

Castlehead High School

S4/5 Subject Option Choice



Information for Pupils and Parents
February 2025

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Introduction

This Handbook has been compiled to assist pupils and parents at this important time of course choice in S5/6 if they are returning to school. It forms part of the preparation for the discussions pupils will have with parents, members of subject specific teaching staff and during their one-to-one meeting with their Pupil Support teacher. All staff will give every assistance to pupils in making a wise choice, based on their knowledge of them as individuals, their abilities, demonstration of previous attainment, and their post school pathway/aspirations.

If a pupil is planning to leave at the end of S4/5 they should make their Pupil Support teacher aware of this at their one-to-one meeting. Pupils will be supported by their Pupil Support Teacher, Careers Advisor and Employability Key worker to ensure that a positive post school destination is secured. Pupils planning to leave should still select subject choices as a backup if employment/college/university courses are not secured at the end of this academic session.

We have increased the number of courses available in school in recent years to reflect areas of pupil interest and growth and employment opportunities in and around the Renfrewshire area.

Pupils in S4 should consider their options over the course of S5 and S6 if they are planning to return for both.

Pupils will be issued with a paper copy of their option choice form prior to their one-to-one meeting with their Pupil Support Teacher.

College Partnership

Pupils can also select from an increased range of college courses at West College Scotland. The school's courses booklet for 2025 will be published in mid-February, but an overview leaflet showing the courses available [can be found here](#). Any pupil considering a college course as part of their S5/6 curriculum is advised to read the information about the courses they are interested in to ensure they meet the entry requirements and are aware of how this impacts on other choices (particularly Foundation Apprenticeships that span several columns)



Consortium

At Castlehead High School, we try to offer a wide, balanced choice of courses and pathways. Despite this, however, we may not be able to provide subject options or a range of options that meet all individual needs. To ensure that your needs are met, we are linked with a cluster of other schools fairly close to Castlehead. You may be able to widen your course choice via consortium arrangements.

Additionally, pupils wishing to study a course at Advanced higher level should make their Pupil Support teacher aware of this at their one-to-one meeting. Advanced Highers will run in Castlehead where pupil interest and staffing allow. Advanced higher courses not offered in Castlehead may be available via Consortium Arrangements.

In all aspects above the school will endeavour to ensure progression and continuity are maintained.

Educational Maintenance Allowance (EMA)

Some pupils may be entitled to an Educational Maintenance Allowance. EMA is a weekly payment of £30, paid directly to young people who continue in full-time education after they reach the statutory leaving age.

If you're between 16 and 19, and you plan on continuing at school from August 2023, you can apply for the EMA if:

- you go to a school in the Renfrewshire Council area
- your household earns less than the income thresholds listed below
 - up to £24,421 per year before tax, with one dependent child or young person up to 25 in full time education
 - up to £26,884 per year before tax, with more than one dependent child or young person up to 25 in full time education
- your course is at least 21 hours of guided learning per week
- you agree and sign a valid learning agreement with your school.

Additional Information on EMA can be accessed [here](#)

SCQF Framework

The SCQF is the national qualifications framework for Scotland. By using two measures, the level of a qualification or learning programme and the number of credit points awarded, the Framework helps you understand and compare various Scottish qualifications.


The level of qualification indicates the level of difficulty, and the number of credit points indicates the length of time it takes to complete. One SCQF credit point represents an average of 10 hours of learning time. Find out more about how it works [here](#).

Further information on the SCQF Framework can be accessed for [Parents](#) and [Pupils](#).

The diagram below shows how the levels of courses correlate with traditional National Qualifications (National 4, 5 and higher).

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.

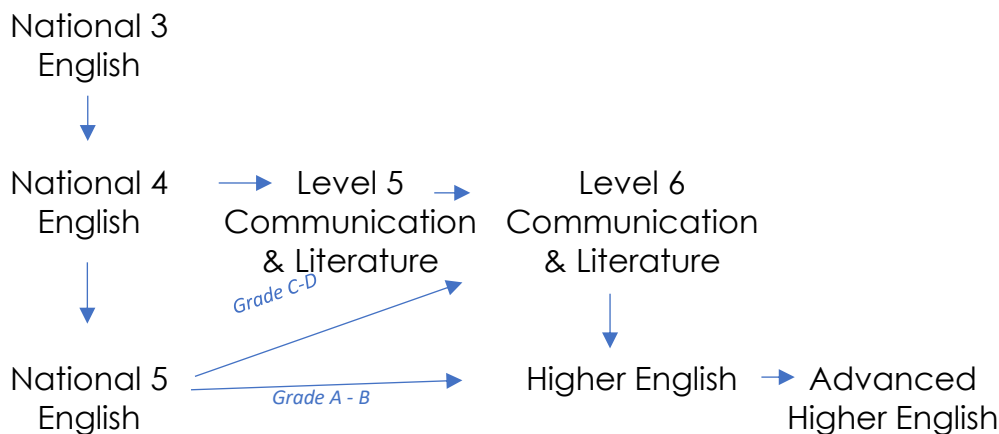


SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

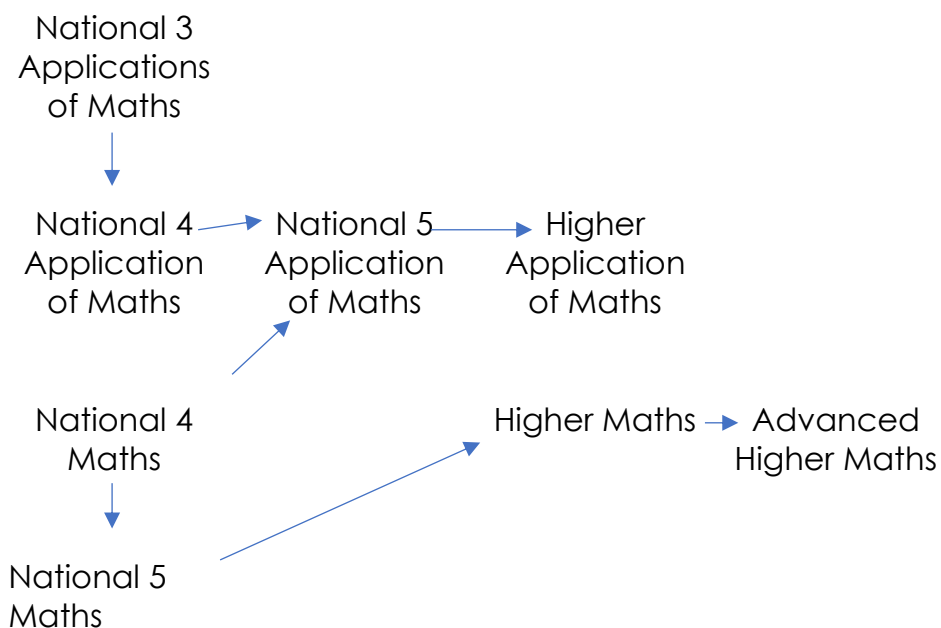
Curricular Progression Pathways

When viewing the progression pathways for each department/faculty please remember that courses do not only provide alternative pathways but develop knowledge, skills and support literacy development in each area of the curriculum to support progression to a higher level of study. A few examples have been given below to support pupils and learners understand how pathways support progression in different departments/faculties.

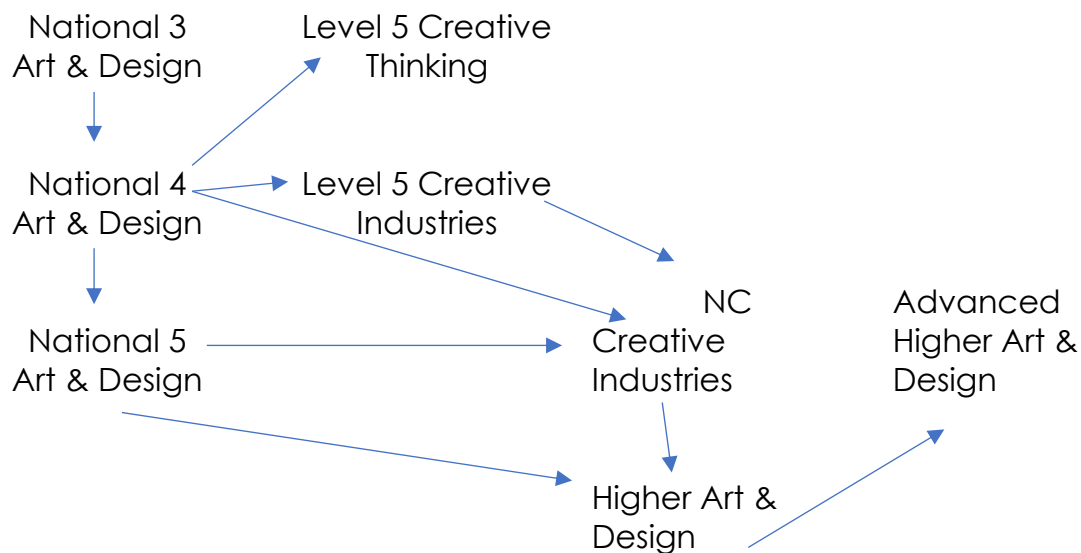
English Department



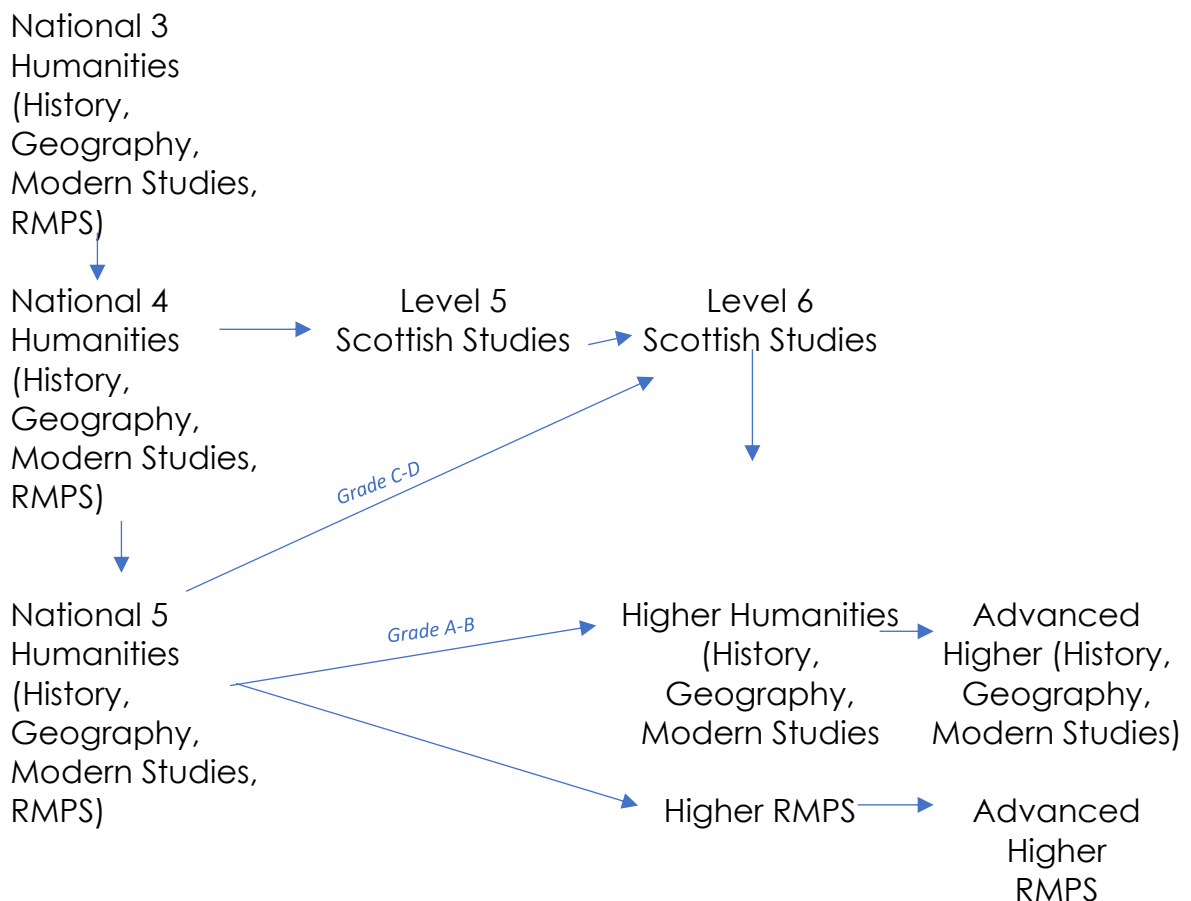
Maths Department



Art and Design Department



Humanities Faculty



English – National 5/Higher



Course description

The Higher English course enables and encourages candidates to develop their language skills, showing growth and progression from those demonstrated in prior learning and attainment, most likely in National 5 English. Progression routes cover all four areas of language skills: reading, writing, talking and listening, and throughout the course candidates apply these skills in different contexts. By the end of the course, candidates will display evidence of growth and competence in all aspects of language use.

