skills to tackle real-life situations or problems ◆ select and apply numeracy skills ◆ select and apply skills in finance, statistics, measurement, geometry, graphical data and probability ◆ use mathematical reasoning skills to draw conclusions or justify decisions ◆ communicate mathematical information in an appropriate way 	<p>The Higher Applications course is an SQA course with the same weighting as Higher Maths.</p> <p>The Higher Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.</p> <p>The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:</p> <ul style="list-style-type: none"> ◆ analyse real-life situations and problems involving mathematics ◆ identify valid mathematical operational skills to tackle real-life situations or problems ◆ select and apply numeracy skills ◆ select and apply skills in finance, statistics, measurement, geometry, graphical data and probability ◆ use mathematical reasoning skills to draw conclusions or justify decisions ◆ communicate mathematical information in an appropriate way
Course Assessment		
3 Unit assessments and AVU	Overall external SQA assessment.	Overall external SQA assessment.
Possible career path Click here for more information on the career options below		



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Software Design and Development Information System Design and Development <p>Added Value Unit</p>	<ul style="list-style-type: none"> Computer Systems Software Design and Development Database Design and Development Web Design and Development 	<ul style="list-style-type: none"> Computer Systems Software Design and Development Database Design and Development Web Design and Development 	<ul style="list-style-type: none"> Computer Systems Software Design and Development Database Design and Development Web Design and Development
Course Assessment			
Possible career path			
Click here for more information on the career options below			
Air Traffic Controller Airline Pilot Astronomer or Astrophysicist CAD Technician Character Artist Civil Service Administrator - Fast Stream Computer Forensic Analyst Data Analyst Data Scientist Database Administrator Forensic Scientist Front End Developer	Games Designer Games Programmer Games Tester Geophysicist Government Intelligence Officer or Analyst Helicopter Pilot Illustrator IT Helpdesk Analyst IT Security Co-ordinator or Specialist IT Support Engineer IT Trainer	Management Consultant Manufacturing Systems Engineer Mathematician Nanotechnologist Network Architect Network Engineer Nuclear Engineer Operational Research Officer Patent Attorney Patent Examiner Physicist	Project Manager SEO Specialist Signaller Software Engineer or Developer Software Tester Systems Analyst Teacher - Secondary School - Computing Telecommunications Engineer User Experience (UX) Designer Web Designer Web Developer



National Progression Award

SCQF Level 6

Minimum Requirements

Keen interest

Course Content

The rise of the internet has led to cybercrime such as identity theft, fraud and blackmail - do you have the knowledge and skills to protect against cyber attacks?

This course covers 3 main units:

- Ethical Hacking - you will learn how to implement techniques and technologies used to defend systems from cyber attacks
- Data Security - this unit looks at legal and ethical considerations, and the practical methods to protect personal and corporate data
- Digital Forensics - you will gain practical skills in identifying evidential sources across a range of digital devices and mediums

Possible career path

[Click here for more information on the career options below](#)

Air Traffic Controller
Airline Pilot
Astronomer or Astrophysicist
CAD Technician
Character Artist
Civil Service Administrator - Fast Stream
Computer Forensic Analyst
Data Analyst
Data Scientist

Front End Developer
Games Designer
Games Programmer
Games Tester
Geophysicist
Government Intelligence
Officer or Analyst
Helicopter Pilot
Illustrator
IT Helpdesk Analyst

IT Trainer
Management Consultant
Manufacturing Systems
Engineer
Mathematician
Nanotechnologist
Network Architect
Network Engineer
Nuclear Engineer
Operational Research Officer
Patent Attorney

SEO Specialist
Signaller
Software Engineer
or Developer
Software Tester
Systems Analyst
Teacher - Secondary
School - Computing
Telecommunications
Engineer
User Experience
(UX) Designer
Web Designer



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content	Course Content
ICT (WP, SS, DB, PP, DTP) Internet Safety Customer Care Legislation affecting employees Administration in the Workplace Added Value Unit - Organising and supporting event	ICT (WP, SS, DB, PP, DTP) Internet Safety Customer Care Legislation affecting employees Administration in the Workplace Added Value Unit - Organising and supporting event	Factors contributing to effectiveness of the administrative practices within organisations Customer Care Communication in administration ICT (WP, SS, DB)
Course Assessment		
Three unit assessments and an added value assessment all of which count towards your final award.	An exam component (question paper) and a practical assessment both of which count towards your final award. Both components are externally marked.	An exam component (question paper) and a practical assessment both of which count towards your final award. Both components are externally marked.
Possible career path		
Click here for more information on the career options below		
Accommodation Warden Administrative Assistant or Officer - Courts Airline or Airport Passenger Service Assistant Archivist Call Centre Agent Charity Fundraiser Cinema or Theatre Manager Civil Service Administrative Assistant and Officer Civil Service Administrator - Fast Stream Clerical or Administrative Assistant Clerk of Court Company Secretary Conference Producer Customer Service Administrator Digital Marketer Diplomatic Service Operational Officer Document Controller Emergency Call Handle	Events Organiser Export Sales Manager Facilities Manager Factor – Property Freight Forwarder Fundraising Manager Funeral Director Health Records Staff Health Service Manager Heritage Centre Manager Hotel General Manager Hotel Porter Hotel Receptionist Housekeeping Manager Housing Officer Human Resources Officer or Manager IT Helpdesk Analyst IT Trainer	Lecturer - Further Education Legal Secretary Library or Information Assistant Local Government Administrative Assistant or Officer Local Government Officer Local Government Revenues Officer Management Consultant Market Research Executive Medical Secretary Office Manager Personal or Executive Assistant Post Office Customer Service Consultant Printing Administrator Prison Officer Procurement Administrator Procurement Manager Quality Control Technician Receptionist Recruitment Consultant Registrar of Births, Deaths, Marriages and Civil Partnerships Restaurant Manager Retail Manager Revenue and Customs Officer SEO Specialist Signaller Sports or Leisure Centre Manager Systems Analyst Teacher - Secondary School - Business Education Tourist Information Centre Assistant Training Officer or Manager Transport Manager Travel Agency Manager



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Enterprise Business start up Business Survival Organising Business Stakeholders Internal Factors that affect businesses External Factors that affect businesses 	<ul style="list-style-type: none"> Business Types Business Influences Marketing Operations Human Resource Management Finance 	<ul style="list-style-type: none"> Business Types Business Influences Marketing Operations Human Resource Management Finance
Course Assessment		
Two unit assessments and an added value assessment all of which count towards your final award.	An exam component (question paper) and a practical assessment both of which count towards your final award. Both components are externally marked.	An exam component (question paper) and a practical assessment both of which count towards your final award. Both components are externally marked.
Possible career path		
Click here for more information on the career options below		
Advocates' Clerk Charity Fundraiser Civil Service Administrative Assistant and Officer Clerical or Administrative Assistant Credit Manager Customer Service Administrator	Estate Agent Export Sales Manager Farm Manager Financial Adviser Fish Farm Manager Freight Forwarder Funeral Director	Housekeeping Manager Insurance Account Manager Insurance Broker Insurance Claims Handler Insurance Underwriter Investment Operations Administrator Local Government Revenues Officer
		Office Manager Printing Administrator Procurement Administrator Quality Control Technician Receptionist Registrar of Births, Deaths, Marriages and Civil Partnerships

**National Progression Award - SCQF Level 6****Course Content**

The NPA has been developed with the purpose of providing candidates the skills and progression to consider starting a business, or may in the future have an interest in doing so. The focus of the qualification is on pre-enterprise activity, with the aim of developing the knowledge and skills required to start a business. The enterprising knowledge and skills gained from the qualification are equally relevant to any workplace, equipping candidates for employment in a wide range of areas, or for further study. The NPA aims:

- Enhance and develop enterprising skills and attitudes
- Develop knowledge to support business start-up activity
- Develop knowledge and skills in promoting a business
- Enhance and develop knowledge of customer management techniques
- Provide practical, experiential learning about starting a business and transferable skills for employment

Course Assessment

The NPA contains four units.

Unit 1) Business Formation: An Introduction

Unit 2) Business Skills and Behaviours

Unit 3) Business Formation: Commercial Aspects and the Law

Unit 4) Finance and E-Business

Unit 5) Business Formation: Developing a Business Idea

Assessment of this award will be a combination of practical and knowledge assessments under closed and open-book assessment conditions.

