



**STRATHAVEN ACADEMY**  
SENIOR PHASE  
SUBJECT CHOICES  
2024—2025



# CONTENTS

Making Subject Choices	4 - 7
Accounting	8
Administration & Information Technology	9
Art & Design	10-11
Biology	12
Business Management	13
Chemistry	14
Computing Science	15
Cyber Security	16
Drama	17
English	18
Enterprise & Employability	19
Environmental Science	20
Geography	21
Graphic Communication	22
History	23
Hospitality—Practical Cookery	24



# CONTENTS

Mathematics	25-27
Modern Languages (French & Spanish)	28
Modern Studies	29
Music	30
Philosophy	31
Photography	32
Physical Education	33
Physics	34
Practical Metalwork/Woodwork	35
Religious Moral & Philosophical Studies	36
Scottish Studies	37
Skills for Work: Energy	38
Skills for Work: Laboratory Science	39
Skills for Work: Hospitality	40
Skills for Work : Health Sector	41
Mental Health and Wellbeing	42
Statistics Short Course	43



## MAKING SUBJECT CHOICES

### S4 COURSE CHOICE

Making the right course choices for S4 is a very important part of your educational journey and your career thereafter.

It is important that your choice of courses is based on your academic progress to date and research of university/college/vocational requirements. This information booklet is a starting point and contains details of each of the courses on offer in school. You should discuss your course choices with your family and friends, as this will give you every opportunity to think through your decisions.

You will also receive advice and support from staff in school and you will have a formal subject choices interview with your Pupil Support teacher. You may also wish to speak to your subject teachers prior to this interview so that you understand what the course and assessment involve. In addition, you can request a careers appointment with Jennifer Graham, SDS, through your Pupil Support teacher. It is essential that those of you who are considering further study at college or university check carefully which subjects are essential for your preferred courses. You will find this information by checking My World of Work, UCAS or individual college/university websites.

### S5 COURSE CHOICE

As you move in to S5, you are faced with a number of choices:

- ◆ stay on for a fifth year
- ◆ stay on until Christmas of fifth year, if you have not reached school leaving age by the end of S4\*
- ◆ take up full-time employment/training
- ◆ apply for a college course – Further Education

If you are considering leaving school, it is crucial that you have an interview with your Pupil Support teacher and Jennifer Graham of Skills Development Scotland. A useful website is My World of Work containing information on careers, apprenticeships and other relevant pathways.

When choosing subjects for S5, take the following into account:

- ◆ you should choose your 5 best subjects to continue to the next level in S5, wherever possible
- ◆ you should currently be predicted to achieve an A or B at National 5 to continue that subject to Higher
- ◆ if you are predicted to achieve a C it will be very difficult to achieve a Higher in that subject
- ◆ if all your current predictions are at National 5 A/B level, you should choose 5 Highers
- ◆ if 3 or 4 of your current predictions are at National 5 A/B level, you should choose 3 or 4 Highers
- ◆ if 1 or 2 of your current predictions are at National 5 A/B level, you should consider 1 or 2 Highers



- ♦ if you are currently undertaking National 4 level courses, continue to National 5 if the subject is offered, or select a new subject that allows you to broaden your studies and develop new skills at Level 5 or Level 6 e.g. Practical Metalwork, Cyber Security, Leadership in Sport, Practical Cookery., Exercise and Fitness, Scottish Studies, Photography .
- ♦ you might wish to consider attending college for a day each week or a Foundation Apprenticeship for 2 half-days over the next 2 years
- ♦ keep a balanced range of subjects if you are still unsure of your career plan

You should speak to your class teachers, Pupil Support teacher and your parents, who can all offer advice on your choice of subjects and levels of study.

## **S6 COURSE CHOICE**

At the end of fifth year, you are faced with a number of possible choices:

- ♦ stay on for a sixth year
- ♦ apply to Higher Education/Further Education
- ♦ take up full-time employment/training/apprenticeship

If you are considering leaving school, it is crucial that you have an interview with your Pupil Support teacher and Jennifer Graham of Skills Development Scotland. A useful website is My World of Work containing information on careers, apprenticeships and other relevant pathways.

## **CHOOSING SUBJECTS FOR S6**

All students entering sixth year:

- ♦ should choose at least 4 subjects, or 3 if in the Foundation Apprenticeship Programme or studying all Advanced Higher subjects
- ♦ have the opportunity to widen their portfolio of qualifications with study of 'crash' subjects at Higher/ and / or Level 6 qualifications
- ♦ can attend work placements / volunteering placements as part of their timetable
- ♦ can blend a one day/week college placement / Foundation Apprenticeship with subjects studied in school

Some students in S6 will take a 'crash' Higher – i.e. a subject that they have not previously studied to National 5 level. Advice should be sought from the relevant Faculty Head and also from the Pupil Support teacher as this is not an easy option. In sixth year, students are expected to take greater responsibility for their learning and use their non-class time profitably. Making the best use of this time can be quite complex and involves careful advance planning and disciplined working.





## **GRADU8 PROGRAMME**

With our colleges, we have developed a vocational programme providing young people with the opportunity to achieve qualifications and a progression route that suits them best.

Pupils interested in college-based options should see their Pupil Support teacher to find out more. This will not commit pupils to a course, but will give them and their parents the opportunity to consider the courses available so they may make a relevant and appropriate choice.

## **FOUNDATION APPRENTICESHIP**

Foundation Apprenticeships are work-based learning opportunities for pupils in S5 and S6. Pupils will spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects.

The qualification takes two years to complete, is equivalent to a B grade at Higher and is linked to one of six key sectors of the Scottish economy, so young people are receiving an industry experience which will help them kick-start a successful career in their chosen field.

Pupils interested in Foundation Apprenticeships can obtain more information from their Pupil Support teacher.

## **FURTHER EDUCATION/EMPLOYMENT/APPRENTICESHIPS**

Students planning to take up full-time employment / Further Education/ Modern Apprenticeship after sixth year should take advice from their Pupil Support teacher and from Skills Development Scotland on appropriate subject choice. There are a variety of vocational subjects that can be studied in school.

## **HIGHER EDUCATION**

Universities are keen to encourage applicants to pursue their studies to a more advanced level in Sixth Year. Students who meet or exceed the minimum university entrance requirements after Fifth Year are recommended to study at least one (and preferably more) subject at Advanced Higher level.

However, it is not always advisable for students who have not met the minimum university entrance requirements to take Advanced Highers. Universities will continue to look for breadth of study across four or more subjects; it is, therefore, vital to select more Highers in these circumstances. For example, if a course has a minimum entrance requirement



of BBBB and a student achieves AACC or BBCC at Higher, taking two Advanced Highers in the subjects in which the As or Bs have been gained will not necessarily help the applicant reach the minimum requirements.

Pupils should instead concentrate on improving their qualifications across a broad range of subjects, as opposed to specialising in the areas in which they have already performed well.

Students should note that for certain courses, such as Veterinary, Medicine and Dentistry, Advanced Highers are compulsory. Please consult the appropriate university website for more information.

## **CAREERS INTERVIEW**

Pupils can request an appointment with Jennifer Graham, Skills Development Scotland, at any time. Speak to your Pupil Support teacher if you wish to request an interview .

Email: [jennifer.graham@sds.co.uk](mailto:jennifer.graham@sds.co.uk)

## **KEY PERSONNEL**

Further information can be obtained from Principal Teachers of Pupil Support and Depute Headteachers:

**Mr I Fleming Depute Headteacher S4**

**Ms L Barr - Depute Headteacher S5/6**

**Miss M Hare - Principal Teacher Pupil Support (AV)**

**Mrs E Neil- Principal Teacher Pupil Support (DU)**

**Mr Dunn - Principal Teacher Pupil Support (KY)**

**Miss R McGinlay—Principal Teacher Pupil Support (LE)**

**Ms K Williams - Principal Teacher Pupil Support (LO)**



# ACCOUNTING

## Qualifications

### Higher

The course consists of two areas of study:

**Financial Accounting:** Candidates develop their understanding of how to prepare routine and complex financial accounting information. They learn about current financial accounting regulations and apply them to a range of business structures. Stakeholders use this information to assess an organisation's current financial position.

**Management Accounting:** Candidates develop their understanding of internal accounting procedures. They learn how to prepare information using a range of routine and complex accounting techniques. Managers use this information when making decisions about the planning, control and future direction of an organisation.

## Course Overview

The main purpose of the Accounting course is to enable learners to understand, and make use of, financial information so that they can prepare accounting statements and analyse, interpret and report on an organisation's financial performance. The course combines practical and theoretical aspects of learning related to accounting, and will allow learners to use ICT through tackling both computer-based and paper-based tasks. Accounting relates to many aspects of everyday life, and therefore gives learners experiences which are topical and which develop skills for learning, life and work. The course encourages learners to think logically and to apply accounting principles in their everyday lives, thereby supporting their personal financial awareness.

## Career Opportunities

The Higher Accounting course will give young people the opportunity to pursue further studies which may lead to careers in fields including accountancy, actuary, banking, finance, retail and insurance.



# ADMINISTRATION & INFORMATION TECHNOLOGY

## Qualifications

### National 5

Administration, Communication and IT is integral to every sector of industry and cuts across all sectors of the economy. The National 5 course is a practical course that provides candidates with experience of real-life administration tasks and engaging practical activities relevant to the world of work. Candidates learn to become proficient in the use of the software packages within the Microsoft Office Suite and administrative theory as outlined above. This is a dynamic course with an emphasis on the development and application of transferable digital skills expected by employers.