Topics/units

For the purposes of the course, the skills of reading, writing, talking and listening are further defined as:

Reading

- engaging with, considering, and selecting the main ideas of a text
- identifying and selecting detailed and complex information from a text
- analysing and evaluating a writer's choice and use of language
- evaluating the overall effects and impact of a text

Writing

- communicating detailed and complex ideas
- communicating detailed and complex information
- exploring, reflecting on, and communicating personal experience
- writing creatively and imaginatively in a literary form (prose fiction, poetry, drama, etc)

Talking and listening

- discussing and communicating detailed and complex ideas and/or personal experience
- communicating detailed and complex information
- using aspects of non-verbal communication
- demonstrating listening by responding to detailed and complex spoken language

Assessment in S5/6

National 5	Higher
<p>Internally completed & externally assessed/verified.</p> <ul style="list-style-type: none"> • Portfolio–writing (30/100 marks) • Performance–spoken language (pass/fail) <p>Externally assessed (SQA Exam diet)</p> <ul style="list-style-type: none"> • Reading for Understanding, Analysis and Evaluation (30/100 marks) • Critical Reading (40/100 marks) 	<p>Internally completed & externally assessed/verified.</p> <ul style="list-style-type: none"> • Portfolio–writing (30/100 marks) • Performance–spoken language (pass/fail) <p>Externally assessed (SQA Exam diet)</p> <ul style="list-style-type: none"> • Reading for Understanding, Analysis and Evaluation (30/100 marks) • Critical Reading (40/100 marks)

Recommended Entry

Higher - Candidates should have achieved the National 5 English course prior to starting this course or the level 6 Communication and Literature. Some candidates (typically who achieve a grade C or D at National 5 level) may complete higher English over a 2-year period. Candidates will achieve the Level 6 Communication and Literature qualification at the end of S5 and be presented for Higher English in S6. Appropriate progression routes will be discussed with the PT of English and PT Pupil Support.

National 5 – Candidates should have achieved the National 4 English course prior to starting this course or the level 5 Communication and Literature.

Progression

English at National 5 and Higher is a requirement/pre-requisite for many employment opportunities, college courses, apprenticeships, and university level study.

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher, Advanced Higher. <p>Further Education courses at NC, HNC, HND & Degree level in areas of English Literature, English and Creative Writing, Comparative Literary Studies, Linguistics.</p>	<p>Magazine Journalist, Editorial Assistant, Academic Librarian, Administrative Assistant, Writer, Web Content Manager, Public Relations Officer, Publishing Assistant, Editor, Teacher, Social Media Manager, Copy Editor / Proof Reader, Archivist</p>

Parental engagement/supporting learning at home

- [BBC Bitesize](#) – support with a range of texts
- Castlehead English Instagram page: @Castlehead_English
- Encourage pupils to read and summarise newspaper articles. The Guardian is a good option – [they have a free app that can be downloaded.](#)
- Encourage pupils to read for pleasure and to have a challenging personal reading programme. Make sure pupils access books via The Libby App, [MyOn](#) as well as directly from the library.

Communication and Literature (Level 5/6)



Course description

Communication and Literature combines Communication (NC level 5 and 6) and Literature (level 5 and 6) as an alternative pathway to National 5 and Higher English. Completion of this course is the equivalent to achieving a pass at Level 5 (National 5) or level 6 (Higher) English.

Topics/units

Communication – This unit provides the candidate with skills in understanding, analysing, evaluating and using complex, formal English in a range of written and spoken forms. It will be particularly appropriate for candidates who need to interpret, analyse and convey complex written and oral information.

Literature - This unit is concerned with the reading of literature and with responding critically to that reading. Candidates will read and learn about a variety of complex literary texts from different genres. A high level of analytical reading skill will be developed as texts are studied, analysed and evaluated.

Assessment in S5/6

There is no final exam for this course. Evidence will be gathered under open-book conditions at appropriate points in the units using a system where arrangements have been made to assure authenticity.

Progression

Communication and Literature at level 5 and level 6 can be an equivalent/alternative pathway to a pass at National 5/Higher English. These qualifications are often a requirement/pre-requisite for many employment opportunities, college courses, apprenticeships, and university level study.

Further Study	Careers
<ul style="list-style-type: none">• Progression to Higher Further Education courses at NC, HNC, HND & Degree level in areas of English Literature, English and Creative Writing, Comparative Literary Studies, Linguistics.	Magazine Journalist, Editorial Assistant, Academic Librarian, Administrative Assistant, Writer, Web Content Manager, Public Relations Officer, Publishing Assistant, Editor, Teacher, Social Media Manager, Copy Editor / Proof Reader, Archivist

Parental engagement/supporting learning at home

- [BBC Bitesize](#) – support with a range of texts
- Castlehead English Instagram page: @Castlehead_English
- Encourage pupils to read and summarise newspaper articles. The Guardian is a good option – [they have a free app that can be downloaded.](#)
- Encourage pupils to read for pleasure and to have a challenging personal reading programme. Make sure pupils access books via The Libby App, [MyOn](#) as well as directly from the library.

Spanish and French* – National 5/Higher



Course description

National 5 and Higher languages aim to develop students' skills in listening, speaking, reading, and writing. Through immersion in the language and exposure to diverse cultures, students will enhance their communication skills, cultural awareness, and global citizenship.

Topics/units

- Personal identity and relationships.
- Hobbies, leisure, and tourism.
- Health and well-being.
- Education and future aspirations.
- Environmental and societal issues.

Assessment in S5/6

National 5	Higher
<p>Internally completed & externally assessed/verified.</p> <ul style="list-style-type: none">• Speaking exam (25%)- Presentation and dialogue• Assignment (12.5%): Writing a detailed text based on a topic studied <p>Externally assessed (SQA Exam diet)</p> <ul style="list-style-type: none">• Exam with components in listening (25%), reading (25%) and writing (12.5%)	<p>Internally completed & externally assessed/verified.</p> <ul style="list-style-type: none">• Speaking exam (25%)- dialogue• Assignment (12.5%): Discursive writing on a topic studied <p>Externally assessed (SQA Exam diet)</p> <ul style="list-style-type: none">• Exam with components in listening (25%), reading (25%) and writing (12.5%)

Recommended Entry

Higher - Candidates should have achieved the National 5 French/Spanish course prior to starting this course.

National 5 – Candidates should have achieved the National 4 French/Spanish course prior to starting this course.

Progression

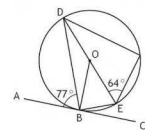
Further Study	Careers
<ul style="list-style-type: none">• Progression from National 5 to Higher.• Progression to Advanced Higher or other qualifications like the Diploma in Languages for Life and Work.• Broadening skills for university studies in languages, linguistics, international business, or education.	Language skills are valuable in industries like tourism, translation, international relations, and teaching.

Parental engagement/supporting learning at home

- Encourage daily practice by using apps like Duolingo or Memrise.
- Watch films or listen to music in French and Spanish with subtitles.
- Support students in preparing for speaking exams by acting as a conversation partner.

**Higher French will be delivered through consortium arrangements*

Applications of Mathematics– National 5/Higher



Course description

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 purpose of the National 5 Applications of Mathematics course is to motivate and challenge candidates by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic.

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce. The course develops candidates' mathematical literacy, problem-solving skills and reasoning skills as they apply mathematics in real-life contexts. The course covers topics such as Statistics, Finance, Mathematical Modelling and Project Planning. Higher Applications also develops learners' digital skills through the use of computer software to model and analyse statistical and financial problems.

Topics/units

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- analyse real-life situations and problems involving mathematics
- identify valid mathematical operational skills to tackle real-life situations or problems
- select and apply numeracy skills
- select and apply skills in finance, statistics, measurement, geometry, graphical data and probability
- use mathematical reasoning skills to draw conclusions or justify decisions
- communicate mathematical information in an appropriate way
- formulating a problem in appropriate mathematical or statistical terms
- selecting and applying tools correctly, finding solutions, interpreting solutions in the context of a problem, and evaluating the approach taken.

Assessment in S5/6

National 5 Applications of Maths	Higher Application of Maths
Externally assessed (SQA exam diet)	Externally assessed (SQA exam diet)
<ul style="list-style-type: none"> • Question paper – paper 1 (non-calculator) – (45/110 marks) • Question paper – paper 2 – (65/110 marks) 	<ul style="list-style-type: none"> • Question Paper – (80/110 marks) • Assignment – (30/110 marks)

Progression

Applications of Maths at National 5 is a requirement/pre-requisite for many employment opportunities, college courses, apprenticeships, and university level study.

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher Application of Maths, Statistics, Maths • Further Education courses at NC, HNC, HND & Degree level in areas of Maths, Statistics, Science subjects with Maths, Accounting. 	Acoustic consultant, Astronomer, Chartered accountant, Data analyst, Data scientist, Teacher, Sound engineer, Statistician, Financial manager/trader, Quantity Surveyor

Recommended Entry

Candidates should have achieved the fourth curriculum level or the National 4 Applications of Mathematics course or equivalent qualifications and/or experience prior to starting this course.

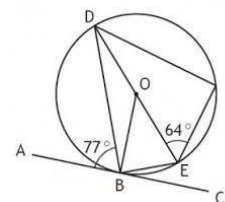
Parental engagement/supporting learning at home

- Useful websites: [Maths Revision](#), [National 5 Lifeskills Maths](#)

Other ways to support your child:

- Refer to the Castlehead Numeracy Booklet for strategies used to solve numerical problems.
- Refer to the [Numeracy and Maths Glossary](#) on the Education Scotland website:
- Keep up to date with important Maths information by following our Instagram page. (@CASTLEHEADHIGHMATHS)

Mathematics – National 5/Higher



Course description

Mathematics engages learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways. It uses a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

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

Topics/units

In the National 5 Mathematics course, candidates acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics. Candidates develop mathematical reasoning skills and gain experience in making informed decisions.