Possible career path

[Click here for more information on career options](#)



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)	
Course Content	Course Content	Course Content	Course Content	
<ul style="list-style-type: none">Unit 1 Cell BiologyUnit 2 Multicellular OrganismsUnit 3 Life on Earth	<ul style="list-style-type: none">Unit 1 Cell BiologyUnit 2 Multicellular OrganismsUnit 3 Life on Earth	<ul style="list-style-type: none">Unit 1 DNA and the GenomeUnit 2 Metabolism and survivalUnit 3 Sustainability and Interdependence	<ul style="list-style-type: none">Unit 1 Cells and ProteinsUnit 2 Organisms and EvolutionUnit 3 Investigative Unit	
Additional Information				
The course will be of interest and value to learners wishing to develop skills, knowledge and understanding of Biology. The course is a broad and up to date selection of concepts and ideas relevant to the central position of life science within our society	In National 5 you will study the topics Cell Biology, Life on Earth and Multicellular organisms. In addition, you will complete an assignment comprising practical and research based work.	The course allows learners to develop deeper understanding of the underlying themes of biology. The scale of topics range from molecular through to whole organism and beyond. Learners develop an understanding of DNA and how the structure of the genome leads to the basis of evolution and biodiversity	The Advanced Higher course builds on the Higher Biology course looking at the topics of Cells and Proteins, Organisms and Evolution and Investigative biology.	
Course Assessment				
Internally assessed	This course has a ‘final’ externally assessed SQA exam.	This course has a ‘final’ externally assessed SQA exam.	This course has a ‘final’ externally assessed SQA exam.	
Possible career path				
Click here for more information on the career options below				
Acupuncturist Agricultural Consultant Agricultural or Horticultural Scientist Air Quality Consultant Ambulance Care Assistant Anatomical Pathology Technologist Animal Technician Arborist Aromatherapist Audiologist Beauty Therapist Biochemist Biologist Biomedical Scientist Biotechnologist	Crime Scene Examiner Dental Hygienist or Therapist Dental Nurse Dental Technician Dentist Dietetic Support Worker Dietitian Dispensing Optician Doctor – General Practitioner Doctor – Hospital Embalmer Emergency Call Handler Environmental Consultant Environmental Health Officer Ergonomist	Geologist Health Improvement Officer Health Visitor or Public Health Nurse Homeopath Laboratory Technician Landscaper Marine Biologist Maternity Support Worker Medical Pathologist Medical Representative Microbiologist Midwife Nanotechnologist Nature Conservationist Naturopath	Nurse - Mental Health Nursing Support Worker Occupational Therapist Oceanographer Optical Assistant Optometrist Orthodontist Orthoptist Osteopath Paramedic Personal Trainer Pharmacist Pharmacologist Pharmacy Assistant	Prosthetist or Orthotist Radiographer - Diagnostic Radiographer - Therapeutic Radiography Support Worker Reflexologist Scottish SPCA Animal Rescue Officer Scottish SPCA Inspector Speech and Language Therapist Speech and Language Therapy Support Worker Sport and Exercise Scientist Sports Therapist Sterile Services Technician Surgeon Teacher - Secondary School - Biology with Science



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Unit 1 Chemical Changes and Structure Unit 2 Nature's Chemistry Unit 3 Chemistry in Society 	<ul style="list-style-type: none"> Unit 1 Chemical Changes and Structure Unit 2 Nature's Chemistry Unit 3 Chemistry in Society 	<ul style="list-style-type: none"> Unit 1 Chemical Changes and Structure Unit 2 Researching Chemistry Unit 3 Nature's Chemistry Unit 4 Chemistry in society 	<ul style="list-style-type: none"> Unit 1 Inorganic and Physical Chemistry Unit 2 Organic Chemistry and instrumental analysis Unit 3 Researching chemistry
Additional Information			
An experimental and investigative approach is used to develop knowledge and understanding of Chemistry concepts. The relevance of Chemistry is highlighted by the study of the applications of Chemistry in everyday contexts.	This course will allow learners' to begin to understand and investigate their natural world through practical experimentation. They will investigate topical issues with the use of practicals which will help develop their analytical skills and make them more confident learners. Learners will deepen their knowledge on topics such as: Rates of Reactions, Acids and Bases, Energy from Fuels, Nuclear Chemistry and Chemical Analysis. Numeracy skills will continue to be developed by carrying out scientific calculations.	This course will allow learners' to develop an appreciation of the impact of Chemistry on their everyday lives by applying their knowledge and understanding of chemical concepts in practical situations. Learners will build on previous experiences and are introduced to new topics such as: Alcohols, Esters, Fragrances, Equilibria, Chemical Energy, and Periodicity. Numeracy skills will continue to be developed by carrying out calculations that are currently used in the chemical industry.	The course builds on the knowledge and skills developed by learners' in the Higher Chemistry course and continues to develop their curiosity, interest and enthusiasm for chemistry in a range of contexts such as: Pharmaceutical Chemistry, Transition Metals, Stereo Chemistry, Atomic Orbitals and Spectra and Electromagnetic Radiation. Learners develop important skills relating to Chemistry, including developing scientific and analytical thinking skills and making reasoned evaluations. These skills will all be combined during the SQA examination.
Course Assessment			
Internally assessed	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.
Possible career path			
Click here for more information on career options			



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Unit 1 Electricity and Energy Unit 2 Waves and Radiation Unit 3 Dynamics and Space 	The following topics are covered <ul style="list-style-type: none"> Dynamics Space Electricity Properties of matter Waves and Radiation 	<ul style="list-style-type: none"> Unit 1 Our Dynamic Universe Unit 2 Particles and Waves Unit 3 Electricity Unit 4 Researching Physics 	<ul style="list-style-type: none"> Unit 1 Rotational Motion and Astrophysics Unit 2 Quanta and Waves Unit 3 Electromagnetism Unit 4 Investigating Physics
Additional Information			
The course will be of interest and value to learners wishing to develop skills, knowledge and understanding of Physics. The course is a broad and up to date selection of concepts and ideas relevant to the central position of Science within our society.	National 5 Physics allows learners to gain a better understanding of the world around them. This course will develop your problem solving skills and make use of calculations to explain the answers to questions like; -How do rockets take off and land? -Why do F1 cars travel at such high speeds? -Why is radioactivity dangerous? The course focuses on the following topics; Waves, radioactivity, Dynamics, Energy, Space and Electricity.	Higher Physics builds upon the learning that will have taken place in National 5 Physics. Using problem solving skills and calculations you will be able to explain the answers to questions like; -Time travel is possible but how can it happen? -What will happen to our Universe in the future? -Why do particle accelerators explain how the Universe began? The course focuses on the following topics; Dynamics, Space, Electricity, Particles and Waves.	Advanced Higher Physics builds upon the learning that will have taken place in Higher Physics. Using problem solving skills and calculations you will be able to explain the answers to questions like; -Why quantum Physics the future of digital technology? -How do the Northern lights appear in our atmosphere? -What is Space-time and how do we use it? The course focuses on the following topics; Rotational motion, Astrophysics, Quantum Physics, Waves and Electromagnetism.
Course Assessment			
Internally assessed	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.
Possible career path			
Click here for more information on career options			

**National progression Award****(SCQF Level 6)****Course Content****Mandatory Units:**

- Lab safety
- Chemistry fundamentals
- Mathematics for Science
- Experimental Procedure

Additional Information

The NPA Laboratory Science is a specialised award which allows candidates to gain knowledge and technical skills in quality issues, microbiology, chemistry, quantitative skills and other science areas. As such, it is intended to prepare candidates for employment at technician or technologist level in science laboratories. Moreover, the NPA supports the Life Sciences level 2 Modern Apprenticeship. The award develops clear career and education pathways for learners including a range of study options in higher education, particularly in the field of science

Course Assessment

Internally assessed

Possible career path

[Click here for more information on career options](#)

This NPA could open up employment opportunities as a laboratory technician in the biotechnology, chemical, microbiological, pharmaceutical and environmental industries.

**National 5****(SCQF Level 5)****Course Content**

Unit 1: Careers Using Lab Science

Unit 2: Working in a Lab

Unit 3: Lab Skills

Investigation: Pupils have the responsibility of using the knowledge they have gained during the first two units to plan and carry out an experiment, they then need to write this up to pass this element.