[https://www.sqa.org.uk/files\\_cccAdministrationAndITCourseSpecN5.pdf](https://www.sqa.org.uk/files_cccAdministrationAndITCourseSpecN5.pdf)

### Higher

The Higher course builds on the skills, knowledge and understanding gained in National 5 course and provides candidates with experience of senior administration tasks and engaging practical activities relevant to the world of work. Candidates develop the ability to use a range of advanced Microsoft Office applications and emerging social and digital technologies. Candidates develop a deeper 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, and organisational and management skills enable them to contribute to the effective functioning of organisations in supervisory administrative positions.

[https://www.sqa.org.uk/files\\_ccc/HigherCourseSpecAIT.pdf](https://www.sqa.org.uk/files_ccc/HigherCourseSpecAIT.pdf)

<https://www.npfs.org.uk/downloads/highers-administration-and-it/>



## Course Overview

In Administration and IT, pupils are taught the digital literacy skills required in today's workplaces. They become proficient in the use of the Microsoft Office Suite software and:

- the importance of sound electronic file management systems to aid efficiency
- skills to discern validity and reliability of information to aid accuracy in problem-solving, decision-making and data integrity
- knowledge of legislation governing security of information
- Workplace Health and Safety policies and procedures, and good ergonomic practice
- the necessity for professional etiquette in communications with customers via digital technologies in order to protect the online reputation of businesses

## Career Opportunities

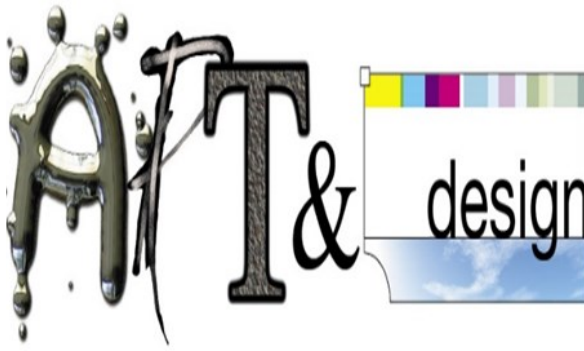
This course greatly benefits candidates embarking on any area of Further or Higher Education. The expectation of high-quality presentation of submitted coursework reports, essays and research analysis can be met by the skills gained in the course. Moreover, candidates will be equipped with knowledge of tools to help them organise their work effectively, prioritise workload through time and task management techniques and eliminate time-stealers. Career progression routes include areas such as Economics, Business and Human Resource Management, Accounting, and Public Services Administration.

## Progression

National 5

(Pass at  
A/B/C)

Higher



## ART & DESIGN

### Qualifications

#### National 5

The course integrates investigative and practical learning, and knowledge and understanding of art and design practice. Creativity is the key focus of the course. In the course, candidates draw upon their understanding of artists' and designers' work and practice. They follow art and design processes to develop their own creative work. They also reflect on and evaluate their creative processes and the qualities of their expressive and design portfolios.

The course comprises two areas of study: **Expressive** and **Design**.

#### Higher

The course has an integrated approach to learning. It combines investigative and practical learning with knowledge and understanding of art and design practice. Creativity is the key focus, with candidates developing a range of art and design techniques and complex problem-solving skills.

The course has two areas of study: **Expressive** and **Design**.

#### Advanced Higher - EXPRESSIVE

In this course, learners will engage in a creative and personally-selected expressive enquiry. They will explore the creative potential of their selected expressive stimuli and experiment with using materials, advanced techniques and/or technology to communicate and express their ideas in 2D and/or 3D formats.

The course provides opportunities for personalisation and choice by allowing learners to select creative and challenging contexts for self-directed learning. It allows learners to broaden and extend their creativity and critical thinking skills and to work independently in an area of personal interest. This distinct focus on sustained self-directed learning is part of the course's unique contribution to the learner's creative expressive development. During the course, learners will develop and refine a series of original and creative ideas and expressive artwork. Throughout their learning, pupils will have opportunities to develop informed views and personal opinions on artists' work and expressive art practice. They will demonstrate critical understanding of art practice and will research and investigate how specific artists develop and create expressive art work in response to external stimuli, including the environment, their surroundings, world events and social issues. They will use their knowledge of artistic practice to inspire their own expressive art work when expressing and communicating their thoughts, feelings and ideas, and responding in a personal and creative way to their stimuli, using art materials, techniques and/or technology to communicate meaning through their work.

### Course Overview

The Art and Design course aims to provide a broad, investigative and practical experience of art and design. Creativity is the key focus of the course. Candidates develop knowledge of art and design practice by studying artists and designers and their work. They also develop problem-solving skills, gain an understanding of expressive and design processes and accumulate and use a selection of related skills. The course provides opportunities for candidates to be inspired and creatively challenged through their work.

### Career Opportunities

Art and Design students are creative individuals and many will go on to realise that this skill is valued in the creative industries and a global marketplace. Graduates become artists, designers, makers, engineers, architects, entrepreneurs, filmmakers, animators, broadcasters, curators, lecturers, teachers, photographers, editors and directors.

### Progression

National 5  
(Pass at  
A/B/C)

Higher  
(Pass at  
A/B/C)

Advanced  
Higher

# ART & DESIGN

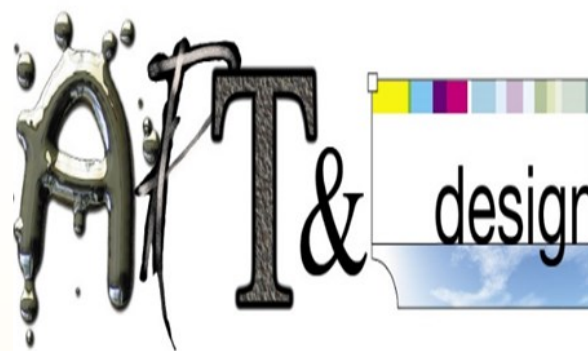
## Qualifications

### Advanced Higher - DESIGN

The development of creativity is the main focus of this practical and experiential course. In this course, learners will engage in an intensive and personally-selected design enquiry. They will investigate and explore the creative opportunities and constraints of a selected design area, taking account of function, target market and aesthetics. They will experiment with using design materials, techniques and/or technology in sophisticated ways when developing and refining creative design ideas and solutions.

The course provides opportunities for personalisation and choice in selecting a creative and challenging context for self-directed learning. It allows learners to broaden and extend their creativity, design-based problem-solving and critical thinking skills, and to work independently. This distinct focus on sustained self-directed learning is part of the course's unique contribution to learners' creative development.

During the course, learners will develop informed views and personal opinions on designers' work and practice. They will respond in sophisticated and creative ways to the issues, opportunities and constraints of the design area when developing design ideas and solutions and resolving technical and design challenges. They will use their investigation into design practice to inspire them to develop and refine a progressive series of original design ideas and solutions in response to selected stimuli.



## Course Overview

The Art and Design course aims to provide a broad, investigative and practical experience of art and design. Creativity is the key focus of the course. Candidates develop knowledge of art and design practice by studying artists and designers and their work. They also develop problem-solving skills, gain an understanding of expressive and design processes and accumulate and use a selection of related skills. The course provides opportunities for candidates to be inspired and creatively challenged through their work.

## Career Opportunities

Art and Design students are creative individuals and many will go on to realise that this skill is valued in the creative industries and a global marketplace. Graduates become artists, designers, makers, engineers, architects, entrepreneurs, filmmakers, animators, broadcasters, curators, lecturers, teachers, photographers, editors and directors.

## Progression

National 5  
(Pass at  
A/B/C)

Higher  
(Pass at  
A/B/C)

Advanced  
Higher





# BIOLOGY

## Qualifications

### National 5

The course covers major areas of Biology, ranging from cells to whole organisms and the study of ecosystems. Focus on cellular level processes leads to an understanding of the importance and roles of the cell. By comparing the processes in multicellular plants and animals, candidates investigate increasing levels of complexity. The key areas of biodiversity and interdependence are covered, along with the processes leading to evolution, as well as food security and ethical issues.

National 5 Biology is assessed through an assignment (carried out under controlled conditions) worth 20% and a final exam contributing 80% towards a candidate's final grade.

### Higher - Human Biology

The course allows candidates to acquire a deeper understanding of cellular processes, physiological mechanisms and their impact on health, aspects of the nervous system, and defence mechanisms in human beings.

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.

Higher Human Biology is assessed through an assignment (carried out under controlled conditions) worth 20% and a final exam contributing 80% towards a candidate's final grade.

### Higher - Biology

Candidates develop an understanding of DNA and how the structure of the genome leads to the basis of evolution and biodiversity. Genomics is studied as one of the major scientific advances in recent times. Metabolic pathways and their control are considered along with the conditions in which organisms survive and their means of coping with these. The interdependence and complex interactions between organisms is explored and sustainable food production, with the fundamental process of photosynthesis at its core, is investigated.

The course uses an experimental and investigative approach to develop knowledge and understanding of concepts in Biology. The scale of topics ranges from molecular through to whole organism and beyond.

Higher Biology is assessed through an assignment (carried out under controlled conditions) and a final exam contributing 80% towards a candidate's final grade.

### Advanced Higher

The course provides candidates with the opportunity to develop a deeper understanding of the cell by studying the key roles of proteins within the cell. This understanding of cellular processes is then related to physiological function. At the whole-organism scale, the course explores how sexual reproduction and parasitism are major drivers of evolution. This allows candidates to develop a deeper understanding of the mechanism of evolution.