The Higher Mathematics course develops, deepens and extends the mathematical skills necessary at this level and beyond. Throughout this course, candidates acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They select and apply mathematical techniques and develop their understanding of the interdependencies within mathematics.

Assessment in S5/6

National 5 Maths	Higher Maths
Externally assessed (SQA exam diet) <ul style="list-style-type: none">• Question paper — paper 1 (non-calculator) – 50/110 marks)• Question paper — paper 2-60/110 marks)	Externally assessed (SQA exam diet) <ul style="list-style-type: none">• Question paper — paper 1 (non-calculator) – 70/150 marks)• Question paper — paper 2-80/150 marks)

Progression

Maths at National 5 and Higher is a requirement/pre-requisite for many employment opportunities, college courses, apprenticeships, and university level study.

Further Study	Careers
<ul style="list-style-type: none">• Progression to Higher, Maths and Advanced Higher Maths.• Further Education courses at NC, HNC, HND & Degree level in areas of Maths, Statistics, Science subjects with Maths, Accounting.	Acoustic consultant, Astronomer, Chartered accountant, Data analyst, Data scientist, Teacher, Sound engineer, Statistician, Financial manager/trader, Quantity Surveyor

Recommended Entry

National 5 Maths - Candidates should have achieved the fourth curriculum level, the National 4 Mathematics course or National 5 Applications of Maths course

Higher Maths - This course is particularly suitable for candidates who have demonstrated an aptitude for National 5 Mathematics

Parental engagement/supporting learning at home

- Useful websites: [Maths Revision](#), [BBC Bitesize \(Maths\)](#), [National 5 Maths](#), [Higher Maths](#)

Other ways to support your child:

- Refer to the Castlehead Numeracy Booklet for strategies used to solve numerical problems.
- Ensure your child has the required equipment to complete all maths work (scientific calculator, ruler, pencil, jotter)
- Refer to the [Numeracy and Maths Glossary](#) on the Education Scotland website:
- Keep up to date with important Maths information by following by following our Instagram page. (@CASTLEHEADHIGHMATHS)

Art and Design – National 5/Higher



Course description

The course has an integrated approach to learning. It combines investigative and practical learning with knowledge and understanding of art and design practice. Candidates develop a range of art and design techniques and complex problem-solving skills. The course has two areas of study:

- Expressive - This part of the course helps candidates to plan, research and develop creative expressive work in response to a theme or stimulus. Candidates develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They respond to a theme or stimulus and produce 2D/3D analytical drawings, studies and investigative research. They use these to produce a single line of development and a final piece. Candidates also reflect on and evaluate their creative process and the visual qualities of their work.
- Design - This part of the course helps candidates to plan, research and develop creative design work in response to a design brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They respond to a design brief and compile a variety of 2D/3D investigative material and market research. They use these to produce a single line of development and a design solution. Candidates also reflect on and evaluate their design process and the aesthetic and functional qualities of their work.

Topics/units

- Practical : Expressive - Learners will study Still Life or The Natural Environment and produce a folio and final piece based on a chosen theme.
- Practical : Design - Learners will study Graphic Design and follow a design process towards a final poster design based on a chosen theme.
- Critical : Expressive & Design - Learners will complete sketchbook-based work studying Artists and Designers that links into their practical work

Assessment in S5/6

National 5	Higher
Internally completed & externally marked by SQA <ul style="list-style-type: none"> Expressive portfolio (100/250 marks) Design portfolio (100/250 marks) 	Internally completed & externally marked by SQA <ul style="list-style-type: none"> Expressive portfolio (100/260 marks) Design portfolio (100/260 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> Question paper (50/250) marks 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> Question paper (60/250) marks

Progression

Further Study	Careers
<ul style="list-style-type: none"> Progression to National 5, Higher, Advanced Higher. GSoA opportunities through our partnership. Further Education courses at NC, HNC, HND & Degree level in areas of Fine Art, Fashion and Textile Design, Sculpture, Printmaking, Drawing and Painting., Studio arts, Architecture, Digital media.	Architecture, Digital Game Design, Product Design, Graphic Design, Make Up Artist, Events Organisation, Jewellery Design, Set Design, Fashion/Costume Design, Teaching, Community Arts

Recommended Entry

Candidates should have achieved the National 5 Art and Design course or equivalent qualifications (level 5/6 Creative Industries) prior to starting the higher course.

Candidates should have achieved the National 4 Art and Design course or equivalent qualifications (level 5 Creative Industries) prior to starting the National 5 course.

Parental engagement/supporting learning at home

For further information and resources, it is suggested that parents can access various resources by following links attached to Show My Homework tasks. Any activity which develops artistic skills can be encouraged by allowing pupils to observe and draw objects from life. If you would like to see any previous work from the art department or what is being offered, we have an Instagram page @Castlehead_creates which displays a wide range of what the department offer.

Computer Games Development – NPA

Level 4/5



The Computer Games Development qualification is designed for candidates with limited experience in computer games. The qualifications will provide the underpinning knowledge and understanding, as well as practical experience to enable candidates to progress in further education or into the world of work. The qualifications provide candidates with knowledge and skills in a range of computer games related areas that are transferable to other areas of IT or design.

This course will introduce learners to the genres, trends, and emerging technologies of the computer games industry. This suite of awards provides a foundation in techniques that are important to the sector, such as digital planning and design, creation of media assets, and development and testing while also developing employability skills and Core Skills through enterprise activities.

Units/Topics

Unit 1 – Design: This unit is about general game design.

- Complete multiple game reviews
- Complete multiple game proposals
- Complete a detailed design for a game (with intent to develop)

Unit 2 – Media Assets: This unit is about creating assets to be used within a game.

- One 2D asset
- One 3D asset
- One sound asset
- One animation

Unit 3 – Development: In this unit pupils develop their own working game.

Using game development software construct. Pupils must make their own game.

- Develop a working game.
- Test their game through different methods.
- Evaluate their game.



Assessment

This course is assessed based on the completion of the 3 units. Each unit will either involve a written report or portfolio of evidence, no exam is required.

Entry Requirements

Previous experience in Graphic Communication/IT is useful but it is possible to do this course if you have not done Graphics/IT since S2.

Progression

The level 5 award could provide progression to:

- NPA in Computer Games Development at SCQF level 6
- NC in Digital Media Computing at SCQF level 6
- NPA in Digital Media Production at SCQF level 6

Learners may progress to HN Units and/or awards in Computing at SCQF level 7 or above, following the progression pathways within the Scottish Credit and Qualifications Framework.

Construction Crafts – National 5



Course Description

National 5 Skills for Work: Construction Crafts is an introductory qualification which develops the skills, knowledge and attitudes, needed for work in the **construction industry**. It offers progression for National 4 candidates but is also a suitable level of entry for candidates with an aptitude for practical crafts work who could cope with the additional demand at National 5.

The Course includes practical construction crafts Units in four of the main construction trades: bricklaying, decorative painting, carpentry and joinery, and plumbing.

Learners develop a variety of skills in the trade-specific Units, while the Employability Skills Unit addresses a number of practical and employability skills which can be practised and developed across all the Units in the Course (e.g. setting goals, reflecting, and learning from experience).

Units/Topics

The course comprises the following three mandatory units:

- Construction Crafts: Employability Skills
- Construction Crafts: One Brick Walling
- Construction Crafts: Bench Joinery

Optional units

The course comprises one of the following optional units:

- Construction Crafts: Plumbing of Sanitary Appliances
- Construction Crafts: Decorative Painting Techniques

Assessment in S5/6

Assessment for this course will be done continuously and internally. All course units must be completed within the time allocated to achieve the full course award. Candidates may however complete individual units (this may be of benefit to senior Christmas leavers).

Progression

Further Study	Careers
Modern Apprenticeships and Foundation Apprenticeships in a variety of trades. NC, HNC, HND college courses in Trade related subjects.	Plumber, Joiner, Electrician, Bricklayer, Roof Tiler, Painter & Decorator and Plasterer

Creative Industries – Level 5 Skills for Work



Course Description

National 5 Skills for Work: Creative Industries is an introductory qualification which develops the knowledge and skills required for employment or further study in the creative industries.

Creative Industries is a National 5 Skills for work course. There is a lot of practical work involved in areas such as sketchbooking, fashion design, computer game design, interior design, jewellery design. Experience within the Creative Industries is very desirable in every career path and within this course you will gain 'real industry style' experience answering design briefs as an individual and working in teams to solve design problems and create your own business selling products.

based around sketchbook work; pupils are internally assessed and there is no exam.

Level 5 Creative Thinking Units	
Introduction	<ul style="list-style-type: none">• Investigate the Creative Industries in the UK• Investigate employment within a chosen sector• Review and evaluate own employability skills
Skills Development	<ul style="list-style-type: none">• Investigate practical skills required for a chosen job role• Develop own practical skills• Evaluate own practical skills development
The Creative Process	<ul style="list-style-type: none">• Prepare for a team response to a given brief• Produce and present the team response• Evaluate the team response
The Creative Project MOYA Qualification (West College Scotland)	<ul style="list-style-type: none">• Contribute to the plan for a creative project• Input from West College Scotland

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

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

Assessment in S5/6

This course is assessed based upon the completion of the four units throughout the year. There is no final exam.

Entry Requirements

Previous experience in Art and Design is useful (N4, N5 and/or Higher) but it is possible to do this course if you have not done Art since S2.

Creative Thinking Qualification

Art and Design- Level 5/6



Course Description

The Creative Thinking qualification has been developed by an organisation called Daydream Believers. It focuses on helping pupils to develop their Creative Thinking skills by working through a selection of projects. Throughout the qualification pupils will build on skills within research, developing concepts, fail and fix, presentation and evaluation. The course is based around sketchbook work; pupils are internally assessed and there is no exam.

Topics/units

Creative Thinking Units	
Circular Brand	Designed in collaboration with Ellen MacArthur Foundation. Students will learn the importance of circular fashion, and a more environmentally friendly approach to fashion. They will work towards creating their own circular fashion brand, and raise awareness and inspire positive change. Students will have a chance to design their own T-Shirt design using the Teemill platform.
Campaign for Kindness	Designed in collaboration with Studio LR. Students will learn about campaigns and how to use creativity and empathy to make the world a little kinder.
Van of Dreams	Designed in collaboration with Edinburgh Napier University. Students will be asked to redesign a campervan to suit the needs of a specific community. During this project, students may use drawing, model making, digital mediums and tools.

Assessment in S5/6

Candidates will be assessed through the completion of projects. There is no final exam at the end of the year.

Entry requirements

Level 5 - All candidates entering the course should be studying National 5 English (or equivalent ESOL qualification). This is required to support the critical thinking element of the course.

Level 6 - All candidates entering the course should be studying Higher English (or equivalent ESOL qualification). This is required to support the critical thinking element of the course.

Creative Thinking Qualification

Technical- Level 5/6



Course Description

The Creative Thinking qualification has been developed by an organisation called Daydream Believers. It focuses on helping pupils to develop their Creative Thinking skills by working through a selection of projects. Throughout the qualification pupils will build on skills within research, developing concepts, fail and fix, presentation and evaluation. The course is based around sketchbook work; pupils are internally assessed and there is no exam.