Additional Information

This course will allow pupils to develop a comprehensive skill set which will enable them to thrive in a lab environment. Pupils will gain an appreciation of the scope of where lab skills can take them as they look at local, national and global industries which rely on people with these relevant skills. They will look at constructing a CV and being able to articulate their areas of strength and development; skills which are essential for them to thrive in the wider world of work. Pupils will look at preparation, handling and safe storage of chemicals which is underpinned by legislation including safe handling of radioactive materials. Pupils will also carry out some common lab techniques such as titration, chromatography and distillation. These skills will be assessed with an internal investigate at the end of the academic year

Course Assessment

Internally assessed

Possible career path[Click here for more information on career options](#)

This could open up employment opportunities as a laboratory technician in the biotechnology, chemical, microbiological, pharmaceutical and environmental industries.



CURRICULAR AREA: TECHNOLOGIES		SUBJECT: PRACTICAL WOOD WORKING		2023-24	MYWORLDOFWORK	CONTENTS	COURSECHOICES
National 4 (SCQF Level 4)				National 5 (SCQF Level 5)			
Course Content				Course Content			
<p>The Course allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing materials. It allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.</p> <ul style="list-style-type: none">• Practical Woodworking: Flat-frame Construction• Practical Woodworking: Carcase Construction• Practical Woodworking: Machining and Finishing• Added Value Unit• Making a Finished Product from Wood							
Additional Information				Additional Information			
Course Assessment							
Internally assessed				This course has a ‘final’ externally assessed SQA exam.			
Possible career path Click here for more information on the career options below							
Boat or Ship Builder Builders' Merchant Cabinet Maker Ceiling Fixer Craft Designer or Worker	Fine Artist Formworker Furniture Designer Furniture Polisher or Finisher Glazier	Joiner or Carpenter Locksmith Musical Instrument Technologist Picture Framer Product Designer	Prop Maker Roofer Roofer – Felt Sculptor Set Designer	Shopfitter Stagehand Teacher - Secondary School - Technological Education Vehicle MET Technician Wood Machinist			



National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content
<ul style="list-style-type: none"> • 2D Graphic Communication • 3D and Pictorial Graphic Communication • Develop skills in graphic communication techniques, including the use of equipment, materials and software • Extend and apply knowledge and understanding of graphic communication standards, protocols and conventions. • Develop an understanding of the impact of graphic communication technologies on our environment and society <p>Added Value Unit: Graphic Communication Assignment</p>	<ul style="list-style-type: none"> • 2D Graphic Communication • 3D and Pictorial Graphic Communication • Replicating familiar and some new graphic forms with some complex features in 2D, 3D and pictorial representations • Applying recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts • Initiating, planning and producing preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features • Applying graphic design skills, including creativity, when developing solutions to graphics tasks with some complex features • Understanding the application of colour, illustration and presentation techniques in a broad range of graphics contexts • Critically reviewing graphics work as it progresses and evaluating completed task work suggesting strategies for improvement • Extending visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views • Extending graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features • Selecting, managing, and using graphic communication equipment, software and materials effectively across tasks • Understanding a broad range of computer-aided graphics techniques including commercial/industrial practice • An informed understanding of the impact of graphic communication technologies on our environment and society and their likely impact in the future <p>Added Value Unit: Graphic Communication Assignment</p>
Course Assessment	
An exam component (question paper) and a Practical assessment both of which count towards your final award. Both components are externally marked.	An exam component (question paper) and a Practical assessment both of which count towards your final award. Both components are externally marked.
Possible career path Click here for more information on the career options below	



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Design and Manufacture: Design Design and Manufacture: Materials and Manufacturing Evaluating, with guidance, existing products Using, with guidance, a selected range of research techniques Applying, with guidance, a range of basic idea generation techniques Writing a simple specification Selecting and using, with guidance, a range of tools, equipment, software and materials in designing, making and testing models, prototypes and products Applying, with guidance, creative design skills, when refining and resolving simple product design tasks Using graphic techniques to visually represent design solutions in simple and straightforward contexts Using simple modelling and manufacturing techniques to represent design ideas in three dimensions Planning, with guidance, a simple manufacturing process Contributing to the evaluation of their own design proposals and associated manufacturing practicalities, and make suggestions for improvement Basic knowledge of the impact of design and manufacturing technologies on our environment and society Basic knowledge of the factors that influence the design and manufacture of artefacts and products Basic knowledge of manufacturing processes and the properties and uses of materials <p>Added Value Unit : Design and Manufacture Assignment</p>	<ul style="list-style-type: none"> Design and Manufacture: Design Design and Manufacture: Materials and Manufacturing Researching and evaluating existing product types Selecting and using a range of research techniques and evaluating their usefulness Selecting and applying a range of idea generation techniques Writing a detailed specification based on function and performance Applying a range of creative design skills when refining and resolving product design tasks which encompass a range of key design factors Selecting and using graphic techniques to visually represent design solutions, justifying the chosen selection of techniques Selecting, using and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions Planning a manufacturing process and analysing its effectiveness Selecting and using a range of tools, equipment, software and materials in designing, making and testing models and prototypes Evaluating their own design proposals and associated manufacturing practicalities, and applying suggestions for improvement A broad understanding of the impact of a range of design and manufacturing technologies on our environment and society Critically evaluating a range of factors that influence the design and manufacture of products Understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials <p>Added Value Unit : Design and Manufacture Assignment</p>	<ul style="list-style-type: none"> Design and Manufacture: Design Design and Manufacture: Materials and Manufacturing Researching and evaluating existing product types Selecting and using a range of research techniques and evaluating their usefulness Selecting and applying a range of idea generation techniques Writing a detailed specification based on function and performance Applying a range of creative design skills when refining and resolving product design tasks which encompass a range of key design factors Selecting and using graphic techniques to visually represent design solutions, justifying the chosen selection of techniques Selecting, using and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions Planning a manufacturing process and analysing its effectiveness Selecting and using a range of tools, equipment, software and materials in designing, making and testing models and prototypes Evaluating their own design proposals and associated manufacturing practicalities, and applying suggestions for improvement A broad understanding of the impact of a range of design and manufacturing technologies on our environment and society Critically evaluating a range of factors that influence the design and manufacture of products Understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials <p>Added Value Unit : Design and Manufacture Assignment</p>
Course Assessment		
Two unit assessments and an added value assessment all of which count towards your final award.	An exam component (question paper) and a Design assessment (folio) and Practical assessment (prototype model) all of which count towards your final award. All components are externally marked.	An exam component (question paper) and a practical assessment (folio) both of which count towards your final award. Both components are externally marked.
Possible career path		
Click here for more information on the career options below		
Aerospace Engineer Air Conditioning Engineer Architect Architectural Technologist BIM Technician Building Technician Cabinet Maker Chemical Engineer	Construction Manager or Site Manager Control and Instrument Engineer Dental Technician Drilling Engineer Electrical or Electronic Engineering Technician Electrician Electricity Distribution Worker	Gas Service Engineer Heat Treatment Operative Interior Designer Landscape Architect Lightning Conductor Engineer Manufacturing Systems Engineer Marine Engineer Medical Field Service Engineer
Musical Instrument Technologist Naval Architect Nuclear Engineer Pattern Cutter or Grader Petroleum or Reservoir Engineer Product Designer Refrigeration Engineer Rehabilitation Engineer	Sheet Metal Worker Special Effects Technician Stagehand Structural Engineer Structural Engineering Technician Subsea Engineer Telecommunications Engineer Toolmaker	