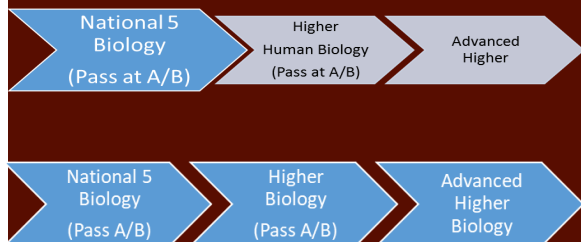
## Course Overview

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

Biology courses encourage development of skills and resourcefulness, which lead to learners becoming confident individuals. Successful candidates in Biology think creatively and analyse and solve problems. Studying relevant areas of Biology such as health, environment and sustainability produces responsible citizens.

## Career Opportunities

Studying biological sciences gives young people the opportunity to engage with a wide range of careers including medicine, dentistry, veterinary medicine, sports science, conservation, marine biology, and many more.



# BUSINESS MANAGEMENT

## Qualifications

### National 5

Learners will combine practical and theoretical aspects of business-learning through real-life business contexts. The skills, knowledge and understanding gained are embedded in current business practice and theory, and reflect the integrated nature of organisations, their functions, and their decision-making processes.

### Higher

The Higher Business Management course builds on the skills, knowledge and understanding gained in National 5 Business Management.

The Higher Business Management course will extend your understanding of the ways in which organisations in the private, public and third sectors operate. You will carry out activities that highlight the opportunities and constraints on these organisations in the pursuit of their strategic goals.



## Course Overview

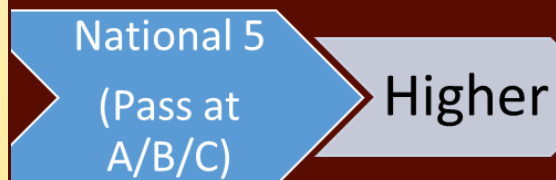
Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. The purpose of the course is to develop learners' understanding of the way in which businesses operate in the current dynamic, changing, competitive and economic environments and to encourage entrepreneurial attitudes.

## Career Opportunities

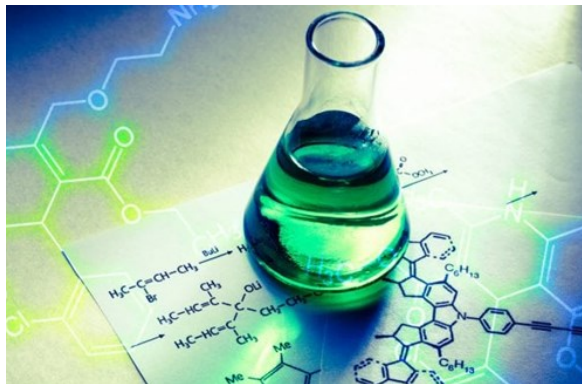
You might go on to:

- full-time Higher Education, to do a course such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you enter would depend on the level and relevance of your other qualifications
- employment

## Progression







# CHEMISTRY

## Qualifications

### National 5

The purpose of the course is to develop candidates' curiosity, interest and enthusiasm for Chemistry in a range of contexts. The skills of scientific inquiry are integrated and developed throughout the course. The relevance of Chemistry is highlighted by the study of the applications of Chemistry in everyday contexts.

The course content includes the following areas of Chemistry: chemical changes and structure, nature's chemistry, and chemistry in society.

National 5 Chemistry is assessed through an assignment (carried out under controlled conditions) worth 20% and a final exam contributing 80% towards a candidate's final grade.

### Higher

Candidates learn concepts used to take a chemical process from the researcher's bench through to industrial production. Studying 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 maximise the profitability of an industrial process. Candidates gain an understanding of chemical bonding and intermolecular forces that allows them to predict the physical properties of materials.

Higher is assessed through an assignment (carried out under controlled conditions) worth 20% and a final exam contributing 80% towards a candidate's final grade.

### Advanced Higher

The course develops scientific understanding of issues relating to Chemistry, and uses the development of chemical theory to build an extensive set of skills for learners. Through application of a detailed knowledge and understanding of chemical concepts in practical situations, learners develop an appreciation of the impact of Chemistry on their everyday lives.

Practical investigative skills are particularly important at this level. This is reflected in the opportunity to carry out high-quality experimental work within all the course units, and particularly in the Advanced Higher Researching Chemistry Unit, which incorporates both practical techniques and skills of scientific investigation.

## Course Overview

Chemistry is the study of matter at the level of atoms, molecules, ions and compounds. These substances are the building blocks of life and all of the materials that surround us. Chemists play a vital role in the production of everyday commodities. Chemistry research and development is essential for the introduction of products. Studying Chemistry is of benefit not only to those pursuing a career in science, but also to those intending to work in areas such as the food, health, textile or manufacturing industries.

An experimental and investigative approach is used to develop knowledge and understanding of chemical concepts.

## Career Opportunities

Studying Chemistry gives young people the opportunity to engage with a wide range of careers including medicine, dentistry, veterinary medicine, biochemistry, textiles, food industry, and many more.

## Progression

National 5  
Chemistry  
(Pass at A/B)

Higher  
(Pass at A/B)

Advanced  
Higher

# COMPUTING SCIENCE

## Qualifications

### National 5

The National 5 Computing Science course develops knowledge and understanding of key concepts and processes in Computing Science, enabling learners to apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital concepts. Learners communicate computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology, and develop an understanding of the role and impact of Computing Science in changing and influencing our environment and society.

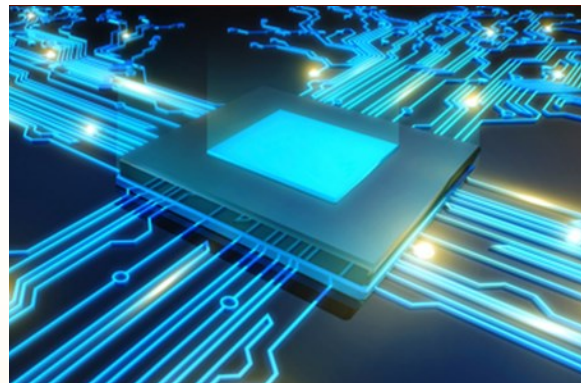
### Higher

The Higher Computing Science course builds on the skills, knowledge and understanding gained in National 5 Computing Science.

The Higher Computing Science course introduces learners to an advanced range of computational processes and thinking, and develops a rigorous approach to the design and development process across a variety of contemporary contexts. Learners gain an awareness of the importance that computing professionals play in meeting the needs of society today and in the future, in fields which include science, education, business and industry.

### Advanced Higher

The Advanced Higher Computing Science course builds on the knowledge, understanding and practical skills developed by learners in the Higher Computing Science course. Learners gain advanced programming, development and research skills, and an understanding of the role and impact of contemporary computing technologies.



## Course Overview

Computing Science is vital to everyday life – on social, technological and economic levels. It shapes the world in which we live and its future. Computing is embedded in the world around us, from systems and devices in our homes to our places of work. It has also changed the way we learn, relax, travel and communicate.

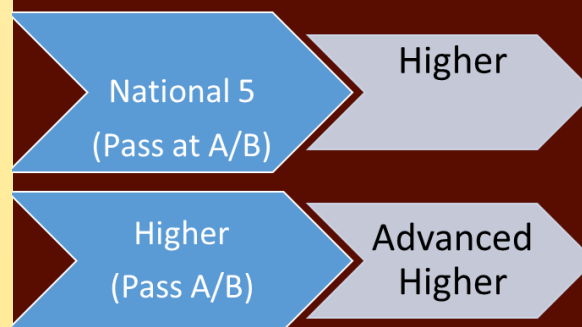
In Computing Science, you will develop valuable transferable work and life skills, such as being able to solve problems in a logical way, think creatively and handle information.

## Career Opportunities

The skills you learn in this course are useful in lots of different job areas. These include science, communications, entertainment, education, business and industry. Candidates might go on to do further study in:

- Computing and ICT
- Engineering
- Science and Mathematics

## Progression



# CYBER SECURITY

## Qualifications

### National Progression Award (Level 4,5 & 6)

These awards are designed to raise awareness of cyber security and fill the current skills gap in this field. They will encourage learners to improve their cyber hygiene and enable them to identify security weakness safely, legally and ethically. They will also help learners to contribute more safely to virtual communities.

## Course Overview

The internet and digital technologies are transforming our society by driving economic growth, connecting people and providing new ways to communicate and cooperate with one another. However, the rise of the internet has led to the rise of cybercrime, such as identity theft, fraud, and blackmail within our communities.

## Career Opportunities

There is a current skills shortage in the field of cyber security to defend against attacks. It is believed that education is key to addressing the skills gap. The NPA Cyber Security awards have stemmed from the need to address the growing rise in easily preventable cyber-crime.

Candidates might go on to do further study in:

- Computing and ICT
- Cyber Security

## Progression



# DRAMA

## Qualifications

### National 5

Throughout the course, candidates explore and develop a range of dramatic skills and approaches to communicating thoughts and ideas to an audience. They develop a range of acting skills in relation to portraying characters. They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and conventions when creating and presenting drama.

### Higher

The Higher Drama course aims to enable learners to generate and communicate thoughts and ideas when creating drama, develop a knowledge and understanding of social and cultural influences on drama and develop complex skills in presenting and analysing drama. Throughout the course pupils develop knowledge and understanding of complex production skills when presenting drama, and explore form, structure, genre and style.



## Course Overview

Drama provides opportunities for learners to develop skills in creating and presenting drama.

There is a focus on the development and use of increasingly complex drama and production skills to present drama.