Topics/units

Creative Thinking Units	
The Idea Process by LEGO	Designed by the LEGO Agency. Step-by-step guide on analysing a brief, conducting research, and producing creative ideas. Learners will gain an understanding of how to deconstruct a brief, learn about creating a compelling call to action and develop their knowledge of different target audiences.
A State of Being	Designed in collaboration with Acrylicize Agency. Learners are challenged to reimagine a wellness area in their school by creating an environment where pupils feel they can go to experience kindness, meaningful connection, and practise good mental health. They will learn how to use space and create an installation.
Forestopia	Designed in collaboration with Acrylicize Agency. Learners are challenged to reimagine a wellness area in their school by creating an environment where pupils feel they can go to experience kindness, meaningful connection, and practise good mental health. They will learn how to use space and create an installation.

Assessment in S5/6

Candidates will be assessed through the completion of projects. There is no final exam at the end of the year.

Entry requirements

Level 5 - All candidates entering the course should be studying National 5 English (or equivalent ESOL qualification). This is required to support the critical thinking element of the course.

Level 6 - All candidates entering the course should be studying Higher English (or equivalent ESOL qualification). This is required to support the critical thinking element of the course.

Design and Manufacture – National 5/Higher



Course description

This course allows candidates to develop the knowledge and skills they need to appreciate design and manufacturing industries, and to contribute and adapt to the opportunities they offer. Candidates develop knowledge of design and commercial manufacture together with the creative and practical skills required to design solutions to real problems. Candidates also gain an understanding of the impact of design and commercial manufacture on everyday life and the environment. The course encourages candidates to take a broad view of design and manufacture. They do this by making decisions and taking responsibility for their own actions, generating and developing ideas, applying knowledge, and justifying decisions. These transferrable skills place candidates in a strong position regardless of the career path they choose.

Topics/units

- Design - Candidates study the design process from brief to design proposal. This helps them to develop skills in initiating, developing, articulating and communicating design proposals. Candidates explore and refine design proposals using the design/make/test process and by applying knowledge of materials, processes and design factors to reach a viable solution. This helps them to develop an understanding of the iterative nature of the design process. Candidates also develop an understanding of the factors that influence the design, marketing and use of commercial products.
- Manufacture - Candidates study the manufacture of commercial products. They develop knowledge of materials, manufacturing and production processes and strengthen their understanding of how these influence the design of products. This provides candidates with the knowledge and understanding required to develop a viable design proposal for a commercial product and to plan its production.

Integrating the two areas of study is fundamental to delivering the course successfully. It helps candidates to understand the relationship between designing products and manufacturing products and it helps them to see how this connection influences a product's lifecycle. By combining the study of design with the study of manufacturing, candidates also learn to appreciate the impact design and manufacturing technologies have on society, the environment and the world of work.

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed/verified. <ul style="list-style-type: none"> • Design Folio (55/180 marks) • Practical Model (45/180 marks) Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question Paper (80/180 marks) 	Internally completed & externally assessed/verified. <ul style="list-style-type: none"> • Assignment (90/170 marks) Externally assessed (SQA exam diet) <ul style="list-style-type: none"> ▪ Question Paper (80/170 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to National 5, Higher, Advanced Higher. Further Education courses at NC, HNC, HND & Degree level in areas of Mechanical Design and Manufacture, Engineering, Design, Manufacturing and Engineering, Computer Aided Design (CAD).	The course is of broad general benefit to all learners. It also provides a solid foundation for those considering a career, in Design, Manufacturing, Engineering, Marketing, Civil Engineer, Automotive engineer, Quantity Surveyor, Product Designer etc.

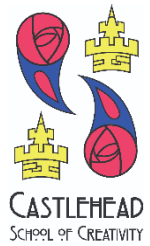
Recommended Entry

Candidates may benefit from having studied at National 4/5 level before progressing to National 5/Higher. However, the course is suitable for candidates attracted by the creative and practical activities required to design and manufacture commercial products. It allows candidates to be innovative and resourceful when exploring and resolving problems. The course provides a foundation for those considering further study or a career in design, manufacturing, engineering, science, marketing, and related disciplines. The course also offers a complementary practical experience for those studying subjects in the technologies and expressive arts.

Parental engagement/supporting learning at home

Parents can support their child by ensuring that homework / home school tasks are completed and returned on time. The details of all task are included in the description of the task, as well as through links to relevant websites / videos etc. Practical skills are difficult to cover from home therefore the majority of home-based work includes knowledge / designing / sketching based work. For more information you can visit the depts Instagram page: castlehead_technicaldept.

Graphic Communication – National 5/Higher



Course description

The course provides opportunities for candidates to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Candidates continue to develop graphic awareness, often in complex graphic situations, expanding their visual literacy. The course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards. Candidates develop:

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

Topics/units

The course develops skills in two main areas — 2D, and 3D and pictorial graphic communication. Candidates apply these skills to produce graphics with visual impact that communicate information effectively.

- 2D graphic communication – Candidates develop creativity and presentation skills within a 2D graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 2D graphic techniques. Candidates develop skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. They evaluate the effectiveness of their own and given graphic communications to meet their purpose.
- 3D and pictorial graphic communication - Candidates develop creativity and presentation skills within a 3D and pictorial graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 3D and pictorial graphic techniques. Candidates develop a number of skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. They evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (40/120 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (50/140 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper (80/120 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper (90/140 marks)

Progression

Further Study <ul style="list-style-type: none"> • Progression to Higher, Advanced Higher. <p>Further Education courses at NC, HNC, HND & Degree level in areas of Graphic Communication, Visual Communication, Business Marketing, Advertising.</p>	Careers <p>Graphic design, Engineering, Advertising, Marketing, Creative/Art Designer, Layout Artist, Brand Identity Designer, Logo Designer, Flash Media Designer, Illustrator, Photo Editor/Photoshop Artist, Multimedia Designer.</p>
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Recommended Entry

Candidates may benefit from having studied at National 4/5 level Graphic Communication before progressing to National 5/Higher.

The course is suitable for candidates with an interest in both digital and paper-based graphic communication. It is largely candidate-centred and includes practical and experiential learning opportunities, so there is broad scope for personalisation and choice.

Parental engagement/supporting learning at home

Parents can support their child by ensuring that homework / home school tasks are completed and returned on time. The details of all task are included in the description of the task, as well as through links to relevant websites / videos etc. Practical skills are difficult to cover from home therefore the majority of home-based work includes knowledge / designing / sketching based work. For more information you can visit the depts Instagram page: [castlehead_technicaldept](#)



Practical Metalworking – National 5

Course description

The National 5 Practical Metalworking course provides a broad introduction to practical metalworking. It is largely workshop-based, combining elements of theory and practical metalworking techniques. Candidates develop practical psychomotor skills (manual dexterity and control) in a universally popular practical craft. They are introduced to safe working practices and become proactive in matters of health and safety. They learn how to use a range of tools, equipment, and materials safely and correctly. Candidates develop skills in reading drawings and diagrams, measuring and marking out, cutting, shaping and finishing materials. They learn how to work effectively alongside others in a shared workshop environment. Course activities also provide opportunities to build self-confidence and to enhance skills in numeracy, thinking, planning, organising, and communicating — these are all valuable skills for learning, for life and for work.

Topics/units

The course is practical, exploratory and experiential in nature. It engages candidates with technologies, allowing them to consider the impact that practical technologies have on our environment and society. Through this, they develop skills, knowledge and understanding of;

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

Assessment in S5/6

National 5
Internally completed & externally assessed <ul style="list-style-type: none">• Practical Activity (70/130 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none">• Question paper (60/130 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none">• Progression to National 5. Learners may also progress to N4/5 Metalworking courses. <p>Further Education courses at NPA, NC, HNC, HND & Degree level in areas of Carpentry and Joinery, Construction, Boatbuilding, Painting and decorating</p>	<p>Bench Joiner, First / second fix joiner, Dry wall installer, Window fitter, Construction apprentice / worker, Forestry worker, CNC router technician, Sign writer, Wood machine operator, Sustainable forestry manager, Property maintenance engineer, Model maker</p> <p>.</p>

Recommended Entry

Candidates should have achieved the National 4 Practical Metalworking or National 4/5 woodworking course or equivalent qualifications and/or experience prior to starting this course.

Parental engagement/supporting learning at home

Homework is issued where appropriate through SMHW. Pupils must engage with the homework and any home school tasks that are set. Homework will provide links to documents / resources / websites etc to enable pupils to progress. Pupils can access the departments Edmodo website or Instagram page: castlehead_technicaldept for more information.

Silversmithing & Jewellery – NPA Level 5



Course Description

This NPA introduces candidates to the workings of the Silversmithing & Jewellery workshop, a range of tools and equipment likely to be encountered.

Several projects are undertaken to cover general techniques before moving on to gain expertise in the skills of design transfer, marking out and piercing.

The National Progression Awards (NPAs) in Jewellery are intended for those wishing to follow a vocational education in a range of fields associated with Silversmithing, Metalsmithing and Jewellery.

The skills developed in manufacturing, design, fine motor skills and communication also complement many other progression pathways.

Units/Topics

NPA in Jewellery: Basic Techniques 1 at SCQF level 5

Jewellery: Manufacturing Techniques: An Introduction

Jewellery: Marking Out

Jewellery: Piercing

Assessment in S5/6

Candidate-centred design projects are used to assess competences relating to development of ideas and the design process with candidates being encouraged to present their work to their peers wherever appropriate.

Progression

Further Study	Related Career Pathways
<p>HNC and HND level Jewellery, Art and Design, Computer Arts and Design, Contemporary Art Practice, 3D Design Visual Communication, Art Glass Production.</p> <p>BA level Silversmithing/Jewellery, Art and Design, Illustration, Fine Art, Sculpture, Industrial Design.</p>	<p>Jewellery designer, Jewellery maker, Artist Silversmith, Watch marker, Fashion designer.</p> <p>Skills developed could also support: Model maker, Blacksmith, Animator, Orthodontist, Dentist, Graphic Designer, Medical Illustrator, Electrician, Plumber, Set Designer.</p>

Recommended Entry

- Creative and enjoy design and craft skills.
- Interested in working in the jewellery industry.
- Interested in gaining access to higher education (HNC/D).
- Completion of a National 4/5 course in:
 - Art and Design
 - Creative Industries
 - Design and Manufacture
 - Graphic Communication
 - Practical Woodworking

Wellbeing and Bike Maintenance/Safe Road User Award – Level 4/5



Course description

This course includes the Level 5 wellbeing award and bicycle maintenance unit.

Wellbeing

The main purpose of the Award is to encourage candidates to take a holistic view of wellbeing, looking at connections between mental, emotional, social and physical health. Candidates will also have the opportunity to look at different ideas of health and wellbeing at a personal, community, societal or global level. The Award aims to enable learners to

- develop an understanding of wellbeing
- explore factors that influence wellbeing
- find and use sources of information to understand wellbeing
- present findings from an investigation
- identify choices and make decisions about improving wellbeing
- set targets and make a plan for an activity to improve wellbeing
- undertake an activity to improve wellbeing

Bicycle Maintenance

The general purpose of this unit is to enable candidates to develop the skills and knowledge to identify both routine and non-routine maintenance/repair tasks required on a cycle. Candidates will be required to develop and use a systematic method of checking the cycle to assist in the identification of faults. A maintenance and lubrication schedule will be developed/designed to keep the cycle in optimum condition. This approach is designed to encourage a proactive rather than a reactive approach to cycle maintenance. A range of both routine and non-routine maintenance/ repair tasks to ensure the cycle is well maintained and safe to use will also be carried out. This will include disassembly and reassembly and the correct setting up of various sub systems of the cycle.