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	
<p>In the physical environments unit you will study the processes that shape our natural world and investigate how humans interact with their environment. We will learn about the causes of UK weather and its impact on people's daily lives.</p> <p>In Human environments you will study world population and development and discover how places and rural practices are changing with the growing population.</p> <p>In Global Issues you will investigate how earthquakes, volcanoes and tropical storms are caused and how they impact on people and the environment.</p> <p>Added value assignment- You will carry out a research project on a geographical topic of your choice allowing you to demonstrate your skills in geographical techniques.</p>	<p>In the physical environments unit you will study the processes that shape our natural world and investigate how humans interact with their environment. We will learn about the causes of UK weather and its impact on people's daily lives.</p> <p>In Human environments you will study world population and development and discover how places and rural practices are changing with the growing population</p> <p>In Global Issues you will investigate how earthquakes, volcanoes and tropical storms are caused and how they impact on people and the environment.</p> <p>Added value assignment- You will carry out a research project on a geographical topic of your choice allowing you to demonstrate your skills in geographical techniques.</p>	<p>In Physical environments you will study the Atmosphere, Hydrosphere, Lithosphere & Biosphere, including how our earth stays warm enough to support life, how coastal and glacial landscapes are formed and the importance of soil as a valuable resource.</p> <p>In Human Geography studies how humans interact with their environments. You will learn about how cities in developed and developing countries have changed, you will study the issue of soil degradation on the edge of the Sahara desert and how it affect the lives of the people living there, and issues of ageing populations, high birth rates and migration in the Population unit Global Issues looks at the interaction of human and physical geography in global settings. You will study the issue of River Basin Management in China, and how changing the river has had huge impacts on the lives of people living and working on it. You will also study Development and Health, which investigates the impact that disease has on people in economically less developed countries, and how governments can work towards improving the health of their populations.</p> <p>you will apply these to an urban planning problem and you will complete an Added value assignment on a geographical topic of your choice allowing you to demonstrate your skills in geographical techniques</p>	<p>There are two units within the AH course: Geographical Skills and Geographical Issues. Within each of these units there is flexibility to allow for personalization and choice- pupils can focus on the Geography that interests them the most. The theme of Sustainability will permeate the course.</p> <p>Many important transferable skills are included in the course, many of which are essential at university. These include, in particular:</p> <ul style="list-style-type: none"> · The ability to carry out independent fieldwork and research · The ability to use a range of maps, statistical and fieldwork/ research techniques used to interpret, explain and analyse geographical phenomena. <p>It is due to these skills that AH Geography is an attractive and useful subject for many university degrees</p>
Course Assessment			
Internally assessed	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.	
Possible career path			
Click here for more information on the career options below			
Astronomer Cartographer Commercial/residential surveyor	Environmental Consultant Ecologist Political risk analyst	Secondary school teacher Seismologist Sustainability Consultant	Town Planner Transport planner



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<p>Studying History at National 5 covers three very different historical eras; Mary Queen of Scots and the Reformation, the Atlantic Slave Trade, and the Civil Rights Movement in America. Mary Queen of Scots allows us to examine how Scotland changed as a country in both politics and religion. The experience of Africans, along with the changes to Africa, the Caribbean and Britain, are the focus on Atlantic Slave Trade. Rising immigration and the demand for equal rights for all citizens are the overarching themes of the Civil Rights Movement in America in the 20th century.</p> <p>Pupils studying National History further develop their skills of source evaluation, comparison, as well as describing and explaining reasons for why key historical events occurred. The development of analysis, evaluation and explaining are essential skills for the workplace and life</p>	<p>Studying History at National 5 covers three very different historical eras; Mary Queen of Scots and the Reformation, the Atlantic Slave Trade, and the Civil Rights Movement in America. Mary Queen of Scots allows us to examine how Scotland changed as a country in both politics and religion. The experience of Africans, along with the changes to Africa, the Caribbean and Britain, are the focus on Atlantic Slave Trade. Rising immigration and the demand for equal rights for all citizens are the overarching themes of the Civil Rights Movement in America in the 20th century.</p> <p>Pupils studying National History further develop their skills of source evaluation, comparison, as well as describing and explaining reasons for why key historical events occurred. The development of analysis, evaluation and explaining are essential skills for the workplace and life.</p>	<p>In Higher History, we cover three transformative periods of world history. Within these units, we develop your skills in debate, analytical thinking and criticality. In each unit, we look at cross cutting themes of identity, conflict and authority.</p> <ul style="list-style-type: none"> Historical Study: Scottish- Scottish Wars of Independence <p>This is about political change and the military conflict arising from the Wars of Independence</p> <ul style="list-style-type: none"> Historical Study: British - Britain and Ireland, 1900–1985 <p>This looks at the growing divisions in Ireland after 1900 in terms of identity and the development of tension leading to conflict and civil war, the attempts to resolve the conflict and the continuation of strife.</p> <ul style="list-style-type: none"> Historical Study: European and the World: Russia, 1881–1921 <p>This looks at the development of opposition to autocracy in a large multi-national state, the collapse of the Tsarist regime and the rise of the Bolsheviks during the years form 1881-1921.</p>	<p>Germany: Versailles to the outbreak of the Second World WarAdded value unit (dissertation)</p> <p>In Advanced Higher History learners study just one topic in depth: the history of Germany in the interwar period. This is a popular topic with History departments and with students for good reason. It will allow us to study the impact wars have on society; how democracies are built (and how they fail); how a tyrant such as Hitler could come to power in modern democracy; what government and life was really like under a dictatorship. The study will allow students to engage with political, economic and social history.</p> <p>Learners will build on the essay and source skills learned at higher, and will learn how to write more sophisticated essays. There is a 4,000 word dissertation, written on topic of the learner's own choosing, which is relevant to the unit of study. This is excellent preparation for university, and the student will become an expert on their chosen topic, but it will require a good deal of reading and the ability to set and meet deadlines.</p>
Course Assessment			
Internally assessed	This course has a 'final' externally assessed SQA exam.	A 'final' externally assessed SQA exam and a 30 mark assignment completed in school but marked by SQA	This course has a 'final' externally assessed SQA exam.
Possible career path Click here for more information on the career options below			
Academic researcher Archaeologist Archivist Broadcast journalist Civil Service administrator	Historic buildings inspector/conservation officer Human resources officer Library or Information Professional Marketing executive Museum Assistant or Visitor Centre Assistant	Museum or Art Gallery Curator Museum/gallery exhibitions officer Parliamentary Assistant Policy officer Political researcher	Teacher - Secondary School Solicitor Talent agent Tour Guide Tour Leader or Manager



National 4 (SCQF Level 4)		National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content		Course Content	Course Content
<ul style="list-style-type: none"> International Issues – Terrorism Social Issues – Crime and the Law Democracy in Scotland Added Value Assignment – A research project on a Modern Studies related topic of your choice which makes up a percentage of your grade. 		<ul style="list-style-type: none"> International Issues – Terrorism Social Issues – Crime and the Law Democracy in Scotland Added Value Assignment – A research project on a Modern Studies related topic of your choice which makes up a percentage of your grade. 	<ul style="list-style-type: none"> Social Inequality in the UK World Power – The USA Democracy in Scotland and the UK Assignment
Course Assessment			
Internally assessed		This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.
Additional Information			
Throughout the course you will explore the causes, consequences and solutions to the different issues you will study. For example, why people become criminals and terrorists, how these issues affect society, whether or not our prisons are effective in dealing with criminals and how does the international community work to stop terrorism. You will also study how democracy works in Scotland, looking at how citizens like yourself can influence the decisions that are made.		Throughout the course you will explore the causes, consequences and solutions to the different issues you will study. For example, why people become criminals and terrorists, how these issues affect society, whether or not our prisons are effective in dealing with criminals and how does the international community work to stop terrorism. You will also study how democracy works in Scotland, looking at how citizens like yourself can influence the decisions that are made.	Throughout the course you will explore the causes, consequences and solutions to the different issues you will study. For example, why people become criminals and terrorists, how these issues affect society, whether or not our prisons are effective in dealing with criminals and how does the international community work to stop terrorism. You will also study how democracy works in Scotland, looking at how citizens like yourself can influence the decisions that are made.
Possible career path			
Click here for more information on the career options below			
Advice Worker Advocate Advocates' Clerk Archivist Broadcast Journalist Careers Adviser Community Education Officer Copy Editor	Economic Development Officer Government Intelligence Officer or Analyst Journalist or Reporter Judge or Sheriff Library or Information Assistant Library or Information Professional Local Government Officer Member of Parliament	Paralegal Parliamentary Assistant Police Officer Procurator Fiscal Producer – Radio Radio Broadcast Assistant Reporter to the Children's Panel Researcher – Broadcasting	Runner Social Worker Solicitor Sub-editor — Journalism Teacher - Secondary School - Modern Studies Trade Union Official TV or Radio Presenter