Drama encourages candidates to exercise imagination and creativity. Pupils develop important skills, attitudes and attributes, including creativity and adaptability, independent learning skills, critical thinking, enthusiasm, and confidence. Pupils also develop practical skills in creating, presenting, producing and evaluating drama, and are encouraged to be creative and to express themselves in different ways. Learning through drama helps candidates to appreciate cultural values, identities and ideas.

## Career Opportunities

Studying Drama gives young people self-confidence, the chance to use their imagination and develop their communication and cooperation. These skills are vital to a whole range of career paths both in the theatre industry and outwith the industry, such as in education, law, media, journalism, business and politics.

## Progression

Drama National 5  
(Pass at A/B)

Higher Drama

English  
National 5  
(Pass at A/B/C)

Crash Higher Drama



# ENGLISH

## Qualifications

### National 4

The National 4 English course builds on the experiences and outcomes of English and Literacy in the Broad General Education.

The course aims to develop learners' ability to understand, analyse and evaluate straightforward written and spoken language texts by exposing learners to a wide variety of fiction and non-fiction texts. Learners will create and produce texts and take part in solo presentation and group discussion tasks.

Learners will also develop their independent research and thinking skills when investigating a topic of their choice.

### National 5 English

Throughout this course, candidates develop the skills required to understand, analyse and evaluate texts, including Scottish texts. Candidates will study literature, language and media. Learners will apply their knowledge about how texts are created to produce a folio of their own work and to participate in spoken performance tasks.

### National 5 Literacy

The purpose of the National 5 Literacy Award is to motivate and challenge candidates to develop reading, writing, talking and listening skills useful for learning, life and work. This is an internally-assessed course which is valued by employers and colleges.

### Higher

The Higher English course develops, deepens and extends the skills of listening, talking, reading and writing in order to understand, analyse, evaluate and use language. Texts which learners are expected to understand and analyse and to create themselves are more complex and pupils are required to develop their skills in working independently.

### Advanced Higher

The Advanced Higher English course aims to provide learners with the opportunity to develop complex language skills, to develop their ability to interpret complex literature and to produce sophisticated language. The course will provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will also develop sophisticated writing skills in a variety of different types of writing.

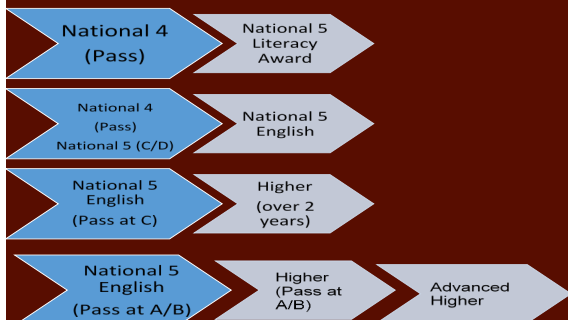
## Course Overview

The English course aims to build upon and extend the essential literacy life skills of listening, reading, writing and talking and to develop learners' abilities to understand, analyse, evaluate and make use of language independently. Learners will read, listen to, discuss and write about literature, language and media from Scotland and around the world. They will study a variety of texts, both fiction and non-fiction.

## Career Opportunities

Studying English gives young people access to the wider curriculum with particular links to languages, philosophy and the social sciences. It is excellent preparation for the workplace and for further study at college and university. The opportunity to pursue further studies may lead to careers in fields including commerce and industry, education, journalism, law, marketing, media and politics.

## Progression





# ENTERPRISE & EMPLOYABILITY

## Qualifications

### National Progression Award (Level 4)

A total of four credits are required to achieve the NPA at each level. One mandatory unit must be completed, with the remaining credits coming from a range of optional units. Assessment is through a range of practical activities, folios, self-evaluation, planning and review. Throughout the course, pupils will experience a range of activities, from enterprise initiatives, talks from guest speakers and getting involved in community events.



## Course Overview

The purpose of this course is to enable pupils to identify, develop and demonstrate enterprise and employability skills. The overriding aim is to equip individuals with relevant and transferable skills, which can be used in self-employment or any employment setting.

## Career Opportunities

Candidates who undertake an NPA in Enterprise and Employability could expect increased employment opportunities, following on from improved work-related skills and qualities, especially following a successful work placement.

## Progression

Candidates might go on to do further vocational courses such as Skills for Work or business-related awards at SCQF levels 5 and 6.



# ENVIRONMENTAL SCIENCE

## Qualifications

### National 5

Environmental Science allows candidates to investigate key areas of the living environment. Through studying the rock cycle, students understand how the Earth was formed and how this impacts on the world around us. In the Sustainability unit, young people are encouraged to examine their own impact on the planet and suggest solutions to major world issues such as climate change.

National 5 Environmental Science is assessed through an assignment (carried out under controlled conditions) worth 20% and a final exam contributing 80% towards a candidate's final grade.

### Higher

The course provides opportunities for candidates to investigate key areas of the living environment, such as biodiversity and interdependence. Through the Earth's systems, candidates will investigate resource issues in the geosphere, hydrosphere, biosphere and atmosphere. Sustainable development is explored through food, water and energy security as well as investigating issues relating to waste generation and management.

The course has strong interdisciplinary links and develops skills, knowledge and understanding in relevant areas of Science and Social Subjects.

Higher is assessed through an assignment (carried out under controlled conditions) worth 20% and a final exam contributing 80% towards a candidate's final grade.

## Course Overview

Environmental Science is an interdisciplinary subject which involves Sciences and Social Subjects. Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources, and changes in wildlife habitats. Successful candidates in Environmental Science think creatively, analyse and solve problems. Studying relevant areas of environmental science such as the living environment, the Earth's resources and sustainability helps to produce responsible citizens.

The course provides opportunities for candidates to apply their knowledge, to evaluate environmental issues, and to make informed decisions. This can lead to candidates developing an informed and ethical view of topical issues.

## Career Opportunities

Studying Environmental Science gives young people the opportunity to engage with a wide range of careers including conservation, geography, geology, business, energy industry, geopolitics and many more.



# GEOGRAPHY

## Qualifications

### National 4

National 4 Geography develops learners' knowledge and understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be offered, so that learners can interact with their environment.

### National 5

National 5 Geography introduces candidates to our changing world, its human interactions and physical processes. Candidates develop the knowledge and skills to enable them to contribute to their local communities and wider society. The study of Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

### Higher

Higher Geography develops candidates' understanding of our changing world, its human interactions and physical processes. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment. The Higher course encourages positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. The course provides candidates with the skills, knowledge and understanding to contribute effectively to their local communities and wider society.

### Advanced Higher

The purpose of Advanced Higher Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be essential parts of this course, so that learners can interact with their environment. This course will provide learners with the knowledge and skills to enable them to engage with challenging issues in their local communities and wider society.



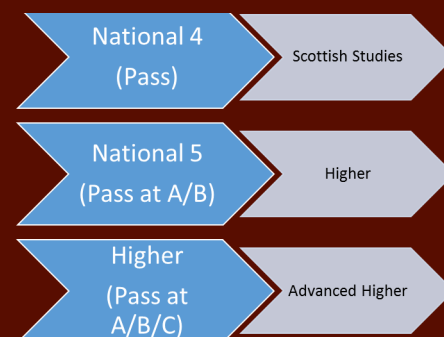
## Course Overview

Geography fosters positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local community and wider society.

## Career Opportunities

Studying Geography can lead to a great number of careers including cartography, commercial/residential surveying, Environmental consultancy, government, HR, teaching and town planning.

## Progression



# GRAPHIC COMMUNICATION

## Qualifications

### National 5

The National 5 course develops pupils' practical skills, knowledge and understanding within 2D and 3D Graphic Communication contexts. Learners will be tasked with creating solutions to Graphic Communication scenarios using manual and digital media. During these exercises, learners will be required to utilise skills learned in manual sketching and drawing, computer-aided drawing software, technical drawing, illustration software and desktop publishing software and techniques to create industry-standard Graphic Communication presentations. In addition to the practical skills, learners will gain knowledge in the theory concepts associated with Graphic Communication and its impact on society.

### Higher

The Higher course builds on the skills gained at National 5 level and will allow learners the opportunities to incorporate design elements into their Graphic Communication presentations. In gaining a deeper understanding of the practical and theory aspects of the course, learners will be able to see the correlation between school and industry. The presentations created at this level will enable pupils to use Graphic Communications to industry standard.

### Advanced Higher

The Advanced Higher course explores Graphic Communication from an audience/ client perspective and promotes the use of working individually and as part of a team. There are still the practical and theoretical aspects to the course, but learners are also required to develop an audience/client proposal, which they can then create using industry-standard Technical Drawings and Presentations. Learners will look at audience/ client requirements from a Technical Drawing and Commercial and Visual Media perspective, and then create a presentation for their proposal.

## Course Overview

The Graphic Communication course introduces learners to the diverse and ever-increasing variety of graphic communication techniques used worldwide. It provides scope for personalisation and choice, and learners are encouraged to exercise imagination, creativity, problem solving skills, logical and critical thinking.

Learners will develop an awareness of Graphic Communication as an international language and understand how the skills they learn can be transferred into fields such as engineering, architecture, computer-aided design/manufacture, animation, graphic design and construction. Learners will also develop an awareness of the impact that Graphic Communication has on our society and the ever-evolving cycle of technologies associated with the subject.

## Career Opportunities

The skills you learn in this course are useful in many career areas including Architecture, Surveying, Engineering, Construction, Design and Marketing, Graphic Design, Manufacturing, Web Design, Multimedia, Digital Design and Landscaping and many more.