Safe Road User Award

This award is designed to lead you through all the theory required to pass your driving test. It covers key aspects of driving theory such as road signs, junctions, markings, road speed, stopping distances and more.

Students will learn how to how to safely navigate on UK roads whilst being aware of hazards and other road users. In doing so, they will build their

understanding of the Highway Code. This award is a great way to prepare for your driving theory test as well as developing your road awareness.

Topics/units

Wellbeing Award (level 5)	Bicycle maintenance unit outcomes (level 4)
<ul style="list-style-type: none"> • Exploring wellbeing - Explore what it means to have a sense of personal wellbeing. Differing views of mental, emotional, social, and physical health and wellbeing will be considered and compared. • Investigating wellbeing – Candidates will undertake an activity aimed at improving the wellbeing of themselves and/or others. They will set targets and carry out a plan for improving wellbeing and will evaluate and review the planned activity. This will include a review of how the activity has impacted on their personal wellbeing. 	<p>Candidates who complete this unit will be able to</p> <ul style="list-style-type: none"> • carry out a safety cycle check and identify faults • develop and make use of a regular maintenance and lubrication schedule for a cycle • carry out a range of less frequent and specialised repair and maintenance tasks

Assessment in S5/6

Wellbeing and the Cycle maintenance course is assessed based upon the completion of the three units throughout the year. There is no final exam.

The Safe Road User Award is assessed through unit completion and a mock theory test. This mock theory test requires 17/20 to pass. Two resits are allowed.

Recommended Entry

The Award would be useful for candidates who want to engage in practical experiential learning that will provide opportunities to develop knowledge and understanding, skills, capabilities and attributes that will contribute to mental, emotional, social and physical wellbeing.

Parental engagement/supporting learning at home

- Relevant resources will be shared via Microsoft Teams to help parents support pupils when learning at home.
- Keep up to date with opportunities and events by following the PE Department and the Technical Department Instagram page [castlehead_technicaldept](#)



Music– National 5/Higher

Course description

The course has an integrated approach to learning and combines practical learning and understanding of music. Candidates draw upon their understanding of music styles and concepts when performing and creating music. Candidates experiment with and use music concepts in creative ways, within a range of compositional methods, as they compose original music and self-reflect on their creative choices. Through listening, they develop knowledge and understanding of a variety of music styles, level-specific concepts, signs and symbols used in music notation. Candidates develop their performing skills on two selected instruments, or on one selected instrument and voice, through regular practice and self-reflection.

Topics/units

National 5

The course assessment is made up of 3 parts, all are externally assessed:

- ♪ 50% Performing Assessment: 8 minutes on 2 instruments at Grade 3 Level held in February-March assessed by a SQA visiting examiner.
- ♪ 35% Written Understanding Paper: this is conducted with the full diet of exams in May.
- ♪ 15% Composition Assignment: This is completed during term 1/2 and submitted in March and marked by the SQA.

Higher

The course assessment is made up of 3 parts, all are externally assessed:

- ♪ 50% Performing Assessment: 12 minutes on 2 instruments at Grade 4 Level held in February-March assessed by a SQA visiting examiner.
- ♪ 35% Written Understanding Paper: this is conducted with the full diet of exams in May.
- ♪ 15% Composition Assignment : This is completed during term ½ and submitted in March and marked by the SQA.

Assessment in S5/6

National 5	Higher
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Assignment – (30/130 marks) • Question paper – (40/130 marks) • Performance instrument 1 – (30/130) marks • Performance instrument 2 – (30/130 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Assignment – (30/130 marks) • Question paper – (40/130 marks) • Performance instrument 1 – (30/130) marks • Performance instrument 2 – (30/130 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher and Advanced Higher Music. • Progression to N5 and/or Higher Music Technology. <p>Further Education courses at NC, HNC, HND & Degree level in areas of Creative Music and Sound Production, Music Education, Commercial Sound Production, Creative Industries, Song Writing and Music Production, TV Production and Photography.</p>	<p>Musician, Music/Instrumental Teacher, Stage Management, Sound/Lighting Engineers. It is also extremely desirable for careers working with children e.g. Nursery/Primary Teacher as it teaches skills such as preparation, delivery, and evaluation. These skills have been highlighted as desirable for future careers in professions such as Law, Medicine or Events Management.</p>

Recommended Entry

It is recommended that pupils have achieved a National 5 in Music prior to starting this course. However, pupils who are learning an instrument through the Renfrewshire Music School or out with school are welcomed to enquire about the higher course.

Parental engagement/supporting learning at home

All presentations and resources, including instrumental demonstration videos, will be shared via Microsoft Teams to help parents support pupils when learning at home. Pupils can also access websites such as [BBC Bitesize](#) and [My Music Online](#) to further develop their understanding of the music course whilst learning at home.



Music Technology – National 5/Higher

Course description

Studying music technology allows you to express yourself through music while developing your knowledge of music and technology. You will develop a broad understanding of the music industry and the skills it requires, such as planning and organising, creative thinking, research, critical thinking and decision making, as well as working both collaboratively and independently.

This course is especially suitable if you have broad musical interests and are particularly interested in music technology and 20th and 21st century music. This course also provides pathways to higher levels of study.

The skills that you develop in Music Technology are useful in careers such as musician, DJ, sound technician, roadie and musical instrument technologist.

Topics/units

National 5

The course assessment is made up of 2 parts, all are externally assessed:

- 70% Assignment: 2 projects which are 1 to 3 minutes in length and assess recording, editing/processing, logging and evaluating skills. These are completed by February and submitted to SQA in March for marking.
- 30% Written Understanding Paper: this is conducted with the full diet of exams in May.

Higher

The course assessment is made up of 2 parts, all are externally assessed:

- 70% Assignment: 1 project which is 4 to 7 minutes in length and assesses recording, editing/processing, logging and evaluating skills. This project must include a multitrack recording of a piece of music played by other musicians. This is completed by March and submitted to SQA in early April for marking.
- 30% Written Understanding Paper: this is conducted with the full diet of exams in May.

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed. <ul style="list-style-type: none"> • Assignment 100/140 marks 	Internally completed & externally assessed. <ul style="list-style-type: none"> • Assignment 80/120 marks
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper – 40/140 marks 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper – 40/120 marks

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher Music Technology. • Progression to N5 and/or Higher Music. <p>Further Education courses at NC, HNC, HND & Degree level in areas of Creative Music and Sound Production, Music Education, Commercial Sound Production, Creative Industries, Song Writing and Music Production, TV Production and Photography.</p>	<p>Broadcast engineer, DJ, Music Therapist, Producer – Radio, Film or Video Editor, Musical Instrument Technologist, Production Assistant, Composer, Songwriter, Music Teacher, Music Promotions Manager, Sound Technician.</p>

Recommended Entry

It is recommended that pupils have achieved a National 5 in Music Technology prior to starting this course. However, pupils who have achieved a National 5 or Higher Music are welcomed to enquire about the higher music technology course.

Parental engagement/supporting learning at home

Utilising Soundtrap as the main software offers an online music technology classroom where pupils can create and edit music projects both in school and from home. Pupils will be able to access the free software online, which allows easy access from home for both pupils and parents. All written work, presentations and resources will be shared via Microsoft Teams to help parents support pupils when learning at home.

Geography – National 5/Higher



Course description

Through the study of Geography, and by gaining geographical analysis techniques, candidates develop an understanding of aspects of the contemporary world. They are challenged to look at the world in new ways, understand more about their sense of identity, and learn about different countries and cultures. Candidates build up a framework of geographical knowledge and understanding with which to understand and respond to global issues.

Candidates develop an increased understanding of the environment, sustainability, and the impact of global issues. They are encouraged to develop a sense of responsible citizenship, and to reflect upon the impact of the environment on health and wellbeing. The emphasis on the evaluation of sources, including maps, develops thinking skills.

Topics/units

The course consists of three sections:

- Physical environments - Candidates develop and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional and global scale. Key topics include atmosphere; hydrosphere; lithosphere; and biosphere.
- Human environments - Candidates develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries. Key topics include population; rural land degradation and management; and urban change and management.
- Global issues - Candidates develop and apply knowledge and understanding of global geographical issues which demonstrate the interaction of physical and human factors, and evaluate the strategies adopted to manage these issues. Key topics include river basin management; development and health; global climate change; and energy

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (20/100 marks) Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper (80/100 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (30/190 marks) Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper 1 - physical and human environments (100/190 marks) • Question paper 2 - global issues and geographical skills (60/190 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher and Advanced Higher. Further Education courses at NC, HNC, HND & Degree level in areas of Global Studies and International Relations, Human Geography, Urban and Regional Planning, Environmental Sustainability, Social Sciences.	Secondary and Primary School Teacher, Town Planner, Surveyor, Environmental Consultant, Landscape Architect, Armed Forces, Sustainability Consultant, Market Researcher, Renewable Energy Engineer, International Aid Worker, Outdoor Education, Leisure / Travel Industry, Meteorology

Recommended Entry

Higher - Candidates would benefit from having achieved the National 5 Geography course or equivalent qualifications (higher in a humanities subject) prior to starting this course.

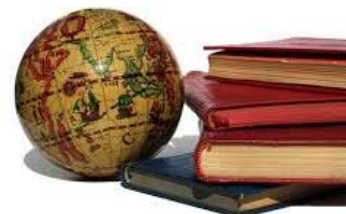
National 5 - Candidates would benefit from having achieved the National 4 Geography course or equivalent qualifications (Scottish Studies award or National 4 in a Humanities subject) prior to starting this course.

Some candidates (typically who achieve a grade C or D at National 5 level) may complete higher Geography over a 2-year period. Candidates will achieve the Level 6 Scottish Studies qualification at the end of S5 and be presented for Higher Geography in S6. Appropriate progression routes will be discussed with the FH Humanities and PT Pupil Support.

Parental engagement/supporting learning at home

- You can find out more about our interesting lesson activities by following: CHS Humanities Instagram
- Help your child revise the topics studied in class by using [BBC Bitesize Geography](#)
- Encourage your child to practise past paper questions from the [SQA website](#):

History – National 5/Higher



Course description

In this course, candidates develop a greater understanding of the world by learning about other people and their values, in different times, places and circumstances. The course helps candidates to develop a map of the past and an appreciation and understanding of the forces which have shaped the world today. Candidates have opportunities to develop important attitudes including an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

Topics/units

Candidates acquire breadth and depth in their knowledge and understanding of the past through the study of British, European and world, and Scottish contexts in a variety of time periods. Options cover topics from the Medieval, Early Modern and Later Modern periods, and include elements of political, social, economic and cultural history. Candidates develop an approach and understanding that they can apply to other historical settings and issues. Pupils will study three main areas, which are sub-divided into topics:

Migration and Empire, 1830-1939

- Reasons why people came to Scotland after 1830
- Experience of immigrants in Scotland before WW2
- Motives behind Scots' emigration overseas in 19th and early 20th centuries
- Experience of Scots abroad in the years before 1939

Britain, 1851-1951

- Reasons why Britain became more democratic
- Assessment of how democratic Britain became, 1867-1928
- Reasons why women won greater political equality by 1928
- Reasons why the Liberals introduced social welfare reforms
- Assessment of the effectiveness of the Liberal social welfare reforms
- Assessment of the effectiveness of the Labour social welfare reforms

USA, 1918-68

- Reasons for changing attitudes towards immigration in the 1920s
- Obstacles to the achievement of civil rights up to 1941

- Reasons for the economic crisis of 1929–33
- Effectiveness of the New Deal
- Reasons for the development of the Civil Rights campaign, after 1945
- Effectiveness of the Civil Rights movement up to 1968

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (20/100 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (30/110 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper (80/100 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper 1 - British, European and world history (44//110 marks) • Question paper 2 - Scottish history (36/110 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher and Advanced Higher. Further Education courses at NC, HNC, HND & Degree level in areas of History, Archaeology, Journalism, Philosophy, Art History, Social Sciences, Theatre Studies, Politics, History with Languages	Journalism, Law, Healthcare, Teaching, Business/Finance, Marketing, I.T., Armed Forces, Editorial assistant, Information Officer/Tour Guide, Politician, Museum Education Office/Gallery Curator, Historic Buildings Inspector or Conservation Officer, Librarian, Research, Archivist

Recommended Entry

Higher - Candidates would benefit from having achieved the National 5 History course or equivalent qualifications (Higher in a Humanities subject) prior to starting this course.