Higher (SCQF Level 6)			
Course Content			
<p>This is for S6 Only – entry requirements a minimum of a B in Higher English and a B in a Higher Humanities subject</p> <ul style="list-style-type: none"> Political theory (Power, Authority and Legitimacy, Democracy & Political Ideologies) Political systems (Constitutions, the Legislative Branch & Executive Branch) Political Parties and elections (Dominant ideas of political parties, Political campaign management strategies & Theories of voting behaviour) Course Assignment (assessed by the SQA) 			
Course Assessment			
The course has a final exam externally assessed by the SQA			
Additional Information			
<p>Politics makes a distinctive contribution to the curriculum through its study of important political concepts and ideologies, the comparison of different political systems, and the evaluation of factors that impact on the electoral performance of political parties.</p> <p>Candidates develop knowledge and understanding of key political concepts. The theoretical perspective of the course enables candidates to identify, explore and analyse political issues in order to develop their own views and perspectives. Candidates develop analysing and evaluating skills during the course which help them to interpret and understand political issues.</p> <p>Candidates develop:</p> <p>Knowledge and Understanding of:</p> <ul style="list-style-type: none"> significant political concepts and ideologies political systems through comparative study political parties and elections <p>The ability to analyse and evaluate political ideas, events, issues, systems, parties and electoral performance</p> <p>A range of data-handling and evaluating skills</p>			
Possible career path			
Click here for more information on the career options below			
Advice Worker Advocate Advocates' Clerk Archivist Broadcast Journalist Careers Adviser Community Education Officer Copy Editor	Economic Development Officer Government Intelligence Officer or Analyst Journalist or Reporter Judge or Sheriff Library or Information Assistant Library or Information Professional Local Government Officer Member of Parliament	Paralegal Parliamentary Assistant Police Officer Procurator Fiscal Producer – Radio Radio Broadcast Assistant Reporter to the Children's Panel Researcher – Broadcasting	Runner Social Worker Solicitor Sub-editor — Journalism Teacher - Secondary School - Modern Studies Trade Union Official TV or Radio Presenter



National 4 (SCQF Level 4)		National 5 (SCQF Level 5)	
Course Content		Course Content	
Travel & Tourism: Employability			
This unit investigates job roles and careers across the travel & tourism industry. Learners will demonstrate their employability skills and attitudes in a work related practical activity. They will evaluate their own potential for a chosen job in the travel & tourism industry.			
Travel & Tourism: Customer service			
This unit outlines the benefits of good customer service to the travel & tourism industry. It deals with customer issues and actions required to respond to customer’s needs and wants.			
Travel & Tourism: Scotland			
In this unit the learner will gather information, describe a range of destinations and attractions, identify current trends, and describe the impact of tourism in Scotland			
Travel & Tourism: UK and worldwide			
In this unit the learner will gather information, describe a range of destinations and attractions, identify current trends, and describe the impact of tourism in the UK and the rest of the world. The learner should also be able to provide information to potential customers on selected destinations, for example, recommend accommodation, activities, attractions and amenities and produce a travel itinerary on selected areas.			
Course Assessment			
There is no external exam for this course. Units will be assessed throughout the year.			
Additional Information			
Tourism is a major employer and revenue earner to the economy. The provision of travel & tourism in schools responds to the needs of the industry for a well –trained workforce that can meet the needs of visitors.			
This course is designed to enable learners to gain knowledge of a variety of tourist destinations, both in Scotland, the UK and the rest of the world. The basic skills and knowledge and understanding relating to a range of occupations in travel & tourism which will prepare candidates for employment in the industry are also a focus.			
Possible career path			
Click here for more information on the career options below			
Advice Worker Advocate Advocates' Clerk Archivist Broadcast Journalist Careers Adviser Community Education Officer Copy Editor	Economic Development Officer Government Intelligence Officer or Analyst Journalist or Reporter Judge or Sheriff Library or Information Assistant Library or Information Professional Local Government Officer Member of Parliament	Paralegal Parliamentary Assistant Police Officer Procurator Fiscal Producer – Radio Radio Broadcast Assistant Reporter to the Children's Panel Researcher – Broadcasting	Runner Social Worker Solicitor Sub-editor — Journalism Teacher - Secondary School - Modern Studies Trade Union Official TV or Radio Presenter



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content	Course Content
<p>The course allows candidates to:</p> <ul style="list-style-type: none"> ➤ develop an understanding and respect for different beliefs, values and viewpoints ➤ learn how to express their values and beliefs ➤ put their values or beliefs into action in ways which benefit others ➤ make informed moral decisions <p>The units covered</p> <ul style="list-style-type: none"> • Unit 1: World Religion – Judaism Candidates study the religion of Judaism and its impact, relevance and significance through studying some key beliefs and practices found within the religion, and the contribution these make to the lives of followers • Unit 2: Morality and Belief Candidates study moral issues raised by conflict looking at their background, implications and responses from religious and non-religious organisations • Unit 3: Religious and Philosophical questions Candidates study the question ‘Does God exist?’ They will examine its implications and a range of responses from religious groups, philosophers and scientific viewpoints. 		<p>The course allows candidates to:</p> <ul style="list-style-type: none"> ➤ develop an understanding and respect for different beliefs, values and viewpoints ➤ learn how to express their values and beliefs ➤ put their values or beliefs into action in ways which benefit others ➤ make informed moral decisions <p>The units covered</p> <ul style="list-style-type: none"> • Unit 1: Buddhism Candidates develop in-depth knowledge and understanding of the impact of Buddhism today • Unit 2: Morality and Belief Candidates will gain an in-depth knowledge and understanding of issues relating to justice, including causes of crime. • Unit 3: Religious and Philosophical Questions-Origins Candidate’s develop skills to critically analyse the religious and philosophical question “what is the origins of the Universe and life?”
Additional Information	Additional Information	Additional Information
Pupils will research, analyse and evaluate information to draw detailed, reasoned and well structured conclusions when responding to different ideas and viewpoints.	<ul style="list-style-type: none"> • Pupils will evaluate and express well-structured views of contemporary moral questions and responses in detail, explaining relevant theoretical ideas 	<ul style="list-style-type: none"> • In depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses.
Course Assessment		
Internally assessed	This course has a ‘final’ externally assessed SQA exam.	This course has a ‘final’ externally assessed SQA exam.
Possible career path Click here for more information on the career options below		
Advocate Advocates' Clerk Broadcasting Community Education Officer	Judge or Sheriff Procurator Fiscal Politics	Reporter to the Children's Panel Solicitor Social Care
		Teacher - Primary or Nursery School Teacher - Secondary School - Religious Education Youth worker



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<p>Expressive unit:</p> <ul style="list-style-type: none"> Research and develop thoughts and ideas in 2D and/or 3D formats in response to a theme. Produce observational drawings and studies and develop expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways. <p>Design unit</p> <ul style="list-style-type: none"> Plan, research and develop creative design ideas in response to a given brief Develop creativity and problem solving skills and consider the design opportunities, issues and constraints of the brief Experiment with and develop media handling skills when producing design ideas in 2D/or 3D formats. <p>Art or Design studies is integrated into the units.</p>	<p>Expressive folio:</p> <ul style="list-style-type: none"> Plan, research and develop creative expressive work in response to a theme or stimulus. Develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. Respond to a theme and produce 2D/3D analytical drawings, studies and investigative research. Produce a single line of development and a final piece. Reflect on and evaluate your creative process and the visual qualities of their work. <p>Design folio</p> <ul style="list-style-type: none"> Plan, research and develop creative design work in response to a design brief – either 3D or 2D Graphic Design. Develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. Respond to a design brief and compile a variety of 2D/3D investigative material and market research. Produce a single line of development and a design solution. Reflect on and evaluate their design process and the aesthetic and functional qualities of their work. <p>Art & Design studies:</p> <ul style="list-style-type: none"> Analyse the work of artists and designers Demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice. Show knowledge and understanding of expressive art and design elements, using appropriate art and design vocabulary. 	<p>You will choose to produce either an Expressive OR Design folio. If you are intending on furthering a career in Art and Design you will be given guidance on producing a professional portfolio.</p> <p>Expressive:</p> <p>You will select a theme or stimulus for their portfolio. You follow a creative process to develop expressive art ideas and resolve and realise artworks which are influenced by your investigation into art practice. artwork.</p> <p>Design:</p> <p>You will select a design brief for your portfolio. You will follow a design process to develop design ideas and resolve and realise solutions which are influenced by your investigation into design practice</p> <p>Written work takes the form of a contextual analysis by discussing related contexts and analysing their impact on the features of the design work. You then reflect on and evaluate your work.</p>	<p>You will choose to produce either an Expressive OR Design folio. If you are intending on furthering a career in Art and Design you will be given guidance on producing a professional portfolio.</p> <p>Expressive:</p> <p>You will select a theme or stimulus for their portfolio. You follow a creative process to develop expressive art ideas and resolve and realise artworks which are influenced by your investigation into art practice. artwork.</p> <p>Design:</p> <p>You will select a design brief for your portfolio. You will follow a design process to develop design ideas and resolve and realise solutions which are influenced by your investigation into design practice</p> <p>Written work takes the form of a contextual analysis by discussing related contexts and analysing their impact on the features of the design work. You then reflect on and evaluate your work.</p>
Course Assessment			
Assessment is based on the Design and Expressive units and the critical element of the course.	Assessment is based on the externally marked Portfolio and a Question Paper. N5: 80% - portfolio, 20% - question paper. Higher: 77% - portfolio, 23% - question paper.		Assessment is based on the Portfolio and Contextual Analysis.
Possible career path			
Click here for more information on the career options below			