Candidates might go on to do further study in Art and Design, Computing and ICT, Construction, Engineering and Manufacturing industries.

National 5

(Pass at  
A/B/C)

Higher

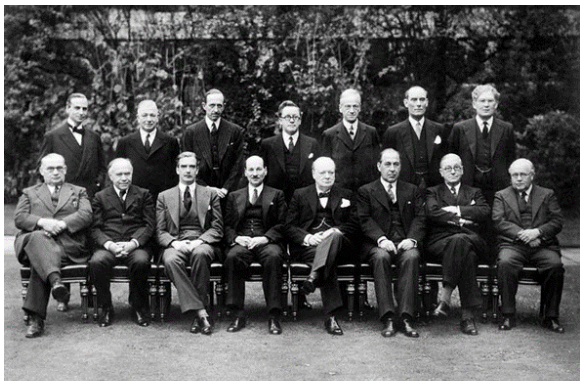
(Pass at A/B)

Advanced  
Higher

Further information can be found on

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) ; [www.planitplus.net](http://www.planitplus.net); [www.npfs.org.uk](http://www.npfs.org.uk) & [www.sqa.org.uk/sqa/45625.html](http://www.sqa.org.uk/sqa/45625.html)





# HISTORY

## Qualifications

### National 4

Throughout this course, candidates will acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. Options cover topics from the later modern periods and include elements of political, social, economic and cultural history. The approach developed and the understanding gained can be applied to other historical settings and issues.

### National 5

National 5 History provides candidates with discipline-based knowledge and understanding of historical events, and helps candidates to function as effective contributors to society. They develop important attributes such as self-confidence, an open mind and respect for the values, beliefs and cultures of others, an openness to new types of thinking and ideas, and a sense of responsibility and global citizenship.

The course emphasises the development and application of skills. Evaluation of a wide range of sources develops thinking skills. Using and synthesising information develops skills in literacy.

### Higher

Candidates acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts in a variety of time periods. Options cover topics from the 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.

### Advanced Higher

The course makes a distinctive contribution to the curriculum by engaging in the issues which arise from significant historical events and developments. The depth of study enables learners to engage fully in historical debate, and thereby develop a deeper appreciation of the forces which have shaped historical developments.

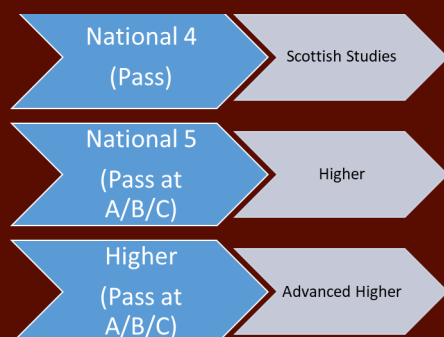
## Course Overview

The purpose of History is to provide learners with insights into their own lives and the society in which they live. By examining the past, they discover their heritage as members of a community, a country and the wider world. History provides learners with both a perspective on, and an understanding of, the forces which have shaped their own society and societies in other countries.

## Career Opportunities

Studying History can lead to careers in media, government, heritage organisations, conservations, teaching, museums, the police and law.

## Progression





# HOSPITALITY—PRACTICAL COOKERY

## Qualification

### National 5

This course aims to develop candidates' life skills, enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in hospitality. In preparing candidates for life, the course anticipates their future needs and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

The course aims to enable candidates to:

- \* use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- \* select and use ingredients to produce and garnish or decorate dishes
- \* develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- \* develop an understanding of current dietary advice relating to the use of ingredients
- \* plan and produce meals and present them appropriately  
work safely and hygienically

The course contains a significant practical component, which involves experiential learning supported by related theory. It uses real-life hospitality contexts, relevant to the world of work.



## Course Overview

This course is designed for those who are interested in food and cooking and who enjoy being creative with food. Learners who have chosen to follow it may wish to utilise their cookery knowledge and skills at home, in the wider community or, ultimately, in the Hospitality industry.

## Career Opportunities

Its contribution to vocational education is important because it allows progression to a range of careers in hospitality. Organisational skills, which have application in a wide variety of contexts, are developed. The course also supports the wider curriculum through developing candidates' understanding of the importance of sustainable ingredients.



# MATHEMATICS

## Qualifications

### National 4

The National 4 Mathematics course builds on the principles, practice, experiences and outcomes of Mathematics and Numeracy.

The course aims to motivate and challenge learners by enabling them to select and apply straightforward mathematical skills in a variety of mathematical and real-life situations. Learners will be enabled to use numerical data and abstract terms, and develop the idea of generalisation; they will interpret, communicate and manage information in mathematical form. The course also aims to develop the learner's skills in using mathematical language, to explore straightforward mathematical ideas, and develop skills relevant to learning, life and work in an engaging and enjoyable way.

The course would be suitable for learners who have experienced breadth and depth of learning across Mathematics experiences and outcomes, or who have attained the National 3 Lifeskills Mathematics course award, or have equivalent qualification or experience.

On successful completion of this course, the learner could progress to:

- National 5 Mathematics
- National 5 Lifeskills Mathematics
- Numeracy (National 5) Unit

Mathematics has applications in many subject areas, and skills developed in this course could support progression in this and other curriculum areas. These skills can also support progression into Skills for Work courses, National Progression Awards, National Certificate Group Awards, and employment.

### National 5

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.

Candidates develop mathematical reasoning skills and gain experience in making informed decisions.

This is a suitable course for learners who have achieved the fourth level of learning across the Mathematics experiences and outcomes in the broad general education, or who have attained the National 4 Mathematics course, or who have equivalent qualifications or experience.

This course is particularly suitable for learners who wish to develop mathematical techniques for use in further study of Mathematics or other curriculum areas, or in workplaces.

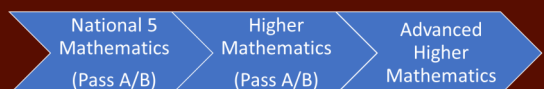
## Course Overview

The Mathematics course aims to build upon and extend mathematical skills, knowledge and understanding in a way that recognises problem-solving as an essential skill and enables learners to integrate their knowledge of different aspects of the subject. Learners will develop the skills necessary to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Learners will develop skills in logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways.

## Career Opportunities

Learning Mathematics gives young people access to the wider curriculum and the opportunity to pursue careers in fields including accountancy, data analysis, science, statistics, surveying, technology and engineering.

## Progression



# MATHEMATICS

## Qualifications

### Higher

This course is suitable for students who wish to study STEM subjects at university. Please check the requirements for your university course.

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.

Candidates develop mathematical reasoning skills and gain experience in making informed decisions.

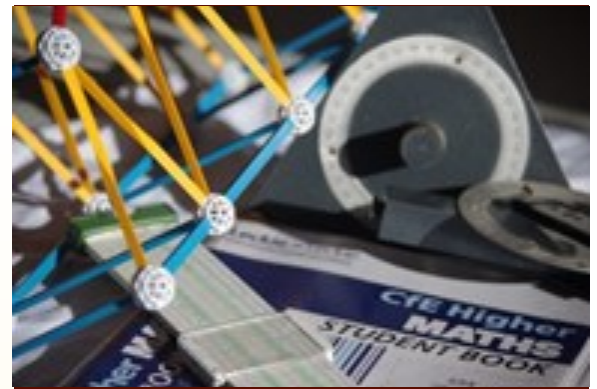
This course is particularly suitable for candidates who:

- have demonstrated an aptitude for National 5 Mathematics
- are interested in developing mathematical techniques to use in further study or in the workplace

### Advanced Higher

This course will develop, deepen and extend the mathematical skills necessary at this level and beyond.

Learners will acquire and apply operational skills necessary for exploring more complex mathematical ideas. In addition, learners will develop mathematical reasoning skills and will gain experience in logical thinking and methods of proof.



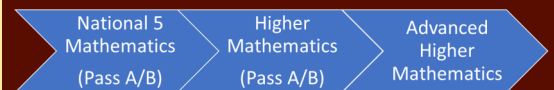
## Course Overview

The Mathematics course aims to build upon and extend mathematical skills, knowledge and understanding in a way that recognises problem-solving as an essential skill and enables learners to integrate their knowledge of different aspects of the subject. Learners will develop the skills necessary to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Learners will develop skills in logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways.

## Career Opportunities

Learning Mathematics gives young people access to the wider curriculum and the opportunity to pursue careers in fields including accountancy, data analysis, science, statistics, surveying, technology and engineering.

## Progression





# MATHEMATICS: Applications

## Qualifications

### National 5 Mathematics - Applications

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 mathematical skills within this course are underpinned by numeracy, and designed to develop candidates' mathematical reasoning skills in areas relevant to learning, life and work.

This is a suitable course for learners who have achieved the fourth level of learning across the Mathematics experiences and outcomes in the Broad General Education, or who have completed the National 4 Mathematics course, or who have equivalent qualifications or experience.

This course is particularly suitable for learners who wish to develop mathematical techniques for use in further study of Mathematics or other curriculum areas, or in workplaces.

### Higher Mathematics - Applications

This course is suitable for students who wish to study NON-STEM subjects at university. Please check the requirements for your university course.

The Higher Applications of Mathematics course focuses on developing the mathematical and analytical skills required in society and for the future workforce. The course develops candidates' quantitative and mathematical literacy, problem-solving skills and reasoning skills as they apply Mathematics in real-life contexts.

Applying Mathematics in real-life contexts includes identifying relevant information, 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.

The skills, knowledge and understanding in the course supports learning and further study and builds confidence in a wide range of curricular areas, such as Humanities, Social Sciences, Healthcare, and Business.