National 5 - Candidates would benefit from having achieved the National 4 History course or equivalent qualifications (Scottish Studies award or National 4 in a Humanities subject) prior to starting this course.

Some candidates (typically who achieve a grade C or D at National 5 level) may complete Higher History over a 2-year period. Candidates will achieve the Level 6 Scottish Studies qualification at the end of S5 and be presented for Higher History in S6. Appropriate progression routes will be discussed with the FH Humanities and PT Pupil Support.

Parental engagement/supporting learning at home

- You can find out more about our interesting lesson activities by following: CHS Humanities Instagram
- Help your child revise the topics studied in class by using [BBC Bitesize History](#), [National Archives](#)
- Encourage your child to practise past paper questions from the [SQA website](#):

Modern Studies – National 5/Higher



Course description

This course encourages candidates to develop a greater understanding of the contemporary world and their place in it. They have opportunities to develop important attitudes such as respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship. The course uses a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom (UK) and international contexts. Candidates develop the skills to interpret and participate in the social and political processes they encounter in their lives.

Topics/units

Democracy in Scotland and the UK

Learners will study topics such as: the United Kingdom constitutional arrangement including the role of the Scottish Parliament and other devolved bodies and the impact of UK membership of the European Union; the study of representative democracy; voting systems and their impact; the impact of a range of factors which affect voting behaviour; and the ways in which citizens are informed about, participate in, and influence the political process.

Social Inequality in the UK

Learners will focus on social inequality. In the social inequality context, learners will focus on a contemporary aspect of social inequality in the UK and the impact on a group in society. They will focus on topics such as the nature of social inequality; theories and causes of inequality; the impact of inequality; and the attempts to tackle inequality and their effectiveness.

Development in Africa

Learners will focus on the social, political and economic causes of underdevelopment including debt, corrupt governments and terrorism. The study of a world issue will focus on how this impacts on individuals, governments and the wider international community, as well as what is being done to solve it.

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (20/100 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (30/110 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper (80/100 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper 1 - (52/110 marks) • Question paper 1 - (28/110 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher and Advanced Higher. <p>Further Education courses at NC, HNC, HND & Degree level in areas of Social Sciences, Politics, Psychology, Sociology, Secondary Teaching, Journalism, Health and Social Care</p>	<p>Public Administration, Politics, Business Management, Law, Teaching, Journalism, Social, Caring and Advisory Services, Arts, Social Sciences and Languages, Communications and Media, Information, Culture and Heritage, International Relations, Trade Unions, Police</p>

Recommended Entry

Higher - Candidates would benefit from having achieved the National 5 Modern Studies course or equivalent qualifications (higher in a humanities subject) prior to starting this course.

National 5 - Candidates would benefit from having achieved the National 4 Modern Studies course or equivalent qualifications (Scottish Studies award or National 4 in a Humanities subject) prior to starting this course.

Some candidates (typically who achieve a grade C or D at National 5 level) may complete higher Modern Studies over a 2-year period. Candidates will achieve the Level 6 Scottish Studies qualification at the end of S5 and be presented for Higher Modern Studies in S6. Appropriate progression routes will be discussed with the FH Humanities and PT Pupil Support.

Parental engagement/supporting learning at home

- You can find out more about our interesting lesson activities by following: CHS Humanities Instagram.
- Encourage your child to read a good quality daily newspaper – either a paper copy or online.
- Help your child revise the topics studied in class by using [BBC Bitesize Modern Studies](#)
- Remind your child to practise past paper questions from the [SQA website](#).



Religious, Moral and Philosophical Studies - National 5/Higher

Course description

This course helps candidates to understand society. They learn about, and from, religious beliefs, non-religious viewpoints, and personal experience. By exploring how religion, morality and philosophy can help people find meaning and purpose in life, candidates develop their understanding of human beliefs, values and behaviour.

Candidates develop knowledge and understanding of religious, moral and philosophical issues that affect the world today by:

- studying a world religion in detail
- developing an understanding of contemporary moral issues and responses
- studying key aspects of religious and philosophical questions
- exploring questions raised and solutions offered by religious and non-religious perspectives
- reflecting on these, and on their own experience and views

Topics/units

Candidates develop and apply a range of cognitive skills over a range of religious, moral and philosophical contexts in three areas of study: world religion, morality and belief, and religious and philosophical questions. Each area offers opportunities for candidates to focus on particular skills, and has flexibility in the topics which candidates can study. Candidates study one of the world's six major religions: Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism.

- World religion - Candidates develop in-depth knowledge and understanding of the impact and significance of religion today. They study key beliefs and practices of one of the world's six major religions and the contribution these make to the lives of followers.
- Morality and belief - Candidates develop skills to evaluate and express detailed, reasoned and well-structured views about contemporary moral questions and responses. They develop in-depth knowledge and understanding of contemporary moral questions, and religious and nonreligious responses to these. Candidates study religious viewpoints from one of the world's six major religions.
- Religious and philosophical questions - Candidates develop skills to critically analyse religious and philosophical questions and responses. They study religious viewpoints from one of the world's six major religions

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (20/100 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (30/110 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper (80/100 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper 1 - World religion and morality and belief (60/110 marks) • Question paper 2 - Religious and philosophical questions (20/110 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher and Advanced Higher. Further Education courses at NC, HNC, HND & Degree level in areas of Medieval History and Archaeology, Middle Eastern Studies, Social Ethnology, RMPS Secondary Teaching	Information, Culture and Heritage, Law, Social, Caring and Advisory Services, Social Worker, Human Resources, Advice Worker, Archivist, Charity fundraiser, Counsellor, Civil Service Administrator, Community Development Worker, International Aid/Development Worker, Mediator, Chaplain, Psychologist, Youth Work

Recommended Entry

Higher - Candidates would benefit from having achieved the National 5 RMPS course or equivalent qualifications (higher in a humanities subject) prior to starting this course.

National 5 - Candidates would benefit from having achieved the National 4 RMPS course or equivalent qualifications (Scottish Studies award or National 4 in a Humanities subject) prior to starting this course.

Parental engagement/supporting learning at home

- You can find out more about our interesting lesson activities by following: CHS Humanities Instagram
- Help your child revise the topics studied in class by using <https://www.bbc.co.uk/bitesize/subjects/z782fq8>, [Learning RMPS](#)
- Encourage your child to practise past paper questions from the [SQA website](#):
- Engage with resources, discussions, reminders and revision activities on the Teams pages.

Scottish Studies Award- Level 5/6



Course description

The study of Scotland - in terms of its people, languages (for example, Scots and Gaelic), society, culture, natural and built environment, and heritage - provides many opportunities for learners to develop their skills, knowledge and understanding, and to make connections across the curriculum. This is due to the fact that Scotland and its people have made, and continue to make, significant contributions in many areas of society both at home and abroad. These contributions have had, and will continue to have, lasting effects in areas such as the sciences, engineering, literature and language, the arts, business, industry and the media. Scottish society is diverse, encompassing people from a wide range of cultures and historical backgrounds. Through emigration and immigration, Scotland's people and culture have influenced, and in turn been influenced by, the people and cultures of many other countries. The physical environment of Scotland is also diverse and attracts visitors from around the world.

Topics/units

The course consists of 4 units Learners must complete the mandatory Scotland in Focus unit and 3 other units from at least two of the following Groups:

- Group 1 Language and Literature
- Group 2 Society and Environment
- Group 3 Arts and Culture
- Group 4 Business, Industry and Employment

Assessment in S5/6

This course is assessed based upon the completion of the four units throughout the year. There is no final exam.

Progression

Further Study	Careers
<ul style="list-style-type: none">• Progression to National 5/Higher Geography, Modern Studies, History and RMPS Further Education courses at NC, HNC, HND & Degree level in areas of Scottish History, Celtic Studies	This course will provide a good foundation for progression to training or employment in a variety of sectors including financial services, care, tourism, hospitality and the creative, cultural and heritage industries.

Recommended Entry

Level 6 - Candidates would benefit from having achieved a National 5 Humanities subject prior to starting this course or a level 5 Scottish Studies Award.

Level 5 - Candidates would benefit from having achieved a National 4 Humanities subject prior to starting this course.

Level 4 - Candidates would benefit from having achieved a National 3 Humanities subject prior to starting this course.

Administration & IT – National 5/Higher



Course description

Administration and IT skills cut across all sectors of the economy and offer wide-ranging employment opportunities. This course provides candidates with experience of authentic senior administration tasks and engaging practical activities relevant to the world of work. It encourages candidates to organise their work effectively, be aware of current legislation and the importance of customer care.

The course helps candidates to develop advanced administrative skills and digital literacy, enabling them to contribute to the effective functioning of organisations in supervisory administrative positions. They develop the ability to use a range of advanced software application functions covering word processing, spreadsheets, databases and emerging technologies.

Candidates develop understanding of:

- the importance of administration theory in the workplace
- advanced digital literacy skills and how to use them to process, manage and communicate information
- organisational and management skills in the context of organising and supporting the workplace

Topics/units

The course consists of two areas of study:

- Administrative theory and practice - Candidates develop their understanding of the factors contributing to an efficient administrative function. These include time and task management, effective teams, complying with workplace legislation, the impact of digital technologies, and customer care.
- IT applications - Candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, in order to create and edit complex business documents. Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (70/120 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (70/120 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • question paper (50/120 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • question paper (50/120 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher and Advanced Higher. Further Education courses at NC, HNC, HND & Degree level in areas of Business Administration, Administration and IT with PDA in Medical Administration. There are also a wide and vast range of Apprenticeships in Admin and IT.	Administration and Management, Buying, Selling and Related Work, Computing and ICT, Hospitality, Leisure and Tourism, Law, Office Work/Manager, Economics, Human Resource Management, Management Services and Public Services Administration (Legal/Medical Secretary).

Recommended Entry

Higher - Candidates would benefit from having achieved the National 5 Admin and IT course or equivalent qualifications (higher in a Business or ICT based subject) prior to starting this course.

National 5 - Candidates would benefit from having achieved the National 4 Admin and IT course or equivalent qualifications (National 4 in a Business/ICT subject) prior to starting this course.