Higher (SCQF Level 6)	
Course Content	
<p>Through this course students learn how to plan and carry out practical photographic work. They investigate selected photographers' work and practice, and explain how external influences impact on these. They use this understanding of chosen photographers' work as well as knowledge of photography techniques when developing their own personal approach to photography. Students develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and evaluate their own photographic practice.</p>	
Course Assessment	
<p>The course is assessed through:</p> <ul style="list-style-type: none">· A question paper where students are assessed in their ability to demonstrate knowledge and understanding of photography techniques as well as analyse examples of photographic images.· They will also complete a practical photographic project which will assess students' ability to integrate and apply their creative and technical skills as well as demonstrate their knowledge and understanding of photographic practice.	
Possible career path	
Click here for more information on the career options below	
Medical illustrator Fashion Photographer Journalistic Photographer Advertising Photographer Magazine Photographer Photographic Stylist	Photographic technician Private Investigator Scenes of crimes Photographer TV or Film Camera Operator TV or Film Director Cinematographer



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content		
<ul style="list-style-type: none"> Drama Skills Drama: Production Skills Added Value Unit : Drama: Performance	<ul style="list-style-type: none"> Drama Skills Drama: Production Skills Added Value Unit : <ul style="list-style-type: none"> Drama: Performance 	<ul style="list-style-type: none"> Drama Skills Drama: Production Skills
Course Assessment		
Course is assessed through Performance evidence from the Units of the Course	Course is assessed by a Performance, a Question Paper and evidence from the Units of the Course	<ul style="list-style-type: none"> Course is assessed by a Question Paper and a Practical Examination.
Possible career path Click here for more information on the career options below		
Actor Arts Administrator Camera Operator Choreographer Community Arts Worker Dancer	Dramatherapist Floor Manager – Television Holiday Centre Worker Lighting Technician Producer – TV or Film Production Assistant	Prop Maker Runner Set Designer Stage Manager Stagehand Stunt Performer



NPA (SCQF Level 6)		
Course Content		
<p>The NPA Musical Theatre course, provides learners with an exciting experience which develop skills of collaboration, creative thinking and self-discipline. Pupils will engage in the following areas:</p> <ul style="list-style-type: none"> · Planning a programme of audition pieces. · Preparation of an audition. · group dance · Group and solo singing piece. · listening and evaluating self and others · taking care of the muscles of the body, vocal health and resources (eg scripts, scores) · taking responsibility for own part in a live performance <p>You need to have a keen interest in dance, singing and performing with relevant experience within or outside school.</p>		
Course Assessment		
<p>The majority of the assessment is practical based with written assignments and projects used to evidence</p> <p>The mandatory unit:</p> <ul style="list-style-type: none"> • Acting through Song <p>Optional Units (must do two units):</p> <ul style="list-style-type: none"> • Theatre Performance: Solo Singing Skills • Theatre Performers: Group Singing Skills • Group Dance Performance • Preparation for Audition 		
Possible career path Click here for more information on the career options below		
Actor Arts Administrator Camera Operator Choreographer Community Arts Worker Dancer	Dramatherapist Floor Manager – Television Holiday Centre Worker Lighting Technician Producer – TV or Film Production Assistant	Prop Maker Runner Set Designer Stage Manager Stagehand Stunt Performer



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content	Course Content
<p>Candidates must complete 3 units:</p> <ul style="list-style-type: none"> Music Technology Skills Understanding 20th & 21st Century Music (pop & modern music) Music Technology in context <p>And an added Value unit:</p> <p>Music Technology project</p>	<p>Assignment 70 marks</p> <ul style="list-style-type: none"> Plan and produce a music technology production comprising two separate tasks Create a master Audio recording using at least 2 microphones Evaluate progress and outcome using a log and a evaluation report <p>Question Paper 30 Marks</p> <p>Understanding 20th and 21st Century Music styles, genres and relevant technology concepts</p>	<p>Assignment 70 marks</p> <ul style="list-style-type: none"> Plan and produce a substantial music technology production Create a audio master recoding using a wide range of recording and editing techniques Evaluate progress and outcome using a log and evaluation report <p>Question Paper 30 Marks</p> <p>Understanding 20th and 21st Century Music styles, genres and relevant technology concepts</p>
Course Assessment		
<ul style="list-style-type: none"> Course is assessed by a Technology assignment and evidence from the units of the Course. 	<ul style="list-style-type: none"> Course is externally assessed by a Technology assignment, and a Question Paper. Internal assessment will also use evidence from the Units of the Course 	<ul style="list-style-type: none"> Course is externally assessed by a Technology assignment, and a Question Paper. Internal assessment will also use evidence from the Units of the Course
Possible career path		
Click here for more information on the career options below		
Broadcast Engineer Community Arts Worker Composer or Songwriter Disc Jockey – DJ Film or Video Editor Music Promotions Manager	Music Therapist Musical Instrument Technologist Piano Tuner Producer – Radio Production Assistant Radio Broadcast Assistant	Roadie Runner Sound Technician Stage Manager Teacher - Secondary School - Music



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content	Course Content
<u>Music:</u> <ul style="list-style-type: none"> Music: Performing Skills Music: Composing Skills Understanding Music 	<u>Music:</u> <ul style="list-style-type: none"> Music: Performing Skills Music: Composing Skills Understanding Music 	<u>Music:</u> <ul style="list-style-type: none"> Music: Performing Skills Music: Composing Skills Understanding Music
Course Assessment		
Added Value Unit: <ul style="list-style-type: none"> Performance on 2 instruments/voice 	Course assessment: Performance of 6 minutes to 6 minutes 30 seconds on 2 instruments/voice Question Paper	Course is assessment: Performance of 10 – 11 minutes on 2 instruments/voice Question Paper
Possible career path		
Click here for more information on the career options below		
Arts Administrator Community Arts Worker Composer or Songwriter Disc Jockey – DJ Film or Video Editor Music Promotions Manager	Music Promotions Manager Music Therapist Piano Tuner Producer – Radio Production Assistant Radio Broadcast Assistant	Musician - Popular Roadie Runner Sound Technician Stage Manager Teacher - Secondary School Singer - Classical Singer – Popular Musician - Classical



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	
Course Content		
Mandatory units <ul style="list-style-type: none">Child DevelopmentPlay in Early Education and ChildcareWorking in Early Education and Childcare Optional units <ul style="list-style-type: none">ParentingFirst Aid Care of Children	Mandatory units <ul style="list-style-type: none">Child Development and HealthPlay in Early Education and ChildcareWorking in Early Education and Childcare Optional units <ul style="list-style-type: none">ParentingFirst AidCare and Feeding of Children	
Course Assessment		
At National 4, learners cover basic issues in each area and begin to develop relevant skills such as team working skills and helping to plan play experiences. They also develop transferable employability skills.	National 5 Skills for Work: Early Education and Childcare is an introductory qualification that develops the skills, knowledge, and attitudes needed for work in early education and childcare sector. Learners begin to prepare for working in the sector. They also develop transferable employability skills.	
This course is internally assessed	This course is internally assessed	
Possible career path		
Click here for more information on the career options below		
Care Home Manager	Community Education Officer	Nursery Worker
Childminder	Learning Support Assistant	Play-worker or Play Assistant
Children’s Holiday Representative	Lecturer - Further Education	Teacher - Secondary School – Learning Support and Behaviour
Classroom Assistant - Primary or Nursery School	Nanny	Support