This course is suitable for candidates:

- \* who have completed the National 5 Applications of Mathematics course or the National 5 Mathematics course
- \* interested in developing the mathematical reasoning and numerical skills that are useful in other curriculum areas and workplaces

This course is particularly suitable for candidates who:

- \* have demonstrated an aptitude for Higher Mathematics
- \* are interested in developing mathematical techniques to use in further study or in the workplace

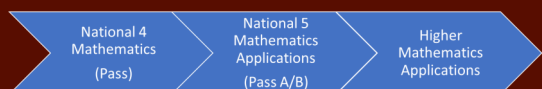
## Course Overview

The Mathematics course aims to build upon and extend mathematical skills, knowledge and understanding in a way that recognises problem-solving as an essential skill and enables learners to integrate their knowledge of different aspects of the subject. Learners will develop the skills necessary to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Learners will develop skills in logical reasoning, analysis, problem-solving skills, creativity, and the ability to think in abstract ways.

## Career Opportunities

Learning Mathematics gives young people access to the wider curriculum and the opportunity to pursue careers in fields including accountancy, data analysis, science, statistics, surveying, technology and engineering.

## Progression





# MODERN LANGUAGES: FRENCH & SPANISH

## Qualifications

### National 4

The course consists of the units listed below. All pupils will also complete an Added Value Unit, wherein pupils will use their language skills to investigate and make a short report on a chosen topic in French/Spanish.

**Understanding Language:** This develops your ability to read and listen to written and spoken French/Spanish.

**Using Language:** This develops your ability to talk and write in French/Spanish.

### National 5

The course consists of the contexts listed below. Each component (Reading, Listening, Talking and Writing) is worth 25% of a pupil's overall mark. The Writing Assignment and Speaking exam are completed before the final exam.

**Society:** Family and friends, lifestyles, media, global languages and citizenship.

**Learning:** Education in France and Spain.

**Employability:** Jobs, work and CV.

**Culture:** Planning a trip, celebrations and events in another country, literature of another country (poems, songs and stories), film and television.

### Higher

The Higher qualification in French/Spanish gives learners the opportunity to reach a stage where the language is used independently in confident and flexible ways. The course develops communicative competence to a level of some sophistication in a range of situations. Learners focus on developing their confidence in using French/Spanish in the contexts of Society, Learning, Employability and Culture. In an increasingly connected and multilingual world, where language skills are in scarce supply, a Modern Language qualification is in high demand. Qualifications in a Modern Language are now desirable in jobs where they were previously not necessary.

### Advanced Higher

The Advanced Higher qualification in French/Spanish develops sophisticated abilities in using the language independently. The course offers learners the opportunity of developing their language skills within the contexts of Society, Learning, Employability and Culture. Learners further develop skills in expressing opinions and exchanging ideas, and begin to consider current affairs issues from the viewpoint of those living in France/Spain. Further options include engaging with the literature or an aspect of the country seen through texts, and focusing on the use of French/Spanish at work.



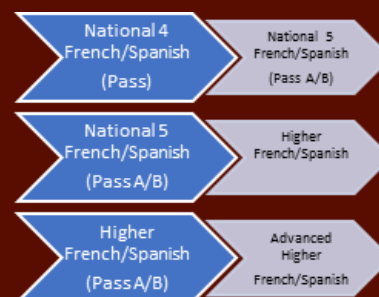
## Course Overview

These Modern Languages courses provide learners with the opportunity to develop skills in listening, talking, reading and writing, which are essential for learning, work and life. Pupils will learn to use different media effectively for learning and communication, and to develop an understanding of how language works. Pupils will continue to develop a deeper understanding of core vocabulary and key grammar points. The course is designed to challenge and encourage pupils to be global citizens by enhancing their understanding and enjoyment of other cultures and their own.

## Career Opportunities

Studying Modern Languages can lead to careers in areas such as journalism, interpreting, teaching, government and marketing.

## Progression







# MODERN STUDIES

## Qualifications

### National 4

The purpose of National 4 Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the four units of the course.

### National 5

National 5 Modern Studies uses a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. Candidates develop the skills to interpret and participate in the social and political processes they will encounter in their lives.

### Higher

Higher Modern Studies uses a multidisciplinary approach to develop candidates' knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. Candidates develop the skills to interpret and participate in the social and political processes they encounter in their lives.

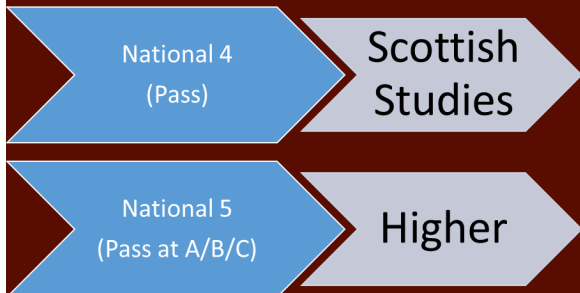
## Course Overview

The purpose of Modern Studies is to develop a learner's knowledge and understanding of current political and social issues in local, Scottish, UK and international contexts. Learners will develop an awareness of the social and political issues they will meet in their lives.

## Career Opportunities

Studying Modern Studies can lead to careers in areas as diverse as the media, government, HR, teaching, the police and law.

## Progression



# MUSIC

## Qualifications

### National 5

The purpose of the National 5 Music course is to provide candidates with a broad practical experience of performing, creating and understanding music. The course enables candidates to work independently or in collaboration with others, to make decisions and to take responsibility for their own learning. The course aims to enable candidates to broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific musical concepts, signs and symbols, and to create and perform original music using compositional methods.

### Higher

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

### Advanced Higher

The Advanced Higher Music course enables learners to develop skills in performing, creating, understanding and analysing music. It enables learners to develop and extend their applied musical skills in challenging contexts and to develop greater depth of understanding of music through listening. It provides learners with the skills they need to perform challenging music with musical and technical accuracy and fluency, while realising the composers' intentions. It also provides learners with opportunities to develop composing skills in sophisticated and creative ways. Furthermore, the course also helps learners develop advanced aural skills, and demonstrate their understanding and analysis of music through researching and analysing complete movements or works.



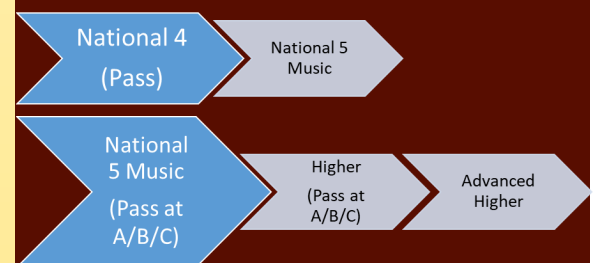
## Course Overview

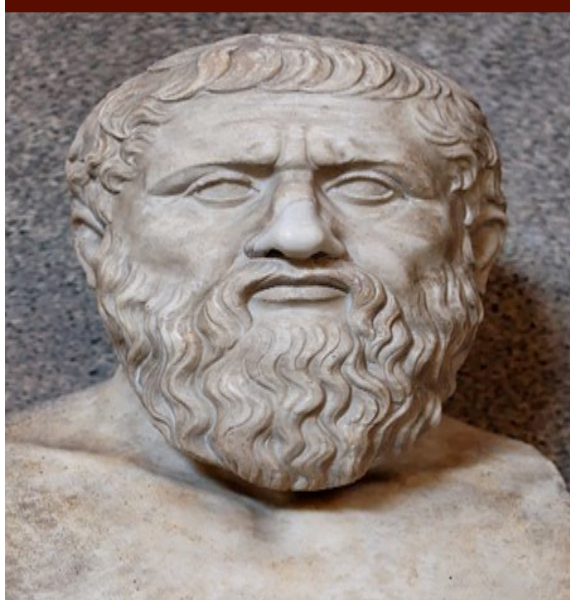
The Music course enables candidates to develop a breadth of knowledge and understanding of musical concepts and literacy. They learn to recognise and distinguish level-specific musical concepts, signs and symbols as they perform, create and listen to music. The course allows candidates to develop and consolidate practical skills in music and knowledge and understanding of musical styles and concepts. It encourages them to reflect and explore their creative ideas. Understanding music through listening enables candidates to build on and extend their knowledge and understanding of music. The course provides opportunities for candidates to perform music in solo and/or group settings.

## Career Opportunities

Career opportunities within the Music industry include music producer, musician, session musician, composer, music researcher, sound engineer, A & R coordinator, Music teacher, music therapist, acoustician, musical director, conductor and music journalist.

## Progression





# PHILOSOPHY

## Qualification

### Higher

The course develops candidates' reasoning skills by focusing on complex abstract concepts and philosophical problems.

Candidates learn to challenge assumptions and to apply their knowledge and understanding of different positions and theories in philosophy. They develop critical thinking and analytical and evaluative skills, which are important in education and employment.

## Course Overview

The purpose of Higher Philosophy is to challenge learners to think clearly about problems by asking them questions about the world we live in. Learners will explore philosophical ideas and arguments relating to general and fundamental philosophical issues of relevance in the world today. Learners will develop the ability to analyse and evaluate philosophical positions and arguments and to develop their own reasoning skills.

## Career Opportunities

Career Opportunities. Philosophy is the ultimate "**transferable work skill**." With its emphasis on rea-

# PHOTOGRAPHY

## Qualifications

### NPA Photography

This course is designed to focus on developing knowledge and understanding of practical photography and is aimed at pupils who may want to explore photography and study it at a more advanced level.