The course is also suitable for candidates who are interested in the management functions of administration and advanced uses of digital technology, and who want to develop these skills further.

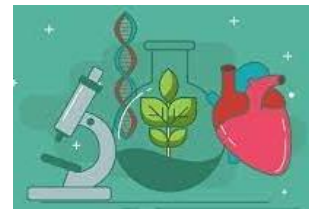
Additional Qualification Opportunities

If a pupil chooses to study **both** Administration & IT and Business Management during S5 or S6 they will also have the opportunity to complete an additional qualification level 6 NPA Business with Information Technology. This is also internally assessed, and will be completed through coursework and in class time.

Parental engagement/supporting learning at home

- There are 2 useful YouTube channels: [Businessedtv](#) and [Build your skills \(BYS\)](#)
- ClickView which is available through glow contains recorded lessons in the West OS file.
- [SQA website](#) contains course documents and past papers with marking schemes for N5/Higher.
- Additional resources are made available throughout the year on class Teams pages.

Biology – National 5/Higher



Course description

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

This course gives candidates the opportunity to understand and investigate the living world in an engaging and enjoyable way. It develops candidates' abilities to think analytically, creatively and independently, and to make reasoned evaluations. The course provides opportunities for candidates to acquire and apply knowledge to evaluate biological issues, assess risk, make informed decisions and develop an ethical view of complex issues

Topics/units

The course content includes the following areas of biology:

DNA and the genome	Metabolism and survival	Sustainability & interdependence
<ul style="list-style-type: none">• structure of DNA• replication of DNA• gene expression• cellular differentiation• the structure of the genome• mutations• evolution• genomic sequencing	<ul style="list-style-type: none">• metabolic pathways• cellular respiration• metabolic rate• metabolism in conformers and regulators• metabolism and adverse conditions• environmental control of metabolism• genetic control of metabolism	<ul style="list-style-type: none">• food supply, plant growth and productivity• plant and animal breeding• crop protection• animal welfare• symbiosis• social behaviour• components of biodiversity• threats to biodiversity

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (20/120 marks) Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • question paper (100/120 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (20/140 marks) Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • question paper 1 – multiple choice (25/140 marks) • question paper 2 (95/140 marks)

Recommended Entry

Higher - Candidates would benefit from having achieved the National 5 Biology course or equivalent qualifications (higher in a Science based subject) prior to starting this course.

National 5 - Candidates would benefit from having achieved the National 4 Biology or Science course or equivalent qualifications (National 4 in Science based subject) prior to starting this course.

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher and Advanced Higher. Further Education courses at NC, HNC, HND & Degree level in areas of anatomy, biology, ecology and evolution, environmental biology, forensic biology, genetics, marine biology, microbiology, natural science, neurobiology, physiology, psychology, zoology	Marine Biologist, Doctor, Biology Teacher, Zoologist, Environmental Scientist, Botanist, Chemical Engineer, Microbiologist, Nurse, Pathologist, Dentist, Vet

Parental engagement/supporting learning at home

- [BBC Bitesize](#) has resources to support home learning consisting of notes, check test and video clips.
- ClickView which is available through glow contains recorded lessons in the West OS file.
- [SQA website](#) contains course documents and past papers with marking schemes for N5/Higher
- Additional resources are made available throughout the year on class Teams pages.

Business Management– National 5/Higher



Course description

Business plays an important role in society, as it creates wealth, prosperity, jobs, and choices for consumers. It is therefore essential to have effective businesses and business managers to sustain this role. This course helps candidates understand the dynamic, changing and competitive environment of industry and commerce, and the environments that organisations operate in. It develops skills in communicating and presenting business-related information to stakeholders of an organisation.

Topics/units

The course consists of five areas of study:

- Understanding business - Candidates develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. They analyse the impact that internal and external environments have on an organisation's activity and consider the implications of these factors.
- Management of marketing - Candidates develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.
- Management of operations - Candidates develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.
- Management of people- Candidates develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.
- Management of finance - Candidates develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (30/120 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (30/120 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • question paper (90/120 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • question paper (90/120 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher and Advanced Higher. Further Education courses at NC, HNC, HND & Degree level in areas of Business and IT, Business and Finance, Financial Services, Accounting, Human Resource Management, Marketing, Supply Chain Management	Entrepreneur, Human Resources, Business Management Teacher, Small Business owner/worker, All Law sectors, Accountant, Banking sector, Finance, Hospitality, Leisure and Tourism, Buying, Selling and Related Work

Recommended Entry

Higher - Candidates would benefit from having achieved the National 5 Business Management course or equivalent qualifications prior to starting this course.

National 5 - Candidates would benefit from having achieved the National 4 Business course or equivalent qualifications prior to starting this course.

Parental engagement/supporting learning at home

- [BBC Bitesize](#) has resources to support home learning consisting of notes, check test and video clips.
- ClickView which is available through glow contains recorded lessons in the West OS file.
- [SQA website](#) contains course documents and past papers with marking schemes for Higher/N5
- Additional resources are made available throughout the year on class Teams pages.

Business Skills – NPA Level 6



Course description

This level 6 NPA provides an opportunity for pupils to gain an understanding of essential business concepts. Pupils gain insights into how businesses operate, and the challenges faced by contemporary businesses. In addition, pupils will be introduced to the complex functions of word processing, presentation, spreadsheet and database application software. This qualification not only boosts employability but also encourages entrepreneurial thinking, empowering young people to confidently navigate the evolving job market.

Topics/units

The course consists of four areas of study:

- Understanding business - Candidates develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. They analyse the impact that internal and external environments have on an organisation's activity and consider the implications of these factors.
- Management of people and finance - Candidates develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation. Additionally, they learn about the relevant theories, concepts and procedures used by organisations in financial situations.
- Contemporary Business Issues – Candidates develop understanding of contemporary business issues and awareness of the decisions and challenges facing small and medium enterprises.
- PC Passport – Candidates develop knowledge and skills in using packages such as word processing, spreadsheets and presentation software in a collaborative, cloud-based environment. It seeks to deliver up-to-date skills in using a range of contemporary software, such as Office 365, to prepare candidates for employment or further studies or to improve their productivity skills.

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (30/120 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (30/120 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • question paper (90/120 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • question paper (90/120 marks)

Progression

Further Study	Careers
Further Education courses at NC, HNC, HND & Degree level in areas of Business and IT, Business and Finance, Financial Services, Accounting, Human Resource Management, Marketing, Supply Chain Management	Entrepreneur, Human Resources, Business Management Teacher, Small Business owner/worker, All Law sectors, Accountant, Banking sector, Finance, Hospitality, Leisure and Tourism, Buying, Selling and Related Work

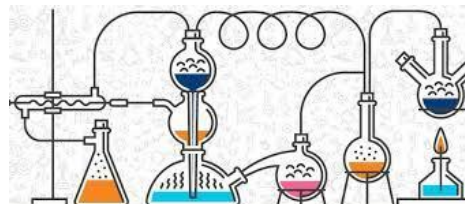
Recommended Entry

NPA in Business and Marketing at Level 5 or National 4/5 in Business Management.

Parental engagement/supporting learning at home

- [BBC Bitesize](#) has resources to support home learning consisting of notes, check test and video clips.
- ClickView which is available through glow contains recorded lessons in the West OS file.
- [SQA website](#) contains course documents and past papers with marking schemes for Higher/N5
- Additional resources are made available throughout the year on class Teams pages.

Chemistry – National 5/Higher



Course description

Candidates develop an appreciation of the impact of chemistry on their everyday lives by applying their knowledge and understanding of chemical concepts in practical situations. The course provides opportunities for candidates to think analytically, creatively and independently, and to make reasoned evaluations. It allows flexibility and personalisation by offering candidates the choice of topic for their assignment. Candidates gain an understanding of chemical bonding and intermolecular forces that allows them to predict the physical properties of materials. They apply a knowledge of functional groups and organic reaction types to solve problems in a range of diverse contexts. Candidates also learn important chemical concepts used to take a chemical process from the researcher's bench through to industrial production. The concept of the mole allows the quantities of reagents required to be calculated, and the quantity of products predicted. By studying energy, rates and equilibria, candidates can suggest how reaction conditions can be chosen to maximise the profitability of an industrial process. Candidates learn about industrial analytical chemistry techniques, such as volumetric analysis and chromatography

Topics/units

Chemical changes and structure

- Periodicity
- structure and bonding
- oxidising and reducing agents

Nature's chemistry

- systematic carbon chemistry
- alcohols
- carboxylic acids
- esters
- fats and oils
- soaps
- detergents and emulsions
- proteins
- oxidation of food
- fragrance
- Skin care

Chemistry in society

- getting the most from reactants
- controlling the rate
- chemical energy
- equilibria
- chemical analysis

Researching chemistry

- common chemical apparatus
- general practical techniques
- reporting experimental work

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (20/120 marks) Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • question paper (100/120 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (20/150 marks) Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • question paper 1 – multiple choice (25/150 marks) • question paper 2 (95/150 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher and Advanced Higher. Further Education courses at NC, HNC, HND & Degree level in areas of Chemical and Life Sciences, Nutrition, Paramedic Science, Health and Nutrition	Forensic Scientist, Doctor, Chemistry Teacher, Development Chemist, Biochemist, Environmental scientist, Scientific Laboratory Technician, Chemical Engineer, Research Analysts, Dietician, Pharmacist, Analytical Chemist, Dentist, Toxicologist, Materials Scientist.

Recommended Entry

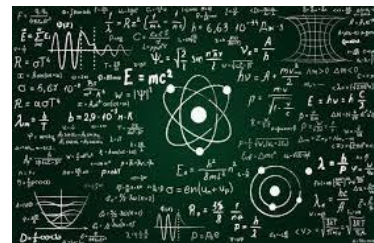
Higher - Candidates would benefit from having achieved the National 5 Chemistry course or equivalent qualifications prior to starting this course.

National 5 - Candidates would benefit from having achieved the National 4 Chemistry course or equivalent qualifications prior to starting this course.

Parental engagement/supporting learning at home

- [BBC Bitesize](#) has resources to support home learning consisting of notes, check test and video clips.
- ClickView which is available through glow contains recorded lessons in the West OS file.
- [SQA website](#) contains course documents and past papers with marking schemes for Higher/N5
- Additional resources are made available throughout the year on class Teams pages

Physics – National 5/Higher



Course description

Through learning in physics, candidates develop their interest in and understanding of the world. They engage in a wide range of investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising, in a world where the skills and knowledge developed by physics are needed across all sectors of society.

Topics/units

Our Dynamic Universe

- motion — equations and graphs
- forces, energy and power
- collisions, explosions, and impulse
- gravitation
- special relativity
- the expanding

Universe Particles & Waves

- forces on charged particles
- the Standard Model
- nuclear reactions
- inverse square law
- wave-particle duality
- interference
- spectra
- refraction of light

Electricity

- monitoring and measuring AC
- current, potential difference, power, and resistance
- electrical sources and internal resistance
- capacitors
- semiconductors and p-n junctions

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (20/120 marks) 	Internally completed & externally assessed <ul style="list-style-type: none"> • Assignment (20/175 marks)
Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper (135/155 marks) 	Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper 1 – multiple choice (25/175 marks) • Question paper 2 (130/175 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none">• Progression to Higher and Advanced Higher. Further Education courses at NC, HNC, HND & Degree level in areas of Science, Technology, Engineering & Maths, Mechanics, Mechanical Engineering, Astrophysics, Radiography	Electronics Engineer, Physics Teacher, Chemical Engineer, Computer Scientist, Civil Engineer, Scientific Laboratory Technician, Nuclear Engineer, Radiographer, Dentist, Gas Service Technician, Sports and Exercise Scientist, Electrician, Medical Physicist, Doctor

Recommended Entry

Higher - Candidates would benefit from having achieved the National 5 Physics course or equivalent qualifications prior to starting this course.