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Unit 1 Performance Skills Unit 2 Factors Impacting on Performance 	<ul style="list-style-type: none"> Component 1 - Portfolio Component 2 - Performance 	<ul style="list-style-type: none"> Component 1 – Question Paper Component 2 - Performance
Course Assessment		
Assessment is based on demonstration of performance skills and Portfolio showing knowledge of factors that impact on performance	Assessment is made of an examination of practical skills within a one off performance context and submission of a Portfolio showing knowledge of factors that impact on performance	Assessment is based on an examination of Practical Performance within a one off practical performance context and a Written Question Paper
Possible career path		
Click here for more information on the career options below		
Army – Officer Army – Soldier Bodyguard Diver Firefighter Fitness Instructor Gym Instructor Lifeguard or Pool Attendant	Outdoor Activities Instructor or Leader Personal Trainer Physiotherapist Physiotherapy Support Worker Police Officer Psychologist - Sport and Exercise Royal Air Force Airman or Airwoman Royal Air Force Officer	Royal Marine Royal Marines Officer Royal Navy Officer Royal Navy Rating Sport and Exercise Scientist Sports Coach or Instructor Sports Development Officer Sports or Leisure Centre Assistant
		Sports or Leisure Centre Manager Sports Professional Sports Therapist Stunt Performer Swimming Teacher Teacher - Secondary School - Physical Education Yoga Teacher

**National 5****(SCQF Level 5)****Minimum Requirements**

An interest in the Sport and recreation industry.

Progression

- National Courses at Higher
- Scottish Vocational Qualifications (SVQs) in Sports and Recreation
- further education
- training or employment

Course Content

The Course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments — sourcing information about career pathways, identifying and reviewing skills and experiences; assisting with planning, setting-up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting-up, dismantling and checking equipment and resources; helping to plan and review a training programme, and establishing good practice in identifying and reviewing goals. The Course also covers health and safety legislation and risk assessment.

Possible Career Path

[Click here for more information on the career options below](#)



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content	Course Content
<p>Three units</p> <ol style="list-style-type: none"> Food for Health. To develop knowledge and understanding of the link between food, nutrition and health. Food Product Development. To develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. Contemporary Food Issues To develop knowledge and understanding of factors which may affect consumer food choice. 	<p>Three units</p> <ol style="list-style-type: none"> Food for Health. To develop knowledge and understanding of the link between food, nutrition and health. Food Product Development. To develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. Contemporary Food Issues To develop knowledge and understanding of factors which may affect consumer food choice. 	<p>Home Economics is concerned with using and managing resources for the benefit of individuals, the family and society. The Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Health and Food Technology, adding to the dimensions of self, family and community a range of challenging experiences relating to the food industry.</p> <p>Two Units</p> <ol style="list-style-type: none"> Consumer Studies Resource Management
Course Assessment		
Course assignment is a question paper and added value unit to produce a food product for a given brief.	An exam component (question paper) and a Practical assessment both of which count towards your final award. Both components are externally marked.	An exam component (question paper) and a Practical assessment both of which count towards your final award. Both components are externally marked.
Possible career path		
Click here for more information on the career options below		
Baker or Confectioner Biochemist Biologist Biotechnologist Brewery Worker Butcher Catering Manager	Chef or Cook Dietetic Support Worker Dietitian Distillery Worker Environmental Health Officer Food Counter Assistant Food Scientist or Technologist	Health and Safety Inspector Health Improvement Officer Health Visitor or Public Health Nurse Laboratory Technician Lecturer - Further Education Meat Process Worker
		Personal Trainer Sports Coach or Instructor Teacher - Secondary School - Home Economics Technical Brewer Technical Distiller Trading Standards Officer



National 4 (SCQF Level 4)		National 5 (SCQF Level 5)	
Course Content		Course Content	
<p>Practical Cookery Course enhances learners’ personal effectiveness in cookery and provides a set of skills for those who wish to progress to further study in the hospitality context.</p> <p>Three Units</p> <ul style="list-style-type: none">1. Cookery Skills, Techniques and Processes2. Understanding and Using Ingredients3. Organisational Skills for Cooking <p>Added Value Unit – Producing a Meal.</p>		<p>Practical Cookery Course enhances learners’ personal effectiveness in cookery and provides a set of skills for those who wish to progress to further study in the hospitality context.</p> <p>Three Units</p> <ul style="list-style-type: none">1. Cookery Skills, Techniques and Processes2. Understanding and Using Ingredients3. Organisational Skills for Cooking <p>The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners</p> <p>To extend cookery-related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification. Learners will plan, prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately.</p>	
Course Assessment			
Internally Assessed		There will also be a written assessment worth 25% of the final mark.	
Possible career path			
Click here for more information on the career options below			
Baker or Confectioner	Chef or Cook	Health and Safety Inspector	Personal Trainer
Biochemist	Dietetic Support Worker	Health Improvement Officer	Sports Coach or Instructor
Biologist	Dietitian	Health Visitor or Public Health Nurse	Teacher - Secondary School - Home Economics
Biotechnologist	Distillery Worker	Laboratory Technician	Technical Brewer
Brewery Worker	Environmental Health Officer	Lecturer - Further Education	Technical Distiller
Butcher	Food Counter Assistant	Meat Process Worker	Trading Standards Officer
Catering Manager	Food Scientist or Technologist		

**National 5 (SCQF Level 5)****Course Content**

The course provides an introduction to the different sectors of the hospitality industry, the provision of hospitality locally, nationally and internationally and also which sectors can be described as 'commercial' and 'non-commercial'. They will learn about the organisational aims of hospitality establishments and the products and services they provide. Learners will also have the opportunity to prepare for and take part in a job interview. The course will also develop vocational skills and knowledge and the focus is on experiencing the areas of the professional kitchen, food and drink service, customer care skills, reception skills and hospitality events. Learners will be involved in menu planning and have practical experience of preparing, cooking and presenting a range of commodities, serving food and drinks, undertaking reception duties and planning, organising and running a small hospitality event. Learners will be working as a member of a team, communicating appropriately, undertaking aspects of problem solving and numeracy, and may also use information technology. The course places emphasis throughout all units on the employability skills and attitudes which will help to prepare learners for the workplace

Course Assessment

Assessment of five mandatory units

- Developing Skills for Working in Hospitality
- Developing Skills for Working in the Professional Kitchen
- Hospitality: Developing Skills for Working in the Professional Kitchen
- Hospitality: Front of House Operations
- Hospitality Events

Conditions of award 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. They will be assessed pass/fail within centres. Skills for Work Courses are not graded

Possible career path

[Click here for more information on the career options below](#)

Any career in the Hospitality Industry

**SCQF Level 6****Course Content**

This integrated studies programme develops knowledge, skills, attitudes and values that students need to flourish in a world of increasing complexity and rapid change. Students will develop key competencies in the areas of self-management and social intelligence and develop their meta-skills in critical and creative thinking. Successful completion of this programme of study will lead to the achievement of four Level 6 SCQF Awards: Leadership, Personal Development, Employability and Religion, Belief and Values.

Employability

This course is designed to develop your employability skills so that you are equipped with the skills, knowledge and experience to support your transition into the world of work. You will learn about building positive relationships in a working environment and the standards expected of employees and employers

Personal Development

This Award aims to help learners become more independent and to develop their potential as contributing members of their societies. Learners will develop self-reliance, self-esteem and confidence through independent study

Leadership

Aims to encourage learners to respect the cultures and beliefs of others through working cooperatively with them and through valuing their contribution. The award encourages learners to develop knowledge of leadership styles, skills and qualities and to understand the impact a leader can have on others and on the success of an activity. The Award is jointly certificated by SQA and the Chartered Management Institute.

Religion, Beliefs and Values

The Religion, Belief and Values Award helps to deepen their knowledge and understanding of how religion and value can shape and contribute to the lives of individuals and communities. The Award encourages learners to explore and reflect on their personal values, and to deepen their understanding of this through practical engagement in local, national or global communities.

Course Assessment

Assessments is all completed internally through folio and practical activities.

Possible career path

[Click here for more information on the career options below](#)

Essential skills and knowledge for every career pathway

Further information on subject courses/curricular pathways can be obtained from;



[nationals-in-a-nutshell-series](#)



<http://www.myworldofwork.co.uk/>



<https://www.sqa.org.uk/>

<https://education.gov.scot/parentzone/learning-in-scotland>

What are Universities saying about school curriculum pathways?

Read their statements by clicking the links below.

- **University of Aberdeen**
<http://www.abdn.ac.uk/study/undergraduate/cfe.php>
- **University of Abertay Dundee**
<http://www.abertay.ac.uk/applying/ukeu/cfe/>
- **University of Edinburgh**
<https://www.ed.ac.uk/studying/undergraduate/entry-requirements/scottish>
- **Edinburgh Napier University**
<http://www.napier.ac.uk/study/welcome/applicants/Documents/Edinburgh-Napier-CfE-Statement.pdf>
- **University of Glasgow**
http://www.gla.ac.uk/media/media_273068_en.pdf
- **Glasgow Caledonian University**
<https://www.gcu.ac.uk/research/postgraduateresearchstudy/applicationprocess>
- **Heriot-Watt University**
<https://www.hw.ac.uk/study/how-to-apply.htm>
- **University of the Highlands and Islands**
<https://www.uhi.ac.uk/en/studying-at-uhi/first-steps/admissions/>
- **Open University in Scotland**
<http://www.open.ac.uk/courses/>
- **Robert Gordon University**
<http://www.rgu.ac.uk/future-students/parents-teachers-and-advisers/curriculum-for-excellence>
- **University of St Andrews**
<https://www.st-andrews.ac.uk/admissions/ug/undergraduateadmissionspolicy/curriculumforexcellence/>
- **University of Stirling**
<http://www.stir.ac.uk/undergraduate-study/entry-requirements/curriculumforexcellence/>
- **Dundee:**
<https://www.dundee.ac.uk/applicants>
- **RCS**
<http://www.rcs.ac.uk/studyhere/how-to-apply/excellence.html>
- **University of Strathclyde**
<https://www.strath.ac.uk/studywithus/undergraduate/beforeyouapply/seniorschoolpupils6thformcollegestudentsorcollegestudents/>
- **University of the West of Scotland**
<https://www.uws.ac.uk/study/undergraduate/admissions-application/>

West Lothian College 2023 - 24

[MainContents](#) [CourseChoices](#)



There are a wide range of opportunities offered at West Lothian College, from Level 4 to Level 7

[For more information on any of these courses please access WLC website by clicking here.](#)

Following your initial online application for a place on one of these college courses, the college will invite you to attend an interview prior to offering any places.

Securing a place at college which is delivered in the evening or on a Friday afternoon does not count as part of your 'In school' curriculum.

The following Foundation Apprenticeships are delivered by West Lothian College either in their Livingston Campus or on the School campuses identified below.

- **FOUNDATION APPRENTICESHIP IN CREATIVE AND DIGITAL MEDIA**
- **FOUNDATION APPRENTICESHIP IN ENGINEERING**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES AND HEALTHCARE**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES: CHILDREN AND YOUNG PEOPLE**
- **FOUNDATION APPRENTICESHIP IN CONSTRUCTION (LEVEL 4)**

[For more information on these courses please access WLC website by clicking here.](#)

West Lothian Academy 2023 – 24

[MainContents](#) [CourseChoices](#)

The West Lothian Academy is not the same as studying a subject within your own school and applies a different operating model. It is an extended/additional online programme offered to young people who can't access a course within their own school, therefore widening access to the courses available throughout West Lothian Council.

Students

What to expect and your role if studying on the West Lothian Academy
Full column allocation
Two periods each week of “live learning” via Microsoft Teams
Must attend all “live learning” classes with camera turned on
Responsible for own learning and using all allocated periods efficiently and effectively
Conduct yourself safely, responsibly and appropriately at all times
Other allocated periods provided for self -learning/study as communicated and supported by class teacher (Microsoft Teams and Class Notebook)
Regular tracking updates received via own school (completed by class teacher)
In-person taught tutorials (approximately twice per term) at a central venue, transport provided
Exams/prelims will be taken in own school
All/any agreed ASN support requirements in place
Commit to the course for the full year/session – withdrawing from the course is not within the expectations, think very carefully at course choice time. Is this the right course and way of learning for you at this stage?
If you are interested in studying any Modern Languages Advanced Higher courses, please speak to a Mrs Bulloch. This can be considered via a slightly alternative route to the West Lothian Academy Advanced Higher operating model in partnership with Edinburgh College
Due to the live learning element on either a Tuesday or Thursday afternoon, students can choose to study up to two (maximum) West Lothian Academy courses

Parents/Carers

Summary of what to expect
Regular tracking/progress updates completed by class teacher and disseminated by own school throughout the year
One parents/carers evening following prelims (likely to be end of January) to meet with the class teacher about progress/strengths and next steps
West Lothian Academy point of contact – Mrs Bulloch
Discuss fully with your child at course choice time – is this the right course and way of learning for your child?
All agreed ASN support will be provided in discussion with yourself, your child, your child's school and the class teacher

Courses Offered 2023-24

Courses and SCQF Level	
Advanced Higher (SCQF 7) Biology	Advanced Higher (SCQF 7) Maths
Advanced Higher (SCQF 7) Business	Advanced Higher (SCQF 7) Modern Studies
Advanced Higher (SCQF 7) Chemistry	Advanced Higher (SCQF 7) Music
Advanced Higher (SCQF 7) Computing	Advanced Higher (SCQF 7) PE
Advanced Higher (SCQF 7) English	Advanced Higher (SCQF 7) Physics
Advanced Higher (SCQF 7) Geography	Higher (SCQF 6) Politics
Advanced Higher (SCQF 7) Graphics	Higher (SCQF 6) Psychology
Advanced Higher (SCQF 7) History	Advanced Higher (SCQF 7) RMPS

<u>Qualification Level</u>	Courses Available				
SCQF Levels 4 and 5 National (N4/N5)	Biology Chemistry Physics Lab Skills Graph Com Design and Man Woodwork	Maths Application of Mathematics Business Admin & IT Comp Science Travel & Tourism	English French Spanish History Geography Modern Studies RMPS	PE SFW: Sport and Recreation Art & Design Drama Music Music (Technology) Hosp: Practical Cookery SFW Hospitality Health & Food Tech Early Education and Childcare	
SCQF Level 6 Higher & NPA/SVQ (*) S5/6 only	Biology Chemistry Physics Scientific Technologies Graph Com Design and Man PE	Maths Application of Mathematics Business Admin & IT Business and Enterprise Comp Science Cyber Security	English Communication French Spanish Geography History Modern Studies RMPS	Health & Food Tech Art & Design Photography Drama Musical Theatre Music Music(Technology)	College course (*) Foundation Apprenticeship (WLC) (*) WL Academy Future Skills
SCQF Level 7 Adv. Higher & HNC S6 only	Biology Chemistry Physics	Maths Computing Science Geography	English Higher Politics History	Art & Design WL Academy	College course (*) Foundation Apprenticeship (WLC) (*)
Please write in a Reserve Choice in addition to your selected choices					
Please indicate opposite the course you have applied for if you have selected one of the WL Academy/COLLEGE/ options.					

<u>S4-6 What you need to know</u>	Your Subject Choices	SCQF Level	Year
S4 Pupils Only 6 subjects + 3 core periods Core: PE x2 /PSE (2 pds)	1. English		S4
	2. Maths/Mat hs Apps		S4
	3.		S4
	4.		S4
	5.		S4
	6.		S4
S5/6 Pathway Programme Class commitment consists of: S5: 6 Subjects + 3 core periods - PSE/PE x 2 S6: 4 Subject minimum Additional personalised opportunities for Leadership, Personal Development, First Aid and Wider Achievement qualifications will be undertaken across S5 and S6.	1.		S5
	2.		S5
	3.		S5
	4.		S5
	5.		S5
	6.		S5
	1.		S6
	2.		S6
	3.		S6
	4.		S6
	5.		S6
	6.		S6