### Higher Photography

The Higher Photography course encourages candidates to be inspired and challenged by the medium of photography. An integrated approach to learning means candidates plan, develop and produce creative and technically-proficient photographs. Candidates develop skills that are valuable for learning, life and work. The course also allows them to broaden their skills base, to widen their horizons and to expand the range of vocations available to them.



## Course Overview

The Photography course allows candidates to develop knowledge and understanding of photographic media and camera techniques and processes when developing their creative practice. Candidates learn how social, cultural, historical, and scientific influences impact on photographers' work and practice. Candidates demonstrate technical photographic skills and show personal, creative responses when photographing a variety of subjects. They have opportunities to develop personal autonomy and critical-thinking skills, and learn to evaluate their own photographic work and practice.

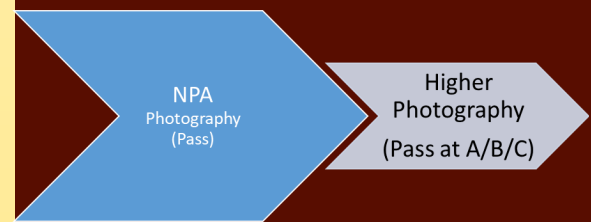
## Career Opportunities

Relevant employers can depend on your specialist photographic area, which may cover: commercial, fashion, fine arts, portrait, press, scientific and medical, sports and wildlife.

A large number of photographers are self-employed and work in a freelance capacity.

It's also possible to use your creative skills in related areas such as marketing, advertising, web design and digital marketing, where opportunities exist with a range of businesses and consultancies.

## Progression







# PHYSICAL EDUCATION

## Qualifications

### National 5

The National 5 course enables candidates to demonstrate and develop movement and performance skills in physical activities by engaging in practical activities. Learners will be required to demonstrate initiative and decision-making and problem-solving skills. Learners will select two activities, through which they will be assessed internally - this will account for 50% of their overall grade. Learners are required to complete a portfolio of written work, which is externally assessed - this accounts for the remaining 50% of the overall grade.

### Higher

The Higher course enables learners to demonstrate and develop a broad and comprehensive range of complex skills in challenging contexts in physical activities. Learners will select two activities, through which they will be assessed internally - this will account for 50% of their overall grade. Learners will then develop the ability to use strategies to make appropriate decisions for effective performance. These strategies will be based on an understanding of the impact of mental, emotional, social and physical factors on performance. Final assessment is an extended exam focusing on learner application of evaluative and analytical skills to familiar and unfamiliar contexts.

### Advanced Higher

The purpose of the Advanced Higher course is to research factors which underpin and impact on performance. Pupils use this knowledge to help develop their own performance or that of others. To do this effectively, learners will engage in research and undertake independent investigative work, and develop skills of analysis, evaluation and communication. Learners will understand how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance. The range of skills developed in the course will allow learners to work confidently and independently.

### NPA Sports Development (SCQF Level 6)

The NPA Sports Development course is designed to equip candidates with the skills, knowledge and understanding required for progression to further academic and/or professional qualifications. The award will allow candidates to develop their leadership and communication skills. Learners will undertake research tasks on the concepts of Sports Development and Recreational Sport, take part in a number of national governing body coaching awards and complete a primary school placement. Learners must also commit to assisting at an extra-curricular club during or after school.

### NPA Exercise and Fitness Leadership (SCQF Level 6)

The NPA Exercise and Fitness Leadership course is designed to support candidates wishing to pursue Exercise and Fitness as a possible career route, including personal training, applied sport science, sports therapy and recreation management. The course requires candidates to pass three units of work from cardio-vascular training, free weights training, fixed weights training and circuit training. In addition, candidates will work through a classrooms-based unit developing their knowledge and understanding of the skeletal and muscular system. This will form part of the assessment for the course award.

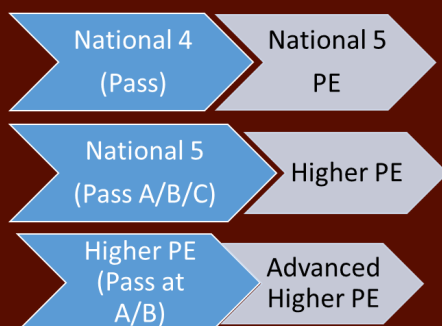
## Course Overview

Physical Education aims to develop knowledge, understanding and application of physical skills and competencies. Building on previous experiences, learners will engage in a variety of activities which allow them to demonstrate individual ability and improve activity-specific skills. Learners will be provided with opportunities to gain insight into all aspects of sporting performance, including the impact of mental, social and emotional factors. Learners will develop the necessary skills to interpret and analyse information, solve problems, evaluate performance and think creatively.

## Career Opportunities

Physical Education lends itself to a range of careers in areas such as sports science, PE teaching, physiotherapy, professional sport, sports coaching/consultancy, diet and fitness instruction and personal training. Learners will acquire and apply interpersonal, leadership and communication skills necessary for exploring careers directly related to sport and beyond.

## Progression



# PHYSICS

## Qualifications

### National 5

Physics gives candidates an insight into the underlying nature of our world and its place in the universe. From the sources of the energy we use to the exploration of space, the course covers a range of applications of the relationships that have been discovered through experiment and calculation, including those used in modern technology. An experimental and investigative approach is used to develop knowledge and understanding of concepts.

National 5 Physics is assessed through an assignment (carried out under controlled conditions) worth 20% and a final exam contributing 80% towards a candidate's final grade.

### Higher

Higher candidates gain a deeper insight into the structure of the subject, and reinforce and extend their knowledge and understanding of the concepts of Physics. Advances in Physics mean that our view of what is possible is continually being updated. The course allows candidates to deepen their understanding of the processes behind scientific advances.

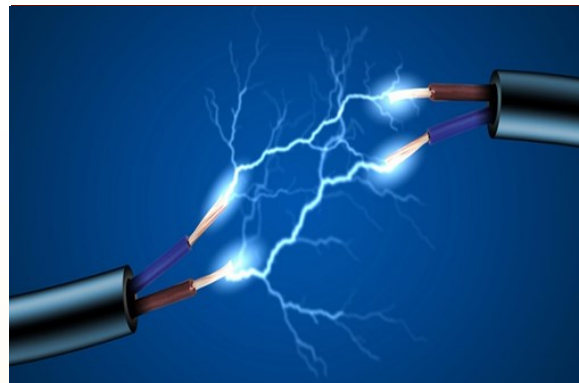
Candidates develop their ability to interpret physical phenomena using mathematical skills, and practise scientific methods from which general relationships are derived.

Higher Physics is assessed through an assignment (carried out under controlled conditions) worth 20% and a final exam contributing 80% towards a candidate's final grade.

### Advanced Higher

The Advanced Higher course develops scientific understanding of issues relating to Physics, and uses the development of theory to build an extensive set of skills for learners. Through application of a detailed knowledge and understanding of concepts, in practical situations, learners develop an appreciation of the impact of Physics on their everyday lives.

Practical investigative skills are particularly important at this level. This is reflected in the opportunity to carry out high-quality experimental work within all the course units and particularly in the Advanced Higher project, which incorporates both practical techniques and skills of scientific investigation.



## Course Overview

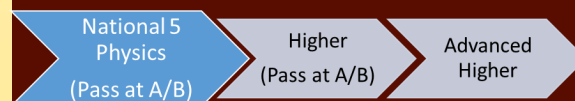
Physics is the study of matter, energy and the interaction between them. This involves asking fundamental questions and trying to answer them by observing and experimenting. This process leads to advances in our understanding of the world around us and often results in technological improvements, which enhance the lives of all. The study of Physics is of benefit not only to those who wish to pursue a career in Physics, but also to those pupils intending to work in areas such as health, energy, leisure and computing.

An experimental and investigative approach is used to develop knowledge and understanding of concepts in Physics.

## Career Opportunities

Studying Physics gives young people the opportunity to consider a wide range of careers, including medicine, dentistry, veterinary medicine, optometry, and many more.

## Progression





# PRACTICAL METALWORK/WOODWORK

## Qualification

### National 5: Metalwork

In this course you will develop manual dexterity and control skills in a specialist practical craft. You will learn about the correct use of a range of tools, equipment and materials. The skills you learn in this course are also useful to other areas, such as woodworking. You will also learn how to work effectively alongside others in a workshop environment. The course comprises three areas of study:

Bench Skills  
Machine Processes  
Fabrication and Thermal Joining

## Course Overview

This course will give you a broad introduction to practical metalworking / woodworking skills. You will learn the correct use of tools and equipment, and how to use a range of materials. You will also be able to read and interpret diagrams, and work safely in a workshop-based setting. You will get to develop creative skills, and plan your activities through to completing a finished products in metal/wood.

## Career Opportunities

The skills you learn in this course will help you move into career areas such as craft, design, engineering and graphics.

Candidates might go on to do further study in:

Art and Design  
Construction  
Engineering  
Garage Services  
Manufacturing Industries

You might go on to do:

- further study of National Certificate Group Awards
- further study of a range of other practical technological courses at National 5, Skills for Work and sector-specific SQA qualifications

## Qualification

### National 5: Woodwork

This course will help you develop and enhance your practical, creative and problem-solving skills. You will learn about the correct use of a range of tools, equipment and a range of woodworking materials. You will also learn how to work effectively alongside others in a workshop environment. You will develop an appreciation of safe working practices in a workshop setting, and you will look at environmental issues and employ good practice in working sustainably within a woodworking workshop.

The course comprises three areas of study:

Flat-Frame Construction  
Carcase Construction  
Machining and Finishing

# RELIGIOUS MORAL & PHILOSOPHICAL STUDIES

## Qualification

### National 5 RMPS:

**World Religions: Judaism** – in this unit ,pupils will study the impact and significance of beliefs and practices on the lives of followers and the wider society. This will include knowledge and understanding of differences in practices and related beliefs within Judaism.

**Morality and Belief: Morality and Relationships** – in this unit, pupils will develop an in-depth knowledge and understanding of gender roles, sexual relationships, marriage and equality and exploitation. Pupils will be able to apply moral reasoning to respond to each of these topics.

**Religious and Philosophical Questions: The problem or Evil and Suffering**– in this unit, pupils will consider explanations of suffering and evil, including free-will, responsibility and natural causes. Pupils will also consider, problems for beliefs in God including how this may be a challenge to the nature and existence of God.

### Higher RMPS:

**World Religions: Buddhism** – in this unit ,pupils will study the impact and significance of beliefs and practices on the lives of followers and the wider society. This will include knowledge and understanding of differences in practices and related beliefs within Buddhism.

**Morality and Belief: Morality and Justice** – in this unit, pupils will develop an in-depth knowledge and understanding of the causes of crime, purposes of punishment and responses to crime. Pupils will be able to apply moral reasoning to respond to each of these topics.

**Religious and Philosophical Questions: Origins** – in this unit, pupils will consider whether the universe and life were created. Pupils will explore religious views of the origins of the universe and life and explore the scientific view of Evolution and the Big Bang.



## Course Overview

Religious, Moral and Philosophical studies provides pupils with the opportunity to examine religious ideas and practices, moral issues and dilemmas and some of life's big questions.

## Career Opportunities

The skills developed in RMPS are excellent preparation for a variety of different careers. Some examples of careers where the skills developed in RMPS can be utilised include education, law, journalism, social work, medicine, police force, armed forces and retail.





# SCOTTISH STUDIES

## Qualification

### Scottish Studies Award (SCQF Level 5)

The Scottish Studies Award consists of the following:

#### Unit 1: The Wars of Independence, 1286–1328

In this unit, students will study political change and military conflicts arising from the Wars of Independence, focusing on the roles of William Wallace and Robert the Bruce.

#### Unit 2: Democracy in Scotland and the United Kingdom

In this unit, students will evaluate a range of written, numerical and graphical sources of information in order to detect and explain the degree of objectivity in contemporary Scottish and UK political contexts.

#### Unit 3: The Scottish Tourism Product: An Introduction to the Heritage Industry in Scotland

In this unit, students will identify and evaluate a range of written, numerical and graphical sources of information as they identify key geographical and physical features, special-interest pursuits, distinct tourist areas and heritage centres in Scotland.

#### The Assignment – Scotland in Focus

The assignment will require students to extend and apply their skills, knowledge and understanding. It will be sufficiently open and flexible to allow for personalisation and choice. This element is mandatory and allows students to explore personal interests within a Scottish context.

#### Assessment Details

Each unit is internally assessed with external verification. To gain the course award, the student must pass all of the units as well as the course assessment. The course assessment will provide the basis for grading attainment in the course award.

## Course Overview

The Scottish Studies award provides opportunities for learners to develop their knowledge and understanding of Scotland — its people, languages (such as Scots and Gaelic), society, culture, natural environment and heritage — and to make connections across the curriculum. The award also provides recognition for learners who choose to make these connections by studying aspects of three subject areas in a Scottish context.

The Scottish Studies award is available at SCQF level 5. The award has a broad and flexible framework, providing scope for personalisation and choice, which reflects the range of subject areas that can be studied in a Scottish context.

# SKILLS FOR WORK: ENERGY

## Qualification

### National 5

Learners explore the various UK-based energy industries and develop practical skills by building a small-scale solar hot water system and wind turbine. They also develop their employability skills and review their strengths and weaknesses — which are then used to help suggest the most appropriate career for them within the energy sector.

There is an opportunity to specialise in one subject area, such as analysing your carbon footprint, developing a deeper knowledge of oil and gas production in the North Sea, or learning more about the conventional energy generation systems used in the UK.



## Course Overview

There are many technologies used in the production of energy and this course has been designed to contain both an electrical generation practical/skills element using wind turbines and a heat generation practical/skills element using solar panels. These elements were selected to ensure learners receive a range of skills using different technologies that are involved in the generation of energy. Other systems used to generate energy from both the traditional/conventional and renewable systems will be discussed and evaluated during the course.

## Career Opportunities

With a focus on skills development, the National 5 Skills for Work: Energy course provides a basis for progression into Further Education or for moving directly into training or employment within the energy sector. This course also provides young people with a valuable skillset for those moving directly into employment or apprenticeships.



# SKILLS FOR WORK: LABORATORY SCIENCE

## Qualification

### National 5

This course provides learners with the opportunity to learn laboratory skills such as handling chemicals and preparing solutions, and calculate and present results of their practical work. To maintain health and safety while working in a laboratory environment, learners follow safety and security procedures, and carry out a risk assessment. There are opportunities for learners to develop numeracy and communication skills when they record and report on their practical work.

Learners learn how to:

- \* work safely with potentially hazardous materials, such as microorganisms
- \* measure radioactivity
- \* develop competence using laboratory equipment
- \* perform a titration, chromatography and distillation

## Course Overview

Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally.

They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements.

Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed.

## Career Opportunities

This unit introduces learners to the wide range of industries and services that use scientific knowledge and laboratory skills. They learn about the variety of ways in which science and laboratory skills are used in different industries and services and about the job roles that use these skills. Learners investigate a range of career opportunities in industries and services that use laboratory science. They investigate the skills, qualifications and experience required for a job role of personal interest in the field of laboratory science. Learners prepare for employment, further education or training through producing their own curriculum vitae (CV) for a specific job role in a laboratory science setting.

# SKILLS FOR WORK: HOSPITALITY

## Qualification

### National 5

Skills for Work Hospitality at National 5 (SCQF level 5) provides an introduction to the different commercial and non-commercial sectors of the hospitality industry and the types of provision they offer. Candidates will also learn about the organisational aims of hospitality establishments and the products and services they provide.

Candidates will develop vocational skills and knowledge and gain practical experience in: menu planning; preparing, cooking and presenting a range of foods in a professional kitchen; serving food and drinks; undertaking reception duties and customer care; and planning, organising and running a small hospitality event.



## Course Overview

All Units in the Course place emphasis on the employability skills and attitudes which will help to prepare candidates for the workplace.

Candidates will have the opportunity to prepare for, and take part in, a job interview.

## Career Opportunities

This Course may provide candidates with opportunities to progress to:

- NC Hospitality
- a Scottish Vocational Qualification (SVQ) in Catering and Hospitality
- training or employment



# SKILLS FOR WORK: HEALTH SECTOR

## Qualification

### National 5

The health sector is seen as a growth industry across Scotland offering a wide range of employment opportunities at a variety of levels. The National Health Service (NHS) is a major employer in Scotland and currently employs over 160,000 people. The demands placed upon the NHS are increasing, through changes in demographics combined with an ageing workforce.

The main approaches to learning in this course should be experiential, practical and learner centred. Learners should have the opportunity to learn and develop practical skills in the context of real or simulated settings where they will experience workplace conditions, learn how to work with others in a team and develop good working practices.



## Course Overview

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

This course provides an opportunity for young people to develop their skills that would support them to pursue a career in the health sector.

The health sector includes the National Health Service (NHS) (primary and secondary care), Independent Healthcare, Complementary Therapies, the Life Sciences and Retail Pharmaceutical Industries and the Community and Voluntary Sector.



## MENTAL HEALTH AND WELLBEING

### Qualification

The Award in Mental Health and Wellbeing at SCQF level 5 aims to reduce stigma surrounding mental health and arm young people with healthy coping strategies, as well as promote knowledge of the impact of mental health on behaviour. The course intends to dispel myths surrounding mental health and promote an understanding of positive and negative impacts on mental health. It gives young people opportunities to develop the skills necessary to make the right choices and explore the potential uses and impact of social media and the internet on mental health. The course content and activities are designed to create resilience and promote equity.

### Course Overview:

The award has been designed to enable learners to increase understanding and awareness of issues around mental health and wellbeing. As a result, they will be better equipped to undertake further education, training or employment, live a healthy lifestyle and become responsible, contributing citizens.

### Units:

The course is made up of 3 SQA unit credits at SCQF level 5:

1. Understanding Mental Health Issues
2. Influences on Mental Health and Wellbeing
3. Coping Strategies and Building Resilience

### Course Overview

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

Each unit is internally assessed with external verification. To gain the course award, learners must pass all of the internal units assessments.

### Career Opportunities

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work. These transferrable skills are applicable to a wide-range of career and further study opportunities.

## STATISTICS UNIT

### Qualification

The general aim of the Statistics Unit at Level 6 is to develop knowledge, skills and understanding in statistical methods and techniques that can be applied to a variety of real-life.

This includes skills in interpreting and analysing graphs and statistical diagrams, applying skills to the normal distribution and determining the equation of linear regression and using it for prediction.

Learners who complete this Unit will be able to:

Use statistical skills in real-life contexts

Produce a statistical analysis on given data set(s).











## STRATHAVEN ACADEMY

Bowling Green Road  
Strathaven  
SCOTLAND  
ML10 6DP  
Phone: 01357 524040  
Fax: 01357 524 041  
[www.strathaven.s-lanark.sch.uk](http://www.strathaven.s-lanark.sch.uk)