National 5 - Candidates would benefit from having achieved the National 4 Physics course or equivalent qualifications prior to starting this course.

Parental engagement/supporting learning at home

- [BBC Bitesize](#) has resources to support home learning consisting of notes, check test and video clips.
- ClickView which is available through glow contains recorded lessons in the West OS file.
- [SQA website](#) contains course documents and past papers with marking schemes for N5
- Additional resources are made available throughout the year on class Teams pages.

Psychology – NPA (level 5)



Course description

This National Progression Award (NPA) will develop knowledge and skills such as analysing, evaluating and applying knowledge in relation to psychological research, social behaviour and individual behaviour. It covers areas such as:

- planning and carrying out psychological research, using appropriate methods and according to ethical and scientific standards
- the role of research evidence in explaining individual and social human behaviour
- communication and numeracy skills used in psychology

Psychology is the scientific study of human behaviour and mental processes. It is a branch of knowledge that focuses on people, either as individuals or in groups. By studying psychology, it is possible to uncover the meanings behind human behaviour, which is beneficial for careers such as the police, teaching, human resources, care and many more.

Topics/units

Mandatory units include;

Research

Candidates will be able to explain what is meant by experimental methods, including independent, dependent, and extraneous variables; validity and reliability; and to develop their knowledge and understanding about the need for the experimental research method if we want to show cause and effect.

Individual Behaviour

The general aim of this unit is to enable candidates to use psychology to explain individual behaviour. Candidates will investigate topics and learn how these topics can be explained using psychological approaches and theories. Topics may include sleep and dreams, happiness, fixed/growth mind sets, memory, stress, personality, psychopathology, intelligence, addiction and creativity

Social Behaviour

The general aim of this unit is to explain how interaction with others shapes social behaviour. Candidates will investigate social psychological topics and use relevant concepts and research evidence to explain how the thoughts, feelings and behaviours of individuals are developed through interaction with others and within the social environment. Candidates will use psychological knowledge and understanding to explain examples of everyday behaviour.

Assessment in S5/6

This course is assessed based upon the completion of the three units throughout the year. There is no final exam.

Progression

The NPA in Psychology at SCQF level 5 is a recognised qualification and will give you a platform which may allow progression into further education. This could involve progression to NPA in Psychology at SCQF level 6 or NC Social Sciences, NC Early Education and Childcare or NC Health and Social Care at SCQF level 6 or an equivalent level 6 programme of study.

Recommended Entry

It is recommended that pupils are working towards or have achieved National 5 English or a Humanities/Science subject award.

Scientific Technologies – Level 6 NPA

Course description

This National Progression Award (NPA) aims to prepare learners for employment in science areas by developing a range of vocational skills and practical laboratory skills. Learners will also gain a working knowledge of safety and security procedures in a laboratory setting.

Topics/units

This NPA consists of 4 mandatory topics.

Laboratory Safety – Learners will develop skills needed to identify chemical and non-chemical hazards in the laboratory. They will learn about safety procedures and how to conduct a risk assessment.

Mathematics for Science – This unit covers use of scientific notation, percentages, and scientific formulae. Learners will also undertake basic algebra in the form of laws of indices, multiplying out brackets and factorising quadratics. Graphs and statistical analysis using standard deviation are also included.

Fundamentals of Chemistry – Learners will learn about the structure of the atom, bonding, chemical formulae and chemical equations. They will learn about the periodic table, mole calculations, and the concepts of acids and alkalinity. They will also learn about aspects of organic chemistry including functional groups, reactions, and homologous series.

Experimental Procedures – Learners will study a range of experimental procedures, demonstrate they can complete these proficiently and obtain experimental results. They will then process these results and complete relevant calculations.

Assessment in S5/6

This course is assessed based upon the completion of the four units throughout the year. There is no final exam.

Pupils will be required to undertake and successfully complete coursework tasks and class tests. Additionally, they will be required to safely undertake scientific investigations and write these up in lab reports.

Progression

The NPA in Scientific Technologies prepares pupils for employment at laboratory assistant level.

Progression into further Education courses at NC, HNC, HND & Degree level in areas of Science and Technology.

Recommended Entry

It is recommended that pupils are working towards or have achieved National 5 in a science. Pupils should also have a qualification in maths at SCQF level 4 or higher.

Leadership of Personal Development – LEVEL 6



Course description

This course is made up of two different SQA awards; Leadership and Personal Development.

The Leadership Award is jointly certificated by SQA and the Chartered Management Institute. This Award is designed to help candidates understand the meaning of leadership by finding out about different leadership styles, skills and qualities. Candidates will be able to consider, through comparing a variety of leaders, what makes an effective leader and be able to use this knowledge to help them consider their own potential for leadership. Candidates will also be able to develop their leadership abilities as they will be given the opportunity to take on a leading role for an activity.

The central theme of the Personal Development Award is to develop self-knowledge and a range of skills and abilities through participation in one or more projects. The wide variety of contexts suitable for the projects within the units offers candidates a flexible approach to their learning and enables them to recognise and demonstrate achievement. Contexts may come from areas within and beyond the formal curriculum and could include citizenship, health, career planning, enterprise, learning styles or other themes. The Personal Development Award aims to provide an opportunity for candidates to develop the skills and self-knowledge to prepare them for successful transitions in life. The main aims of the award are to:

- develop knowledge of self and their own development needs through self evaluation and review
- develop self-reliance, self-esteem and confidence through supported and independent learning
- develop practical abilities
- develop task management and interpersonal skills
- have an opportunity to maximise potential
- demonstrate and recognise achievement

Topics/units

Leadership Award units	Personal Development Award units
<ul style="list-style-type: none"> • Leadership: An Introduction - Candidates will gather information about leadership principles, styles, skills and qualities used both in the past and at present. Examples may be drawn from well known historical events, current political or other high profile individuals in the media or from your local community • Leadership in Practice - Candidates will be given the opportunity to lead the planning for an activity. This activity may be a stand alone activity or it may be part of a bigger project. 	<ul style="list-style-type: none"> • Self Awareness - candidates will aim to build confidence and self-esteem through self-evaluation of their own qualities, feelings, achievements and areas of development, whilst undertaking a group project. • Self in Community - candidates will aim to improve their self-reliance and confidence. They will develop their interpersonal skills as they work with others to participate in a group project in the context of one or more communities. • Self and Work - candidates will aim to improve their self-reliance and confidence by participating in setting targets for the development of task management skills while carrying out a vocational project. • Practical Abilities - candidates will aim to improve their self-reliance and confidence by demonstrating their practical abilities while participating in one or more projects.

Assessment in S5/6

This course is assessed based upon the completion of the six units throughout the year. There is no final exam.

Progression

The Award would be useful for candidates who want to develop their potential as employable, contributing members of society through the development of life skills related to task management, social interaction and self-evaluation. Both Awards provide opportunities to take skills learned in other subjects and contexts and enhance these in a non-routine situation. It provides the opportunity to develop breadth and depth in areas of interest discovered in other curriculum areas. This award provides an excellent framework for candidates to demonstrate deep understanding and interest tailored to desirable post school destination in employment and further education.

Recommended Entry

Candidates should have the drive and interest to improve their performance when working individually and also when working as a group to achieve a shared goal.

The ability to work independently is critical in the completion of this course and will provide an opportunity to demonstrate to employers and further education establishments that you have a genuine interest in the courses/careers applied for due to the personalisation and choice that the course structure provides.

Parental engagement/supporting learning at home

All presentations and resources will be shared via Microsoft Teams to help parents support pupils when learning at home.

Physical Education – National 5/Higher



Course description

This course gives candidates the opportunity to develop and enhance their movement and performance skills. They develop knowledge and understanding and apply this to the analysis and evaluation of performance in physical activities. Candidates develop their thinking skills through planning, problem solving and analysing performance. Taking part in physical education acts as a stimulus for personal achievement, enabling candidates to develop confidence, resilience, responsibility and the ability to work cooperatively with others. The course promotes awareness of mental, emotional, social and physical wellbeing. Candidates perform in a range of contexts and develop the ability to reflect on their own performances and those of others.

Topics/units

The course consists of two areas of study:

- Factors impacting on performance - Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact on their personal performance. Candidates create and implement Personal Development Plans (PDPs), monitor and evaluate these, and justify decisions relating to future personal development needs.
- Performance - Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way.

Assessment in S5/6

National 5	Higher
Internally completed & externally assessed/verified. <ul style="list-style-type: none"> • Portfolio – (60/120 marks) • Practical Performance – (60/120 mark)s 	Internally completed & externally assessed/verified. <ul style="list-style-type: none"> • Practical Performance – (60/110 marks) Externally assessed (SQA exam diet) <ul style="list-style-type: none"> • Question paper – (50/110 marks)

Progression

Further Study	Careers
<ul style="list-style-type: none"> • Progression to Higher Physical Education, NPA's in Sport. Further Education courses at NC, HNC, HND & Degree level in areas of Sport and Fitness, Coaching and Development, Fitness Instruction, Sports Science, Physiology and Sports Science.	Personal Trainer, Emergency and Uniform Services, Sports Coach/Instructor, PE Teacher, Sports Development Officer, Sport and Exercise Scientist, Sports Psychologist/Therapist, Physiotherapist

Recommended Entry

It is recommended that pupils have achieved a National 5 in Physical Education prior to starting this course. However, pupils who demonstrate ability in practical performance and participate/represent a sport are welcomed to enquire about the higher course.

Parental engagement/supporting learning at home

Parents can support their child by encouraging them to visit the following websites. There are lots of helpful hints and tips as well as revision guides.

- [BBC Bitesize](#)
- [SATPE](#)



PDA Refereeing Award (level 7)

Course description

This award is designed to equip individuals with knowledge and understanding of Scottish FA Refereeing, concentrating on knowledge and understanding of the Laws of the Game of football. It also includes learning about formal fitness standards for referees and synthesising this knowledge by refereeing a football match. The principal aim of the PDA is to enable successful learners to referee football matches by providing a coherent qualification that will be responsive to the needs of learners and football community, under the auspices of the laws of the game.

Topics/units

Candidates are required to pass 2 units, Laws of the Game and Practical Refereeing. This award will enable candidates to:

- Apply the Laws of the Game of football, in a professional manner, taking account of Scottish FA requirements
- Develop analytical skills and complete tactical and strategic reports in line with Scottish FA requirements
- Utilise appropriate problem-solving models when dealing with interpretation of the Laws of the Game in a refereeing context
- Improve their professional effectiveness by means of developing their fitness, practical skills and knowledge in football analysis
- Present match reports using suitable analytical techniques.

Assessment in S5/6

There are no formal SQA exam for this PDA. Candidates will be expected to pass closed and open book assessments throughout the duration of the course.

Progression

- Candidates who achieve the PDA and wish to progress have direct access to full membership of their local referee association.

Recommended entry

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience, or qualifications that provide suitable preparation for this qualification has been provided as guidance only. Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience.